

MERCER UNIVERSITY

2022 - 2023

CECIL B. DAY CAMPUS | ATLANTA, GEORGIA

COLLEGE OF PHARMACY | COLLEGE OF NURSING

SCHOOL OF BUSINESS | SCHOOL OF THEOLOGY

COLLEGE OF EDUCATION | COLLEGE OF PROFESSIONAL ADVANCEMENT

COLLEGE OF HEALTH PROFESSIONS



It is the policy of Mercer University to adhere to the rules and regulations, course offerings, and financial charges that are announced in the Catalog or in other Mercer University publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary. Attendance at Mercer University is a privilege that may be forfeited by anyone whose conduct is adjudged as inconsistent with the traditions, policies, and regulations of the University.

Note: A majority of student policies and resources can be found in the Mercer University Student Handbook and the University Catalog found at provost.mercer.edu. However, many academic programs and regional academic centers have additional information and policies pertaining to the specific population of students they serve. These resources, when taken as a whole, provide students with a basic understanding of the rights and responsibilities of Mercer students.

Students are encouraged to review these documents and to contact the Office of Student Affairs professional on their campus if they have any questions (see contact information for the various campuses in the University Student Handbook). Online copies will contain the most up to date versions of policies and supersede any printed copies should any discrepancies exist. These documents may be provided in an alternative format upon request.

This catalog is effective for students entering after May of 2022 and contains information and regulations pertaining to programs offered by the College of Pharmacy, the College of Nursing, the School of Business, the School of Theology, the College of Education, the College of Professional Advancement, and the College of Health Professions on the Cecil B. Day Campus of Mercer University. Other catalogs published by the University are listed:

Macon Campus

**1501 Mercer University Drive
Macon, Georgia 31207**

College of Liberal Arts and Sciences
School of Business
School of Engineering
College of Education
School of Music
College of Health Professions

Regional Academic Centers

**1501 Mercer University Drive
Macon, Georgia 31207**

School of Business
College of Education
College of Professional Advancement

**Walter F. George School of Law
1021 Georgia Avenue
Macon, Georgia 31201**

**Mercer University School of Medicine
1500 College Street
Macon, Georgia 31201**

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MERCER UNIVERSITY

Catalog 2022-2023



CECIL B. DAY GRADUATE AND PROFESSIONAL CAMPUS

**College of Pharmacy
Georgia Baptist College of Nursing
Stetson-Hatcher School of Business
McAfee School of Theology
Tift College of Education
College of Professional Advancement
College of Health Professions**

Atlanta, Georgia 30341

Federal Disclosure Requirements

Mercer University's Federal Disclosure Requirements are available from the University web site at <http://disclosure.mercer.edu/>. This report contains the following information:

- Campus Security: Jeanne Clery Disclosure for Campus Security, campus crime statistics, Campus Sex Crime Prevention Act, and fire safety
- Campus Emergency Procedures
- Drug and Alcohol Policies
- Financial Assistance and Cost of Attendance Information
- Health and Safety Information: immunization and missing persons information
- Institutional Information: accreditation, characteristics of students, degree programs, degree program improvement plans, disability support services, FERPA information, retention and graduation rates, peer-to-peer file sharing, post-graduate employment information, readmission of veterans, transfer of credit, withdrawal procedures, voter registration, and satisfactory progress standards.

Paper copies of these reports are available upon request. Please contact the Office of Institutional Effectiveness by mailing inquiries to:

Office of Institutional Effectiveness
Mercer University
1501 Mercer University Drive
Macon, GA 31207

Equal Opportunity Policy

Mercer University is committed to providing equal educational and employment opportunities to all qualified students, employees, and applicants, without discrimination on the basis of race, color, national or ethnic origin, disability, veteran status, sex, sexual orientation, genetic information, gender identity, age, or religion, as a matter of University policy and as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503 and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). Inquiries concerning this policy may be referred to Mercer's Equal Opportunity/Affirmative Action Officer, Human Resources, 1501 Mercer University Drive, Macon, Georgia 31207, telephone (478) 301-2786.

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Calendar 2022-2023

	Fall Semester 2022
	Session I (8 Weeks)
First Day of Classes	August 22
Last Day for Drop/Add*	August 29
Labor Day Holiday	September 5
Last Day for Course Withdrawal	September 24
Last Day of Classes	October 17
Grades Due	October 19 at noon
	Session II (8 weeks)
First Day of Classes	October 19
Last Day for Drop/Add*	October 26
Last Day for Course Withdrawal	November 20
Thanksgiving Holiday	November 23 – 27
Last Day of Classes	December 17
Grades Due	December 19 at noon
	Session III (16 weeks)
First day of Classes	August 22
Last day of Add/Drop*	August 29
Labor Day	September 5
Last day for Course withdrawal	October 27
Thanksgiving Holiday Break	November 23-27
Last Day of Classes	December 17
Grades Due	December 19 at noon
	Spring Semester 2023
	Session I (8 Weeks)
First Day of Classes	January 9
MLK Holiday	January 16
Last Day of Drop/Add*	January 17
Last Day for Course Withdrawal	February 10
Last Day of Classes	March 6
Grades Due	March 8 at noon

First Day of Classes
Last Day of Drop/Add*
Easter Holiday
Last Day for Course Withdrawal
Last Day of Classes
Grades Due

Session II (8 Weeks)

March 10
March 17
April 7-9
April 12
May 6
May 8 at noon

First Day of Classes
MLK Holiday
Last Day of Drop/Add*
Spring Break
Last Day for Course Withdrawal
Easter Holiday
Last Day of Classes
Grades Due
Commencement-Atlanta

Session III (16 weeks)

January 9
January 16
January 17
March 6-10
March 19
April 7-9
May 6
May 8 at noon
May 14

First Day of Classes
Memorial Day Holiday
Last Day of Drop/Add*
Last Day for Course Withdrawal
Independence Day Holiday
Last Day of Classes
Grades Due

Summer Semester 2023

Session I (8 Weeks)

May 22
May 29
May 30
June 24
July 4
July 17
July 19 at noon

First Day of Classes
Last Day of Drop/Add*
Last Day of Course Withdrawal
Last Day of Classes
Grades Due

Session II (4 weeks)

July 19
July 22
August 2
August 14
August 16 at noon

	Session III (12 weeks)
First Day of Classes	May 22
Memorial Day Holiday	May 29
Last Day of Drop/Add*	May 30
Independence Day Holiday	July 4
Last Day of Course Withdrawal	July 11
Last Day of Classes	August 14
Grades Due	August 16 at noon

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

Note: **The College of Nursing, the College of Pharmacy, the School of Theology, and the College of Health Professions** detailed calendars may be found in their separate sections of this catalog.

The University

Mercer University is one of America's oldest and most distinctive institutions of higher learning, offering rigorous programs that span the undergraduate liberal arts to doctoral-level degrees. Founded by early 19th century Baptists, Mercer — while no longer formally denominationally affiliated — remains committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom.

With more than 9,000 students enrolled in 12 schools and colleges on campuses in Macon and Atlanta; three medical school campuses in Macon, Savannah and Columbus; and at two Regional Academic Centers, Mercer is ranked among the top tier of national research universities by *U.S. News & World Report*. Our more than 87,000 alumni are making important contributions to their professions and communities throughout Georgia, the Southeast and the world.

While offering a breadth of programs found at much larger universities, Mercer maintains an intimate, student-focused culture more characteristic of smaller liberal arts colleges. Mercer's uniqueness is found in the way the University integrates five defining components of its mission: Liberal Learning, Professional Knowledge, Discovery, Service to Humankind and Community.

University Mission

Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve. In fulfilling this mission, the University supports undergraduate, graduate and professional learning as well as basic research and its application in service to others. As a university committed to excellence and innovation, Mercer challenges members of its community to meet and exceed high standards in their teaching, learning, research, scholarship and service.

Mercer is an independent university that remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the equal worth of every individual, and commits to serving the needs of humankind. As a reflection of this heritage:

- We encourage our students to discover and develop fully their unique combination of gifts and talents to become leaders who make a positive difference in the world.
- We seek to inspire members of our community to live virtuous and meaningful lives by using their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor.
- We seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding, including an examination of the moral, religious and ethical questions of this and every age.
- We affirm and respect the dignity and sacred worth of every person and celebrate both our commonalities and our differences.

University Goals

- To offer undergraduate, graduate and professional programs based upon a strong liberal arts foundation
- To support a highly qualified faculty that is student- and teaching-oriented and is engaged in scholarly research and professional activities
- To foster independent and critical thinking and a continuing interest in learning

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

University-Wide Assessment

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

Mercer History

Mercer University was founded in 1833 in Penfield by Georgia Baptists. The school, under the leadership of Baptist minister and spiritual father Adiel Sherwood, was named for Jesse Mercer, a prominent Baptist leader and the first chair of the Mercer Board of Trustees.

Josiah Penfield gave the \$2,500 that prompted the Georgia Baptist Convention to begin plans to open a school. Many Georgia Baptists gave matching funds for Penfield's gift. The school opened under principal Billington Sanders.

Initially a male preparatory school named "Mercer Institute," the school at its founding consisted of a red clay farm and two hewed log cabins, valued at approximately \$1,935. Enrollment for the first term was 39 students. When the school opened, there were considerably fewer and others came over the first few weeks. Tuition was \$35 for the year. Board was provided at \$8 per month, and each student was required to supply his own bedding, candles and furniture.

From its humble beginnings in Penfield, Mercer today is a dynamic and comprehensive center of undergraduate, graduate and professional education. The University has more than 8,750 students; 12 schools and colleges – liberal arts, law, pharmacy, medicine, health professions, business, engineering, education, theology, music, nursing and professional advancement; campuses in Macon, Atlanta, Savannah and Columbus; two regional academic centers in the state; a university press; five teaching hospitals; an educational partnership with Warner Robins Air Logistics Complex; an engineering research center in Warner Robins; a performing arts center in Macon; and a NCAA Division I athletic program.

The institution's reputation for exceptional academics in an engaged learning environment continues to grow. In 2018 the University was reclassified as a doctoral university with high research activity (R2) and is ranked in the top tier of national universities by *U.S. News & World Report* and is a member of the Georgia Research Alliance. Mercer has also earned a Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching and is one of only 286 institutions in the country to shelter a chapter of The Phi Beta Kappa Society.

Mercer in the 19th Century

1833

- Mercer Institute, the forerunner of Mercer University, is founded by Georgia Baptists in Penfield as a manual labor school for boys.

1838

- Mercer's first Board of Trustees is elected and Mercer Institute becomes known as Mercer University.

1839

- First college classes begin.
- Female Seminary is approved by the Mercer Board of Trustees.

1841

- First college class is graduated.

1843

- Principal college building at Penfield is destroyed by fire.

Early 1860s

- Mercer is one of the few colleges in the South and the only one in Georgia to remain open during the War Between the States.

1870

- During the April 1870 Georgia Baptist Convention (GBC) meeting, the decision is made to move Mercer away from Penfield. In August, the commission, appointed by the GBC to find a new location, votes to approve Macon. In September, President David E. Butler tells Macon Mayor George S. Obear and the City Council that Macon has been chosen and "that the proposition on their part to pay you the sum of \$125,000 ... in bonds of the city of Macon, and a site to cost not over \$25,000 ... was accepted." On Oct. 28, President H.H. Tucker reports that a six-acre site, adjoining Tattnell Square, has been selected. On Nov. 2, Mayor Obear presents \$125,000 in bonds and the title deed to the land; a written contract has been entered into between the Trustees and the city. The end of the year marks the closing of the school at Penfield and the University moved.

1871

- Mercer relocates to Macon.

1873

- A law school is organized and classes begin in February 1874. The first classes are held in the courthouse and in law offices.

1874

- Construction of the Administration Building is completed at a cost of \$100,000.

1880

- The cornerstone of the new chapel building (current-day Willingham) is in place. The chapel is dedicated in 1881, debt-free.

1892

- Mercer plays the University of Georgia in Athens in the first college football game in the state of Georgia and one of the first in the Southeast. The game, scheduled for Thanksgiving Day 1891, is postponed until January 1892. Georgia triumphed, 50-0.
- In the fall, Mercer would record its first win in football, beating Georgia Tech, 12-6, in Macon, in the Yellow Jackets' first game ever.

Mercer in the 20th Century

1903

- Mercer opens the School of Pharmacy.

1918

- The School of Pharmacy closes.
- During World War I, the Mercer Board of Trustees authorized President Rufus W. Weaver to tender to the Secretary of the Navy and the Secretary of War the buildings and equipment of the University that they might be used effectively in service of the nation. The Student Army Training Corps is established at Mercer on Oct. 1, 1918, and continues until the following spring. Following the war, Mercer discontinues systematic military training. Altogether, Mercer's war dead numbers 14.

1919

- Mrs. W. E. Jackson is the first woman to receive a degree from Mercer. Mrs. Jackson, who later becomes Mrs. Joseph Seth Weekly, is awarded the LL.B. degree.

1922

- WMAZ Radio, with call letters standing for "Watch Mercer Attain Zenith," goes on the air, located in the tower of the chapel building.

1927

- Mercer turns the fledgling radio station over to the Macon Junior Chamber of Commerce.

1939

- Macon Baptist Pastors Union requests an investigation of the character of teaching in some of Mercer's classrooms. After a 10-hour hearing held in Roberts Chapel on March 30, the Board of Trustees accepts the action of the special committee disposing of the charges.

1942

- Mercer sets apart the Law Building and Roberts Hall for use by the War Training Service during World War II.

1943

- The Navy V-12 School is established on July 1 and continues until October 1945. Mercer is one of nine institutions in the Southeast selected to give aviation instruction in the Navy War Training Service. During this period, 731 trainees receive basic aviation instruction in the Mercer V-12 program.

1949

- Mercer dedicates the restored Mercer Chapel at Penfield with Dr. Louie D. Newton as speaker.

1957

- Construction is completed on the George B. Connell Student Center.

1959

- The Southern School of Pharmacy in Atlanta merges with Mercer University.

1963

- Sam Jerry Oni of Ghana, Africa, becomes the first black student to enter Mercer. On April 18, Mercer Trustees vote to admit qualified students without regard to race, and Mercer becomes one of the few private colleges in the South to do this before being required by the 1964 Civil Rights Act.

1965

- Mercer dedicates the Eugene W. Stetson Memorial Library.

1967

- Mercer dedicates Knight Hall of Humanities.

1968

- The Hugh M. Willet Science Center is dedicated.

1972

- Mercer dedicates the new School of Pharmacy building in Atlanta. Atlanta Baptist College merges with Mercer University and becomes known as Mercer University in Atlanta. Today, it is known as the Cecil B. Day Graduate and Professional Campus.

1973

- The Law School's centennial is celebrated and Mercer graduate and U.S. Congressman Carl Vinson's 90th birthday is observed.

1976

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

1978

- The former Tattnall Square Baptist Church on the Macon campus is rededicated as Newton Hall in honor of Dr. Louie D. Newton.
- Mercer acquires the Overlook Mansion on Coleman Hill, now known as the Woodruff House.

1979

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

1980

- Mercer dedicates the restored Administration Building.
- Inauguration ceremonies for Mercer's 17th president, Raleigh Kirby Godsey, are held at the Macon City Auditorium.
- Mercer dedicates the A.T. Davis Administration Building, College of Arts and Sciences, in Atlanta.
- Mercer dedicates the Sheffield Building, College of Arts and Sciences, in Atlanta.

1981

- Mercer dedicates the School of Medicine's Education Building in Macon.

1982

- Mercer University School of Medicine admits its charter class of students in the fall.

1983

- Mercer establishes the School of Business in Atlanta.
- Mercer dedicates the W.G. Lee Alumni House in Macon.
- Mercer dedicates the Monroe F. Swilley Jr. Library in Atlanta.
- The Plunkett-Sewell family commissions a Holtkamp pipe organ, specially designed for Newton Chapel. The 52-rank Tracker instrument is one of the largest organs of its kind on the eastern seaboard, establishing Mercer as a center for organ performance and teaching.

1984

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

1985

- The charter class of the School of Engineering begins its studies and construction on a new building for engineering is begun.

1986

- Tift College, a Georgia Baptist women's institution in Forsyth, merges with Mercer University.
- The new School of Engineering building opens for classes in the fall and is dedicated in October.

1987

- University College, formerly the College of Continuing Education, is established, with educational centers located in Macon, Thomaston, Griffin, Eastman and Douglasville.
- Groundbreaking is held for a new 93,750-square-foot library building located on the main campus in Macon.
- The Mercer Engineering Research Center (MERC) is established as an extension of the School of Engineering. MERC provides a broad range of customer-oriented services to commercial and government clients.

1988

- The School of Law receives the largest gift in the University's history at that time — \$14 million from George W. Woodruff.

1989

- The University's Board of Trustees votes to discontinue undergraduate liberal arts education on the Atlanta campus. The mission of the Cecil B. Day Campus in Atlanta is changed to focus on graduate and professional education.

1991

- In April, the University breaks ground on a new education and research center for the School of Pharmacy on the Cecil B. Day Campus in Atlanta.

1992

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

1994

- The Board of Trustees approves plans to establish a School of Education and a School of Theology.

1995

- In April, the University's Board of Trustees approves plans to locate the School of Theology on the Cecil B. Day Campus in Atlanta.
- On Oct. 1, Mercer enters into a long-term lease with Bibb County for the management and administration of The Grand Opera House in downtown Macon.

1996

- Construction is completed on the new 32,000-square-foot School of Theology building on the Cecil B. Day Campus in Atlanta. The School's charter class of students is admitted in the fall.

1997

- The former Findlay House, located next to the W. G. Lee Alumni House on Coleman Avenue in Macon, is restored and dedicated in May as the Tift College Alumnae House.
- Construction is completed on a 26,557-square-foot academic facility for the Douglas County Regional Academic Center.
- Construction is completed on a new 52,155-square-foot facility for the Mercer Engineering Research Center in Warner Robins.
- The School of Medicine completes construction on a 10,000-square-foot expansion of its research wing.
- The former Stetson Library is rededicated in September as Stetson Hall and converted into office and classroom space for the School of Business and the School of Education.

1998

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

1999

- The McAfee School of Theology graduates its charter class in May.
- Mercer breaks ground for a Greek Village in Macon and student apartment buildings in Macon and Atlanta.

Mercer in the 21st Century

2000

- During a ceremony on April 20, Mercer dedicates the Jack Tarver Memorial Library.
- In August, Mercer opens its new police station and seven new apartment buildings on the Macon campus and two new apartment buildings on the Cecil B. Day Campus in Atlanta.
- In September, Mercer dedicates the new 18-building Greek Village.
- Mercer and the Georgia Baptist Convention announce that the 98-year-old Georgia Baptist College of Nursing, located in downtown Atlanta, will merge with Mercer on Jan. 1, 2001.

2001

- The School of Education is renamed the Tift College of Education of Mercer University at the April Board of Trustees meeting.

2002

- The new College of Nursing building on the Atlanta campus is dedicated during the College's centennial celebration.

2003

- Mercer opens the doors to its newest regional academic center in McDonough, providing opportunities for adult learners in Henry County and surrounding areas. The University's programs in Griffin and Covington are merged into the Henry County location.
- The University's 10th academic unit, the College of Continuing and Professional Studies, is established from the former Division of Extended Education.
- Mercer purchases the Georgia Baptist Center, which was previously owned by the Georgia Baptist Convention and is adjacent to the Atlanta campus. It becomes the Atlanta Administration and Conference Center.

2004

- The University plays its first basketball games in the new University Center Arena during Homecoming week, Jan. 27-Feb. 1. The remainder of the signature facility on the Macon campus opens March 15. The official dedication of the University Center and the Griffin B. Bell Board Room is held in April, following the Board of Trustees meeting.

2005

- The Townsend-McAfee Institute is established to offer graduate programs in church music that prepare musical artists for the ministry. The institute is a collaboration between the Department of Music in the College of Liberal Arts and Sciences in Macon and the School of Theology in Atlanta.

2006

- After 27 years as president, R. Kirby Godsey steps down from his leadership role to become chancellor, leaving office as the longest-serving president in University history. William D. Underwood, former interim president of Baylor University and noted legal scholar and teacher, becomes the University's 18th president on July 1.
- The Department of Music in the College of Liberal Arts and Sciences becomes the Townsend School of Music on July 1. Trustee Carolyn McAfee, widow of James T. McAfee Jr., former chairman of Mercer's Board of Trustees, and her son and daughter-in-law, Tom and Julie McAfee, provided the founding endowment.
- The Robert McDuffie Center for Strings is established on the Macon campus, offering conservatory-quality music training in a comprehensive university setting.
- The 103-year-old School of Pharmacy changes its name to the College of Pharmacy and Health Sciences on July 1. The name change reflects additional health science programs, including a new physician assistant program.
- The American Baptist Historical Society, with the largest and most diverse collection of Baptist historical materials and archives in the world, announces it will relocate to Mercer's Atlanta campus. The ABHS consolidated holdings from facilities in Valley Forge, Pa., and Rochester, N.Y.

2007

- Three teams of students and faculty inaugurate the Mercer On Mission program over the summer in Kenya, Brazil and Guatemala. The program combines academic credit with service-learning opportunities.

- The School of Medicine, as it celebrates its 25th year, announces it will open a second, four-year doctor of medicine program in Savannah in fall 2008. The program will be based at Memorial University Medical Center, where Mercer has had a clinical relationship since 1996 to provide instruction for part of the school's third- and fourth-year medical students.
- The Mercer Athletic Foundation is established to raise funds for intercollegiate athletics.
- The University completes a new gateway entrance to the Macon campus on Mercer University Drive, near Interstate 75, and a new Hilton Garden Inn opens on that side of the campus.
- The building housing the Douglas County Regional Academic Center is dedicated to longtime benefactors Fred and Aileen Borrich.
- The new Science and Engineering Building is dedicated, and the University celebrates the School of Engineering's 22-year partnership with Warner Robins Air Force Base Logistics Center.

2008

- Thirty first-year medical students receive their white coats and begin their education as members of the inaugural class in Mercer's new four-year medical program in Savannah.

2009

- An announcement is made that a \$10 million mixed-use development on the Macon campus will feature loft-style apartments and retail space for the Mercer bookstore and other businesses that cater to the Mercer community and residents in the College Hill Corridor. Called "The Lofts at Mercer Village," the development is located on Montpelier Avenue and designed to create a vibrant streetscape, enhancing the recent retail development in Mercer Village.

2010

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

2011

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

2012

- Mercer joins 24 institutions across the country as a participant in the prestigious Stamps Scholars Program, funded by the Stamps Charitable Foundation Inc. Initially, five entering freshmen will be designated as Stamps Scholars and receive the full cost of attendance, plus a \$16,000 stipend over four years for enrichment activities, such as study abroad or undergraduate research. When the program is fully implemented, 10 members of each Mercer freshman class will be designated as Stamps Scholars.

- The Eula Mae and John Baugh Center for Baptist Leadership is established and endowed with a \$2.5 million grant from the Eula Mae and John Baugh Foundation.
- The University announces in February plans to partner with The Medical Center and St. Francis Hospital to establish a Columbus campus for third- and fourth-year students in the School of Medicine. Columbus joins Macon – where the School was established in 1982 to prepare physicians for rural and medically underserved areas of Georgia – and Savannah in hosting campuses for the medical school.
- A \$1 million gift from Macon cardiologist Dr. Chuck Hawkins and his wife, Kathy, to benefit the Mercer basketball program is recognized later that month as the arena housed within the University Center is renamed “Hawkins Arena.”
- The Board of Trustees authorizes establishment of the Mercer Health Sciences Center, a multi-campus academic health center encompassing the School of Medicine, College of Pharmacy and Georgia Baptist College of Nursing, as well as the creation in July 2013 of a new College of Health Professions.
- Phase II of the Lofts at Mercer Village opens. The first floor houses the Center for Collaborative Journalism, and student apartments occupy the top three floors.
- The University dedicates the Emily Parker Myers Admissions and Welcome Center at the corner of Winship Street and Montpelier Drive. The building is named in honor of Myers, who was one of the longest-serving administrators in University history, serving as senior vice president for university advancement and external affairs when she retired in 2008.
- The Board of Trustees, at its November meeting, gives the green light for construction to begin on Cruz Plaza, to transform the appearance of the central part of the Macon campus from the University Center to the Historic Quad and from the Greek Village past Tarver Library. Milton L. Cruz, his wife Aileen, father Juan L. Cruz Rosario and sister Zoraida Cruz Torres provide the lead gift for the project. An official groundbreaking is held Dec. 11, 2012.
- Former President Jimmy Carter joins the Mercer University Board of Trustees. Carter is believed to be the first former U.S. president in modern times to serve on a university governing board.

2013

- A \$425,000 grant from ArtPlace America was announced to support Mercer’s effort to revitalize the former Tattnall Square Presbyterian Church into the Tattnall Square Center for the Arts. The Center serves as a community theater and arts venue, as well as home to the University’s Theatre Department.
- The University announces the acceptance of an invitation to join the Southern Conference, affiliating Mercer Athletics with the nation’s fifth-oldest NCAA Division I athletic association.
- More than 12,000 fans overflow the Mercer Football Stadium on Aug. 31 to watch the Bears field their first football team in more than 70 years. Mercer proceeds to break the NCAA record for most wins ever by a start-up program, sporting a 10-2 record and finishing unbeaten at home with an unblemished 8-0 campaign.
- The Lofts at Tattnall Square, the third new loft-style student apartment building to be constructed under the College Hill Corridor master plan, opens to accommodate the University’s growing undergraduate enrollment.
- Former U.S. Congressman, Ambassador to the United Nations and Atlanta Mayor Andrew Young kicks off Mercer’s yearlong commemoration of the 50th anniversary of the institution’s integration during a convocation in Willingham Auditorium.

2014

- The men's basketball team turns the attention of the entire country – and beyond – to the University when the 14th-seeded Bears beat the third-seeded Duke Blue Devils 78-71 in the second round of the NCAA Tournament.
- The College of Continuing and Professional Studies, established in 2003 and whose roots date back to Tift College's merger with Mercer in the late 1980s, is renamed Penfield College of Mercer University.
- On the strength of its growing research profile, Mercer is admitted as a member of the Georgia Research Alliance, whose mission is to expand research and commercialization capacity in Georgia's universities to launch new companies, create high-value jobs and transform lives.
- Mercer breaks ground on an \$18 million expansion of School of Medicine (MUSM) facilities on its Savannah campus at Memorial University Medical Center. This endeavor includes renovation of the William and Iffath Hoskins Center for Biomedical Research as well as construction of an addition to the Hoskins Center to serve as a medical education and research facility for the University.
- President William D. Underwood uses the opening night of Homecoming weekend to announce a \$400 million capital campaign for the University. "Aspire, The Campaign for Mercer University, seeks to provide financial resources that will empower Mercer, already emerging among the Southeast's elite private research universities, to become an international leader in applying its intellectual capital to better serve the needs of humankind."

2015

- Mercer's two-year-old, 10,000-seat stadium, home of Mercer Bears football and lacrosse, is renamed Five Star Stadium in recognition of a multi-million-dollar commitment, the largest-ever for Mercer athletics and one of the largest in the University's history. The financial commitment came from Five Star Automotive Group, owned by Charlie Cantrell and Dick Pope.
- A large multi-million-dollar commitment from a Macon resident and devoted friend of the University establishes the Jo Phelps Fabian Center for Musical Excellence in School of Music. The commitment by Fabian is the largest ever, along with the gift that founded the School of Music, to support the arts at Mercer.
- Mercer Theatre's first performance in the newly completed Tattnall Square Center for the Arts features William Shakespeare's "The Tempest."
- Mercer student and reigning Miss Georgia Betty Cantrell is crowned Miss America in Atlantic City, N.J.
- The nation's most prestigious academic honor society – Phi Beta Kappa – approves the granting of a chapter to Mercer during the organization's 44th Triennial Council in Denver. Mercer becomes just the third Georgia research university – joining Emory and the University of Georgia – to shelter a chapter.

2016

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

2017

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

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

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

2018

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

2019

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

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

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

2020

- Mercer dedicates the Stembridge Center in honor of alumnus, donor and former staff member Willard D. “Bill” Stembridge to centrally locate student success services in Macon.
- In March, Mercer transitions to online classes due to the COVID-19 pandemic.
- Mercer opens COVID-19 testing lab on Macon campus.
- Mercer returns to in-person classes for the start of Summer Session 2 with many new protocols in place to curb the spread of COVID-19.
- Mercer breaks ground on a new four-year medical school campus in Columbus.
- Mercer’s final fall enrollment surpasses 9,000 students for the first time.
- Mercer Medicine holds a ribbon-cutting for its third rural health clinic in Fort Gaines located in Clay County.
- Mercer’s endowment at the end of the calendar year surpasses \$400 million for the first time.

2021

- The School of Medicine held a ribbon-cutting in February for its fourth rural primary care clinic, which opened March 1 in Putnam County.
- The Macon-based Phil J. and Alice S. Sheridan Foundation committed \$10 million to endow The Sheridan Center to support the work of Mercer On Mission throughout the globe. The Center maintains a special focus on the University’s prosthetics program, which promises to become the largest supplier of high-quality prosthetics to people who could not otherwise afford them throughout the world.
- A five-year, \$300,000 Peyton Anderson Foundation grant brought symphony orchestra back to Macon for the first time since 2017 with the announcement of the Macon-Mercer Symphony Orchestra. The new orchestra, which played its opening concert Oct. 4 at The Grand Opera House, is a collaboration between the world-renowned Robert McDuffie Center for Strings in Mercer University’s Townsend School of Music and musicians from the Atlanta Symphony Orchestra.

2022

- The School of Medicine held a ribbon-cutting in April for its fifth rural primary care clinic, which opened April 4 in Harris County
- The School of Medicine dedicated its new \$50 million campus on the banks of the Chattahoochee River in Columbus.
- The University broke ground on May 17 for the new Moye Pharmacy and Health Sciences Center on the Cecil. B. Day Campus in Atlanta.

Mercer University Presidents

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

Billington McCarty Sanders	1833-1840
Otis Smith	1840-1844
John Leady Dagg	1844-1854

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

Mercer University Profile

MERCER UNIVERSITY is one of America's oldest and most distinctive institutions of higher learning, offering rigorous programs that span the undergraduate liberal arts and sciences to doctoral-level degrees. Founded by early 19th century Baptists, Mercer — while no longer formally denominationally affiliated — remains committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom.

With more than 9,000 students enrolled in 12 schools and colleges, on major campuses in Macon and Atlanta; medical school campuses in Macon, Savannah and Columbus; and at Regional Academic Centers in Henry and Douglas counties, Mercer is ranked among the top tier of national research universities by U.S. News & World Report. More than 85,000 alumni are making important contributions to their professions and communities throughout Georgia, the Southeast and the world.

While offering a breadth of programs found at much larger universities, Mercer maintains an intimate, student-focused culture more characteristic of smaller liberal arts colleges. Mercer's uniqueness is found in the way the University integrates five defining components of its mission: Liberal Learning, Professional Knowledge, Discovery, Service to Humankind and Community.

Academic Divisions

College of Liberal Arts and Sciences

MACON — The oldest and largest of the University's academic units, the College of Liberal Arts and Sciences is Mercer's academic cornerstone. The College offers baccalaureate programs in the humanities, fine arts, natural sciences, social sciences, mathematics and computer science, along with a variety of interdisciplinary options. Offering a multitude of pre-professional programs in health, law and theology, the College also provides students a strong liberal arts foundation. The core curriculum blends practical skills, such as critical thinking, clear writing and effective communication, along with a deep engagement with the diversity and richness of the peoples, faiths, cultures and natural processes in the world. The College's Great Books Program, which provides students the opportunity for focused study of classic writers and thinkers of the Western

world, is recognized among the 25 Best Great Books Programs by Best College Reviews. The Integrative Program combines traditional disciplinary course requirements with three multidisciplinary integrative courses, which require students to wrestle with challenging questions from multiple perspectives and prepare them to make meaningful contributions in a complicated and deeply interconnected world. Students in the College take advantage of a variety of study-abroad opportunities, both through faculty-led programs and those organized through the Mercer On Mission program. Mercer has been frequently recognized by U.S. News & World Report for “Best Undergraduate Teaching” and is listed among the “Best Undergraduate Computer Science Programs.” In 2015, Mercer was awarded a chapter of Phi Beta Kappa, the nation’s most prestigious academic honor society.

School of Law

MACON — Founded in 1873, Mercer University School of Law is one of the oldest law schools in the United States and the first in the state of Georgia accredited by the American Bar Association. Mercer Law School is committed to preparing students for high-quality, general practice in a supportive and professional learning environment. Mercer Law School is a two-time recipient of the prestigious ABA Gambrell Professionalism Award for excellence and innovation in ethics and professionalism throughout the curriculum. With an enrollment of 387 students, Mercer Law continues to be recognized for preparing students for practice through its award-winning programs in legal writing, advocacy, experiential education and emphasis on ethics and professionalism.

School of Business

MACON, ATLANTA, HENRY COUNTY AND ONLINE — Established in 1984, Mercer’s Stetson-Hatcher School of Business is named for Eugene W. Stetson, a 1901 Mercer graduate and business pioneer who leveraged the first major buyout in corporate history, and his grandson Robert F. (Bob) Hatcher, a Macon businessman, longtime supporter, Life Trustee and former board chair for the University. Over the past 80 years, Mercer has granted more than 12,000 business degrees, and many of its graduates hold senior leadership positions in companies around the world. Mercer’s business school delivers career-focused business education in order to develop innovative leaders who are responsible global citizens.

Stetson-Hatcher School of Business is an accredited member of AACSB International — The Association to Advance Collegiate Schools of Business — which places it among the top five percent of business schools worldwide. Mercer’s business school has been recognized as one of the “Best Business Schools” in the United States by both The Princeton Review and U.S. News & World Report. Mercer is listed as one of the “Best Undergraduate Business Programs” by U.S. News & World Report, and it has been recognized among MBA Programs Where Grads Make More Money Than They Owe.

The Evening MBA is included among the top 200 MBA programs in the country, and the Online MBA has been ranked among the top 100 Online MBA programs nationwide by U.S. News & World Report.

School of Engineering

MACON AND ONLINE — Mercer’s innovative and academically challenging engineering and engineering-related programs provide students with a comprehensive education, featuring a solid foundation in mathematics and sciences, a core engineering curriculum, a range of courses in engineering specialties and a strong emphasis on communication methodologies and technologies. The School of Engineering marked its 35th anniversary in 2020, and its undergraduate program is consistently ranked among the top programs in the nation by U.S. News & World Report. Known for its breadth of instruction in its undergraduate program and its 4+1 integrated bachelor’s and master’s

degree program, Mercer combines technical education with hands-on laboratory experience, research and real-world problem-solving. The School has produced 12 Goldwater Scholars in the last six years — including an unprecedented three recipients in three consecutive years for 2019, 2020 and 2021 — and nine Department of Defense SMART Scholars in the last seven years.

College of Education

MACON, ATLANTA, DOUGLAS COUNTY, HENRY COUNTY AND ONLINE — Mercer's Tift College of Education prepares more professional educators than any other private institution in Georgia. It offers baccalaureate and graduate degrees for teacher education, including initial certification and teacher advancement, and educational leadership. Tift College of Education offers programs approved by the Georgia Professional Standards Commission. Guided by the conceptual framework of "The Transforming Educator," the College supports those who aspire to grow professionally throughout their careers, while also seeking to transform the lives of students. In addition, the College offers some blended baccalaureate programs and fully online and blended graduate-level programs.

School of Theology

ATLANTA AND ONLINE — Established in 1996, Mercer's James and Carolyn McAfee School of Theology brings Jesse Mercer's founding vision of providing students with a classical and theological education full circle as it prepares students for ministry in the church and beyond. McAfee shares Jesse Mercer's concern that churches have pastors-leaders who understand Scripture and can clearly articulate their Christian beliefs. The mission is to prepare ministers who will inspire the Church and the world to imagine, discover and create God's future. The School offers master's and doctoral degrees, along with several ministry concentrations. The innovative, fully-integrated curriculum is taught by nationally recognized scholars who are committed Christians. Along with a network of partner churches, McAfee is affiliated with the Cooperative Baptist Fellowship.

College of Professional Advancement

MACON, ATLANTA, DOUGLAS COUNTY, HENRY COUNTY AND ONLINE — Mercer University's College of Professional Advancement is committed to offering undergraduate, graduate and certificate programs, along with lifelong learning opportunities, for adults who seek leadership roles in their community and beyond, professional transition and advancement, and lives that have meaning and purpose. Educational programs support the needs of statistical high-growth and high-demand employment sectors and provide students with a distinctive, multidisciplinary curriculum that integrates theory and practice. Areas of study include counseling, communication, health care, human services, humanities, leadership and administration, public safety, psychology, science and technology and informatics, along with a variety of interdisciplinary and self-designed options. The College also offers pre-professional coursework that prepares students for nursing and pharmacy schools.

School of Music

MACON — Mercer's Townsend School of Music is nationally recognized for its artist faculty, award-winning students, wide range of performance ensembles and state-of-the-art facilities. Townsend offers a thorough and rigorous curriculum, providing a conservatory-quality music education within a university environment. Students benefit from small class sizes and individual instruction from faculty who regularly perform on campus and at major national and international venues. Specialized music programs include the Robert McDuffie Center for Strings and the Townsend-McAfee Institute for Graduate Church Music Studies.

Mercer Health Sciences Center

The Mercer Health Sciences Center, a multi-campus academic health center, encompasses the School of Medicine, College of Pharmacy, College of Nursing and College of Health Professions. The Health Sciences Center enrolls more than 2,000 students, employs 450 full-time faculty and staff and annually graduates more than 750 physicians, nurses and nurse educators, as well as family nurse practitioners, clinical nurse specialists, physician assistants, pharmacists, physical therapists, family therapists, athletic trainers, clinical psychologists, public health professionals and biomedical scientists.

School of Medicine

MACON, SAVANNAH AND COLUMBUS — Mercer's School of Medicine was established in 1982 to educate physicians and health professionals to meet the primary care and healthcare needs of rural and medically underserved areas of Georgia through education, service, research and collaboration. Today, a majority of graduates practice in the state of Georgia, and Mercer is a leader in the nation for those who are practicing in rural or medically underserved areas. The School's educational environment is founded on a patient-based learning philosophy that is case-driven and provides early patient care experiences. This innovative, hands-on approach results in better long-term retention of content and prepares students for a variety of clinical challenges. With multiple locations throughout Central Georgia, Mercer University School of Medicine offers a campus environment for every type of student. Macon is the School's administrative campus. The Savannah campus was established in 2008 and is located adjacent to Memorial University Medical Center. Columbus began as a clinical campus in 2012 and welcomed the first four-year M.D. class to a temporary space in the fall of 2021. Construction of a new facility was completed in late 2021 and classes began there in January 2022. All three campuses are closely integrated and function as one unit.

College of Pharmacy

ATLANTA — The College of Pharmacy advances health through innovations in teaching, research, patient-centered care and service. Mercer is ranked the No. 1 private pharmacy school in the Southeast by U.S. News & World Report. The College has an enrollment of more than 500 students and, with a distinguished faculty of scientists and clinicians, houses several research centers. The College's motto, "A Tradition of Excellence, a Legacy of Caring," frames its philosophy of providing excellent academic programs in an environment where every student matters and every person counts.

College of Nursing

ATLANTA — Mercer's nationally recognized Georgia Baptist College of Nursing is the longest established nursing program in Georgia. With a rich history dating back to 1902 and nearly 9,000 alumni, the College is grounded in the heritage of excellence in nursing education. The College strives to advance the nursing workforce through multiple degree options, and faculty are dedicated to the development of professional nurses committed to scholarship, leadership, practice, research and service within a culture of academic excellence.

College of Health Professions

The College of Health Professions is composed of six disciplines: physical therapy, physician assistant studies, public health, clinical psychology, athletic training and kinesiology. In addition to its degree offerings, the College offers post-professional residencies and fellowships and operates an onsite physical therapy clinic. With an overall enrollment of more than 650 students, the College seeks to improve the health and quality of life of individuals and society through excellence in teaching, research and service.

Mercer University Libraries

The Mercer University Libraries seek to embody a patron-driven philosophy by practicing excellent customer service, making available learning-centered gateways of information resources, by offering robust collections in support of the academic mission of the Mercer University community, and by utilizing patron-driven materials acquisition models. The libraries provide a wide range of print materials and cloud-based resources such as eBooks, eJournals, streaming media, research guides and how-to videos.

In addition, the libraries participate in the campus academic enterprise through virtual reference services, group information literacy sessions, one-on-one reference tutorials, and the availability of cloud-based reference tools designed for 24/7 access to online tutorials and electronic resources.

The various library facilities contain multiple learning environments designed for mixed study scenarios, including comfortable spaces for group gatherings, quiet areas for individual work and private group study rooms for collaborative projects. The Swilley and Tarver libraries offer Bear card-accessible 24/7 spaces.

THE MERCER UNIVERSITY LIBRARIES INCLUDE:

- Jack Tarver Library, Macon
- Monroe F. Swilley, Jr., Library, Atlanta
- Regional Academic Center Library Services supporting programs in Henry County and Douglas County

SPECIALIZED LIBRARIES AT MERCER

- Skelton Medical Library serving students on the Macon and Columbus campuses
- Skelton Library in Savannah serving the School of Medicine on the Savannah campus and the Memorial University Medical Center
- Furman Smith Law Library in the School of Law, Macon

Mercer Medicine

Mercer Medicine is a multi-specialty group of more than 30 primary care providers and specialists who work to guide patients through their health journey and create strong, long-term relationships. A wide variety of outpatient services are offered in multiple locations throughout middle and south Georgia including Macon, Clay County, Peach County, Plains, Putnam County and Harris County, which opened early April 2022. As a subsidiary of Mercer University School of Medicine, Mercer Medicine is staffed by experienced healthcare providers who are leading the way in medical education, technology and research.

Mercer Engineering Research Center

Mercer Engineering Research Center (MERC) is the nonprofit applied research operating unit of Mercer University. Located in Warner Robins, MERC was established in 1987 to provide engineering and scientific services, research and specialized technical expertise to Robins Air Force Base, other Department of Defense entities and commercial customers. MERC's core competencies include electrical engineering, electronic warfare, test and evaluation, embedded software, custom software development, cybersecurity, computational fluid dynamics, human factors and biomechanics, finite element analysis, structural integrity, mechanical testing, non-destructive inspection, reverse engineering and prototyping. MERC employs interns who work closely with MERC engineers and scientists in a broad range of areas supporting the execution of contracts. This opportunity allows students to obtain hands-on experience, adding depth to their education while gaining a better understanding of expertise provided to customers in solving real-world problems.

Mercer University Press

Mercer University Press has published more than 1,650 books since its establishment in 1979. It publishes approximately 30 to 35 new books each year in the areas of religion, philosophy, literary criticism, Southern history, regional studies, and creative writing. The Press holds membership in the Association of University Presses.

University Athletics

Mercer University is the only NCAA Division I private institution in Georgia and competes in the historic Southern Conference (SoCon). In the 2020-2021 academic year, 78 percent of Mercer student-athletes achieved a GPA of 3.0 or better. The average GPA for all student-athletes for the year was 3.452. Mercer athletes led the SoCon with 343 named to the Academic Honor Roll, including 42 who earned a 4.0 GPA. Mercer's 18 intercollegiate teams include men's baseball, basketball, cross country, football, golf, lacrosse, soccer and tennis; and women's basketball, cross country, golf, lacrosse, soccer, softball, tennis, beach volleyball, track and volleyball. Other members of the Southern Conference include: the University of Tennessee at Chattanooga, East Tennessee State University, Furman University, University of North Carolina at Greensboro, Samford University, The Citadel, Virginia Military Institute, Western Carolina University and Wofford College.

Accreditation

In 1837, by Act of the General Assembly of the State of Georgia, the Executive committee of the Georgia Baptist Convention was given the power "to establish and endow a collegiate institution, to be known by the name of Mercer University."

Mercer University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, educational specialist, and doctoral degrees. Questions about the status of Mercer University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org) .

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

In the College of Professional Advancement of Mercer University, the Master of Science in Clinical Mental Health Counseling, the Master of Science in Clinical Rehabilitation Counseling, the Master of Science in School Counseling, and the Doctor of Philosophy in Counselor Education and Supervision are accredited by the Council for Accreditation of Counseling and Related Programs (CACREP), 500 Montgomery Street, Suite 350, Alexandria, VA 22314; (703) 535-5990; www.cacrep.org. The Master of Science in School Counseling is also approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com.

In the College of Liberal Arts and Sciences, the Bachelor of Science degree in Computer Science is accredited by the Computing Accreditation Commission of ABET, www.abet.org. The baccalaureate chemistry program is approved by the American Chemical Society, 1155 16th Street, NW, Washington, DC 20036; (800) 227-5558; www.acs.org.

Mercer University's professional education initial certification programs are approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com.

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

The College of Health Professions houses six accredited programs. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for Physician Assistant, Inc. (ARC-PA), 12000 Findley Road, Suite 275, Johns Creek, GA 30097; (770) 476-1224; www.arc-pa.org. The Doctor of Public Health, Master of Public Health and the Bachelor of Science in Public Health programs are accredited by the Council on Education for Public Health, 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; (202) 789-1050; <http://ceph.org>. The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; (703) 706-3245; email: accreditation@apta.org; website: www.capteonline.org. The Doctor of Psychology program is accredited, on contingency, by the Commission on Accreditation of the American Psychological Association. This program will have this accreditation status until July 22, 2023. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association; 750 1st Street NE, Washington, DC 20002; (202) 336-5979; email: apaaccred@apa.org; www.apa.org/ed/accreditation. The Master of Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd, Suite 100, Austin, TX 78731-3184; (512) 733-9700.

The Juris Doctor (J.D.) program in the School of Law is accredited by the Council of the American Bar Association Section of Legal Education and Admissions to the Bar, 312 North Clark Street, Chicago, IL 60654; (312) 988-6738; www.americanbar.org/legaled.

The School of Medicine houses two accredited programs. The Doctor of Medicine is accredited by the Liaison Committee on Medical Education (LCME). LCME (www.lcme.org) is jointly sponsored by the Association of American Medical Colleges (655 K Street, NW, Suite 100, Washington, DC 20001-2399; (202) 828-0400) and the American Medical Association (330 North Wabash Avenue, Suite 39300, Chicago, IL 60611-5885; (312) 464-4933). The Master of Family Therapy program is accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE) located at 112 South Alfred Street, Alexandria, VA 22314-3061; (703) 253-0473; (www.coamfte.org).

Mercer University is an institutional member of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; (703) 437-0700; www.nasm.arts-accredit.org.

The Bachelor of Science in Nursing program, the Master of Science in Nursing program, and the Doctor of Nursing Practice program at Mercer University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; (202) 887-6791 (www.ccneaccreditation.org). The Georgia Baptist College of Nursing maintains full approval from the Georgia Board of Nursing (237 Coliseum Drive, Macon, Georgia, 31217-3858; Phone: 478- 207-1640) to offer the pre-licensure Bachelor of Science in Nursing program.

The Doctor of Pharmacy program in the College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 190 S. LaSalle Street, Suite 2850, Chicago, IL 60603; (312) 664-3575; fax (866) 228-2631; website: www.acpe-accredit.org.

The Master of Arts in Christian Ministry, the Master of Theological Studies, the Master of Divinity, and the Doctor of Ministry programs in the School of Theology are accredited by the Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275; (412) 788-6505; www.ats.edu.

The English Language Institute is accredited by the Commission on English Language Program Accreditation for the period August 2020 through August 2025 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information

about this accreditation, please contact CEA, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.

Students

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

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

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

Campus

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

Mercer University Libraries

The University Libraries are comprised of the Swilley Graduate and Professional Library (SGPL) located on the Atlanta campus, the Jack Tarver Library located on the Macon campus, the cloud-based Electronic Resources Library (ERL), and the Regional Academic Centers Libraries (RAC) located on the Henry and Douglas County campuses. Understanding the needs of today's library user, the Mercer University Libraries have implemented a Patron-Driven Acquisitions program, which emphasizes the purchase of primarily cloud-based resources that are not restricted to physical items housed in geo-physical locations. In addition to existing print collections, cloud-based resources are available to all Mercer students, staff and faculty, and can be accessed from any location. The Mercer University Library homepage, [libraries.mercer.edu], provides access to the catalog, discovery service, research databases, streaming video, and many other resources and services. The webpage serves as the starting point for all materials access information, 24/7 Research Services assistance, in-person Circulation services, Archives services, and general building and facilities information. As a Library system that strives to support students and faculty in a 21st-century pedagogical environment, we are proud to be part of a dynamic institution of higher education and the visionary leadership that continues to move us forward.

Monroe F. Swilley, Jr. Graduate and Professional Library (SGPL)

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

Our mission: Transforming scholars by promoting an innovative and adaptive environment that allows creative, collaborative, and independent learning.

In addition to providing cloud-based resources and services, the Swilley Graduate and Professional Library (SGPL) in Atlanta offers over 80 hours of in-person services, seven days per week. Students also have access to 24/7 study spaces, which are available most days of the year, and include drink and snack vending machines. Private and group-study rooms and conference rooms are available on a first-come first-served basis. In addition, new open-space study and collaboration areas have been developed, many of which include mobile or installed whiteboards, drop down power, and new tables and chairs. In addition, students have access to essential equipment including computer workstations featuring the Microsoft Office suite and statistical software, laptops available for checkout, microform reader-printers, photocopiers, and scanners.

The Library web site [libraries.mercer.edu] is the gateway to 24/7 cloud-based resources, along with information about in-person library services, print collections, and Research Services information such as, online research guides tailored to the subject matter of individual degree programs, the LibAnswers knowledge-base, chat service, and links to librarians with subject-specific expertise. A patron-driven purchasing model places appropriate emphasis on expertise of faculty and students to alert the library of items required for their instruction and/or their research needs. The university archives and special collections are housed in the Tarver Library and are available for research into Mercer history and the life of Baptists in Georgia.

Special Programs

Grants and Contracts Office

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

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

GCO manages all aspects of post-award administration. It is responsible for establishing accounts, managing budgets, authorizing expenditures, ensuring compliance with University policy and agency guidelines, collecting time and effort certifications, invoicing and reporting. Additional information can be found at: <http://grants.mercer.edu>.

Atlanta Regional Council for Higher Education

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

Southern Polytechnic State University, the University of Georgia, and Mercer's Atlanta Campus.

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

Air Force ROTC

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

International Programs

The mission of the Office of Global Engagement (OGE) is to advance global educational opportunities that inspire purposeful learning and engage Mercerians in communities worldwide. In addition to leading initiatives within the department to directly support student global learning, the OGE works with faculty and staff across the University to support global education efforts.

The Office of Global Engagement (OGE), with office locations in Macon and Atlanta, is the central administrative unit of international education at the University. Housed within the OGE are the Global Education Office, the Peace Corps Preparation Program, and the Office of Global Pathways, the Office of Global Services, and the Office of Global Enrollment. In addition to traditional faculty-led study abroad, international student exchange, and immigration advising, the OGE manages the development and maintenance of University relationships with foreign universities, government agencies, and other external partners, maintains institutional membership in international education organizations, works closely with academic programs in developing and supporting global learning, and supports global travel for all University community members. The OGE provides guidance to faculty and staff who wish to form academic partnerships with institutions abroad and provides crisis management training and support for international travel.

Detailed information on international programs and services offered by Mercer University is found in the "Academic Information" portion of this catalog.

The Office of Global Pathways

Mercer University is proud to host foreign nationals who have chosen to pursue educational endeavors in the U.S. on an F-1 or J-1 visa. With locations in both Macon and Atlanta, the staff in the Office of Global Pathways provides walk-in service to all students, faculty, staff, and visitors with questions related to being or hosting an F-1 or J-1 student at Mercer University. We are skilled in immigration and cultural advising, we provide academic guidance for visiting exchange students, and we support academic departments in working with visiting students and scholars.

For detailed information, or to contact one of our advisors, please visit the department's website at <http://international.mercer.edu>.

English Language Institute

The English Language Institute (ELI) at Mercer University is accredited by the Commission on English Language Program Accreditation (CEA) for the period of August 2020 to August 2025 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact the Commission on English Language Program Accreditation, 1001 N. Fairfax St., Suite 630, Alexandria, VA 22314, (703) 665-3400.

The Intensive Academic English Language Program is currently suspended and not accepting applications. For information about partnering with International Programs for developmental English programming through the English Language Institute, contact the Director of International Programs at (678) 547-6151.

The Office of Global Education

The Office of Global Education manages summer-, semester- and year-long exchange programs, assists faculty in the development and implementation of traditional faculty-led travel courses, manages partnerships with study abroad program providers, and assists students with finding scholarship opportunities for financing study abroad programs. The Office of Global Education is located on the Macon campus, but Global Education staff work with faculty and students across the University in all colleges and schools to find and develop curricular-specific travel programs for undergraduate and graduate students alike.

Faculty-led study abroad programs allow students to learn more about another culture and earn academic credit while being mentored by a Mercer faculty member in a foreign cultural setting. Choosing to study abroad while in college is one of the most valuable decisions a student can make. Engaging in the right study abroad experience not only gives students an opportunity to travel and experience new and exciting cultures, languages, and landscapes, but it also contributes to students' character development, intellectual growth, and employability.

For information on the types of programs being offered this year, cost, and scholarships, please contact the Office of Global Education, send an e-mail inquiry to studyabroad@mercer.edu, or visit MercerAbroad.com.

The Office of Global Services

The Assistant Director of Global Services is located in Day Hall and has resources to assist international students with their transition to Mercer. Information concerning housing, finances, international programs in Atlanta, and U.S. government regulations concerning international students is available.

Alumni Association

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

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

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

Admission Information

Admission Inquiries

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

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

- Visit Mercer University's adult undergraduate admissions website at workingadults.mercer.edu.
- Call the Office of University Admissions at (678) 547-6500 or toll-free at (877) 840-8599 to chat with an admission professional Monday through Friday, 9:00 a.m. until 5:30 p.m.
- Email the Office of University Admissions at: enroll@mercer.edu to request information or ask a question.
- Live chat with an Admissions professional by selecting the chat widget on workingadults.mercer.edu, located on the bottom right-hand of the page.

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

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

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

Admission Priority Deadlines

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

Undergraduate Admission Policies and Procedures

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

Applicants are strongly encouraged to familiarize themselves with the academic criteria and admission policies of the individual schools of their programs of study.

Additional admission criteria may apply, depending on the program of study chosen. Refer to the appropriate school's section of this catalog for details.

Admission Eligibility

To be considered for the programs offered by the College of Education, the College of Professional Advancement and the School of Business through Mercer University's adult undergraduate programs, applicants who have graduated from high school within three years preceding their application will be asked to provide a statement regarding their intentions to enroll in a nontraditional setting.

I. Degree-Seeking Students

Entering First-Year Students

Included in this category are applicants who have never previously attended a technical school, college, or university. Applicants must have received a high school diploma from a regionally accredited high school or passed the Test of General Educational Development (GED). Applicants who have passed the GED examination with a minimum score of 250 (exams taken prior to Jan. 1, 2002), 2500 (exams taken after Jan. 1 2002) or 660 (2014 GED exam) may be considered for admission. The following materials are required from applicants for admission:

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

Please note that only official transcripts are acceptable. Official documents must be received by the University Admissions Office either in a sealed envelope directly from a high school or electronically by ordering your official transcript(s) online from your previously attended institution(s). An academic transcript from high school is required of each first-year applicant, regardless of the year of high school graduation. Generally, high school transcripts may be requested by contacting the board of education in the county where the high school is/was located or requested online from your previous high school. Official GED transcripts can be obtained by contacting the department of adult education in the state in which the exam was taken.

All entering first-year undergraduate students must complete proficiency assessments conducted by the Office of University Admissions. Accepted GED recipients with little or no previous college credit will be required to take UNIV 110 (The Culture of the University), FDLS 115 (Introductory Algebraic Procedures for Problem-Solving), and FDLS 130 (Language and Communication). If, as a result of the proficiency assessment scores, first-year students are judged by their academic advisor to be ready for a higher level writing or mathematics course, these courses may substitute for FDLS 115 or FDLS 130. All first-year students must enroll in UNIV 110. Students are limited to nine (9) hours for the first semester of enrollment.

All first-year students will be assigned a faculty advisor, selected for his/her ability to work effectively with students new to the college experience. Financial counseling of entering first-year students by the Office of Student Financial Planning will continue as it relates to early draw down of/request for loan support. Please note that first-year students in Mercer's adult undergraduate program may only enter the University during the fall and spring semesters.

Transfer Students

Included in this category are applicants who attempted or received credit for college-level work at any college, university, or technical school. Applicants cannot have been dismissed, excluded, or suspended from any institution accredited by an agency

recognized by the U.S. Department of Education within the past twelve months. Transfer applicants cannot have been dismissed, excluded, or suspended from any higher education institution within the past twelve months. Furthermore, applicants must be in good academic standing at the institution most recently attended. The following materials are required from transfer applicants for admission:

1. A completed Adult Undergraduate Application for Admission.
2. A non-refundable application fee of \$25.
3. Official transcripts of all post-secondary work attempted at any and all institutions, whether accredited or not, indicating a 2.25-2.5 cumulative grade point average (GPA), dependent on program. Conditional admission may be available on a program-by-program basis. Please see specific admission criteria for program of interest.
4. An official high school or GED transcript (only required for transfer applicants with less than 24 semester hours of college credit).

ALL postsecondary work at any and all colleges, universities, technical schools or vocational schools, regardless of accreditation or how long ago the student's attendance was, whether or not the courses were actually completed, or what the academic standing of the student is or was, must be submitted. This will be verified by the National Student Clearinghouse Research Center. Please note that only official sealed or electronic transcripts are acceptable.

Mercer University will award Georgia public or private high school graduates who successfully completed the Georgia Department of Education's approved program of study for Teaching as a Profession Pathway up to four (4) college credit hours toward completing B.S.Ed. coursework in the Tift College of Education.

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

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

Readmitted and Internal Transfer Students

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

1. A completed Adult Undergraduate Readmission Application.
2. Official transcripts from all colleges, universities, and technical schools the student has attended since last enrolled at Mercer University. (Readmitted students who have not been enrolled at Mercer University for five years or more must re-submit transcripts from all schools they attended.)

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

forth in the catalog under which they originally enrolled. However, students who leave the University, and are not enrolled for three consecutive years, must fulfill the catalog requirements in force at the time of re-enrollment.

Students enrolled in a residential undergraduate program who want to transfer to the adult undergraduate program should complete the Application for Readmission or Intra-University Program Change form, available in the Office of the Registrar.

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

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

International Students

Students from countries other than the United States are an important part of the University community and are encouraged to apply.

An international student is any non-immigrant student who holds a valid passport from a nation other than the United States and is either present in the U.S. on a visa or needs to apply for a visa to enter the U.S. There are several visa types that allow academic study in the U.S., but the F-1 non-immigrant student visa is the most common visa type for students to obtain and maintain permission to study, live, and work in the U.S. Mercer University is authorized by the U.S. federal government to issue petitions for students, called a Form I-20, as part of the F-1 student visa application. In accordance with federal requirements, prospective students must submit documentation of personal finances to the Office of International Programs to obtain the Form I-20.

Admission Policies for International Students

International applicants are required to complete an Adult Undergraduate Application for Admission and submit a non-refundable application fee of \$50. International students must meet the admission requirements listed below. This includes freshmen or first-time students, as well as transfer students. Refer to individual graduate and undergraduate school programs for additional admission requirements.

Admission Standards for International Undergraduate Students

- Official high school transcript with a certified, notarized English translation or apostille conducted by an accredited translation service. The Office of International Recruitment and Student Success will establish the US Equivalency of foreign transcripts to determine admissibility. The Office of International Recruitment and Student Success maintains certification under The Association of International Credential Evaluation Professionals (TAICEP) and follows industry standards and practices set by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Alternatively, foreign credential evaluations certified by either the American Association of Collegiate Registrars and Admissions Officers (ACCRAO) or the National Association of Credential Evaluation Services (NACES) are accepted.
- Letters of recommendation in English (maximum of three) from former teachers, colleagues, or professionals who can comment on the student's academic potential.

- Proof of English proficiency as demonstrated by acceptable SAT or ACT test scores [official TOEFL scores of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL)], or iTEP Academic Plus score of 4.5 or Duolingo score of 115. An IELTS score of 6.5 or higher will be considered as proof of English proficiency
- A personal interview may be required.

International Transfers

Students who have completed at least one year of university-level work are not required to submit high school transcripts but are required to submit for evaluation official copies of all university transcripts with official copies in English. Mercer University can evaluate certified, notarized English translation or apostille documents from an accredited translation service to produce an admissions decision but will not produce a course-by-course evaluation for credit transfer. Students seeking to transfer credits from post-secondary institutions outside of the United States must submit all transcripts along with a course-by-course certified credential evaluation from an approved foreign credential evaluation agency. Approved agencies are members of the National Association of Credential Evaluation Services (NACES) or from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Mercer will perform an evaluation based on the course-by-course evaluation report received directly from one of the approved agencies and in accordance with the same guidelines as those for accredited institutions. Note: Students will not be awarded English credit from international institutions. Depending upon the evaluation of these transcripts, students may be required to complete additional courses in accordance with the program of study.

Deposits and Insurance

Accepted international students must pay the appropriate fees, which include a \$2,000 enrollment deposit and orientation fee drawn on a U.S. bank or U.S. dollar account or from a foreign account through Flywire, which is the university's preferred remittance service. Once enrolled, students must participate in the Student Health Insurance Program. Exceptions can be made only if the student can present evidence of adequate, existing coverage through the insurance waiver process. Coverage for dependents is available, requiring reenrollment each semester.

II. Non-Degree Seeking Students

Undergraduate Certificate Students

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

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

Unclassified Students

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

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

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

Transient Students

Included in this category are applicants who desire to take courses in Mercer's adult undergraduate program while officially enrolled at another college or university. The following materials are required from transient applicants to be considered for admission:

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

Students Auditing Courses

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

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

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

Immunization Policy

Note: Students in the College of Pharmacy, College of Nursing, and College of Health Professions should consult their colleges for specific immunization requirements which differ from those required of other colleges/schools within the University.

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

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

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

A completed Tuberculosis (TB screening questionnaire is required of all new students (page 2 of the Mercer Immunization form). Students at risk for TB will be required to have a PPD skin test (Mantoux). The Tine tuberculosis test is not acceptable. Students should be tested regardless of prior BCG vaccination. Any student with a positive skin test will be required to provide a report of a normal chest x-ray (done after the positive PPD) to be eligible to register. A physician should evaluate individuals with a positive tuberculosis skin test.

Do not assume that childhood immunizations are adequate; requirements have changed during the past several years. Medical facilities in the U.S. and in other countries

are required to keep records of vaccinations. Additional sources of immunization information include doctors' offices, health departments, and schools. Students should make copies of the completed health form for their own files, and then mail the original forms. Do not rely on health care providers, family members, or other colleges to mail the forms.

Exemptions from compliance with the immunization policy include:

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

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

Student Health Insurance

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

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

The Department of Veterans Affairs administers a variety of educational entitlement programs. Some of the VA programs, such as the Post-9/11 GI Bill®, depending on the service member's eligibility, can supplement fees not covered by Tuition Assistance (TA), which is administered by the four Service branches and the U.S. Coast Guard.

Post-9/11 GI Bill® funds are available to service members after completion of military service. If military service ended before Jan. 1, 2013, veterans have 15 years to use this benefit. If service ended on or after Jan. 1, 2013, the benefit does not expire. TA benefits are only available to military members while still serving. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibll>.

Your service's education center must approve your military tuition assistance (TA) before you enroll in a course. Individuals who contemplate enrollment and who are eligible for financial assistance through the U.S. Department of Defense (DoD) or U.S. Department of Veterans Affairs should contact the Atlanta Campus School Certifying Official at vaatlanta@mercer.edu.

Department of Defense

Employees of the US Department of Defense including civilians and contractors, may be eligible for a 30% tuition benefit for selected undergraduate and graduate programs at Mercer University. Individuals actively working for the Department of Defense or one of its contractors may apply for this benefit. The benefit is applied at a 30% reduction in the current tuition credit hour rate at the time of enrollment. It does not include costs for books,

housing, or other applicable fees. The benefit is not available to dependents of DoD employees.

Tuition Assistance Application Process

Each military branch has its own TA application form and procedures. To find out how to get started, visit your local installation education center or go online to your military branch's virtual education center. TA is available to active duty, National Guard and Reserve Component service members. The program is open to officers, warrant officers, and enlisted active-duty service members.

General Information

Books: Books and other instructional supplies are available at Barnes and Nobles University Bookstores on the Macon and Atlanta campuses. Undergraduate students are enrolled in the Bear Book Bundle program upon admissions into the University and can select to pick up their books from a University bookstore or have them shipped directly to their home address. The cost of the book program is \$27/per credit hour. The program provides all required textbooks, lab manuals, access codes and digital textbook versions to eligible students. The program does not include consumables that cannot be returned and reused such as lab goggles, dissection kits, molecular model kits, engineering kits or nursing kits.

Parking Fee: No fees are charged for University parking. However, parking decals are required on Mercer's campuses/regional academic centers and may be obtained from the University Police on the Atlanta and Macon campuses or from center coordinators at the regional academic centers in Douglas County and Henry County. Students who commit parking violations are subject to fines and vehicle impoundment.

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

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

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

Campus Life

Student Affairs Division

All departments in the Student Affairs Division are located within the Sheffield Student Center, with the exceptions of the Center for Career and Professional Development (CCPD) located in the Administration and Conference Center (ACC) building and Residence Life and Housing located at the apartments, 126/2902. The Office of the Assistant Dean of Students oversees these departments to ensure that all Mercer students receive quality services, opportunities for personal leadership development, and chances to participate in social and recreational activities. Students are welcome to make an appointment with the Assistant Dean of Students, Cindy Strowbridge at 678-547-6823 or strowbridge_cl@mercer.edu to discuss any concern or issue regarding student life on the Atlanta campus or the Douglas County and Henry County Regional Academic Centers.

- **ACCESS and Accommodations (AAO):**

Mercer University is committed to making all of its programs, services and activities fully accessible to all students. Students requesting accommodations for a diagnosed physical, medical (chronic health condition), psychological or learning disability and temporary injuries must first self-identify by applying online for accommodations with the Office of Access and Accommodation www.access.mercer.edu/students/new/. Student requests are reviewed on an individual case-by-case basis, after the submission of application, documentation and completion of an interview, in the order received. Please be aware that accommodations are not retroactive in nature. The Office of Access and Accommodation for students also offers voter registration information and assistance.

Please report any problems for physical access, such as non-working elevators, accessible door buttons and other barriers on campus, to the Office of Access and Accommodation immediately. Students who believe they have been discriminated against or denied access to a program or service because of a disability should contact the Office of Access and Accommodation. Further information on policies, procedures and documentation requirements may be obtained by contacting the Director of Access and Accommodation at 478-301-2810 or johnson_kc@mercer.edu. Additional information including Disability Grievance Procedures may be found at <http://access.mercer.edu>.

For any questions or concerns please contact: Katie Johnson, Director at 478-301-2810, johnson_kc@mercer.edu or Student Affairs-Atlanta at 678-547-6824.

- **Center for Career and Professional Development:**

The Center for Career and Professional Development (CCPD) offices (<https://career.mercer.edu/>) are located on the first floor of Wiggs Hall in Macon, on the 5th floor of the Administration and Conference Center (ACC) in Atlanta, and in the Henry County Regional Academic Center located in McDonough, GA. CCPD offers a range of free services to assist all undergraduate, graduate, and professional students and alumni in making informed decisions based on their individual career needs. CCPD staff partner with students to develop and hone career-related skills applicable to areas of study. Valuable resources and information are available to effectively navigate the career development process and facilitate successful career transitions including, but not limited to, career exploration, resume preparation, interviewing skills, strategic job and internship

search methods, and networking. Individual appointments, digital career resources, and job and internship opportunities are available on Handshake (<https://mercer.joinhandshake.com/login>), Mercer's career development platform. For more information, please call (478) 301-2863.

Field Experience: Internships:

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

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

- **Counseling and Psychological Services (CAPS):**

Counseling and Psychological Services (CAPS) creates opportunities for healthy emotional and social development through mental health counseling, crisis management, outreach programming, and supportive consultation. We strive to be a safe space for individuals of all identities. Our hope for you is that your many roles and identities are accepted, affirmed, and supported in a confidential space.

CAPS utilizes a brief therapy model to help students manage challenges and make changes related to mental health and wellness, academics and professionalism, along with personal, relationship, and developmental issues. Sessions are usually active and focused, and intended to empower clients to set and reach specific and achievable goals, collaboratively developed within the therapeutic relationship. Concerns addressed in CAPS short-term model may include:

- Personal: Stress, anxiety, depression, health/wellness, anger, loneliness, low self-esteem, grief
- Relationship: Romantic relationship, roommate conflict, family problems, social life
- Developmental: Identity (i.e. personal, cultural, spiritual, sexual orientation, gender identity), adjustment to college, healthy lifestyle choices, decisions, life transitions
- Academic: Motivation, test and performance anxiety, perfectionism, organization

When student needs exceed resources or expertise available at CAPS, our counselors refer to qualified community mental health providers for ongoing treatment. Currently enrolled Mercer University students may access services to begin an initial consultation and assessment process, which is available at no cost.

CAPS is designated as the Atlanta campus Title-IX support resource offering a level of confidentiality protected by law for students disclosing sexual assault or similar concerns, and is not a mandatory reporter to the Title IX department.

Please visit our website for more information <https://counseling.mercer.edu/atlanta/>, and call us (678) 547-6060 to make an appointment. Sheffield Student Center, Suite 215.

- **Housing:**

On-campus, furnished apartments house 174 students in one-, two-, and four-bedroom configurations. For more information go to the Housing website at: <https://residencelife.mercer.edu/atlanta/apartments/>.

- **Recreational Sports and Wellness:**

Recreational Sports and Wellness is located on the lower level of the Sheffield Student Center. The Sheffield facilities include a basketball gymnasium, a 25 yard heated indoor pool, group fitness room, game room, and a workout room with various cardio, strength, and resistance training equipment for use by Mercer students, faculty, and staff who hold valid Mercer ID's. The Sheffield gym is open Monday-Friday from 6 a.m.-9 p.m. and Saturdays from 8 a.m.-6 p.m.

Recreational Sports and Wellness offers many programs and activities, as well as a variety of fitness classes each semester to help participants maintain a healthy lifestyle. For more information, please contact Karen Reynolds, Director for Recreational Sports and Wellness at reynolds_kr@mercerc.edu, 678-547-6415. For general information, call the front check-in-desk at 678-547-6369 or visit the website at <https://sheffield.mercer.edu/> or the Mercer Sheffield Gym Facebook page.

- **Student Activities/Organizations:**

Students interested in planning or participating in activities or organizations other than those provided by their school or college are invited to submit their suggestions to Student Affairs for consideration. Contact Cindy Strowbridge, Assistant Dean of Students at 678-547-6823 or strowbridge_cl@mercerc.edu.

- **Student Conduct Resolution:**

Mercer University strives to be a Community of Respect where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity

We value a community that encourages an academic atmosphere. We believe that honesty is important to learning.

Respect for Other Persons

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

These values are codified into the Student Code of Conduct, which may be found in the University Student Handbook at www.mercer.edu/provost/handbooks. Students are expected to be familiar with this document as sanctions for violations can include suspension or expulsion from the university. The Student Code of Conduct applies to all University students in settings, which includes, but is not limited to, study abroad, international travel, online, and off-campus conduct.

For additional information on conduct issues or procedures contact the Student Affairs office in Atlanta at 678-547-6823; the Office of Student Conduct Resolution at 478-301-2866 (Macon) or visit <https://studentaffairs.mercer.edu/judicial/>

Diversity and Inclusion Initiatives

The Office of Diversity and Inclusion Initiatives collaborates with departments, colleges, and student organizations to provide an array of events, programs, educational trainings, workshops, and webinars to increase awareness and understanding of the importance of diversity and inclusive practices in higher education and the wider community. This office also directly sponsors cultural celebrations throughout the year including Diversity Day and the MLK Living the Dream event. The overarching goal of the office is to expose the Mercer community to various multicultural events, trainings, lectures, and curricula to build, maintain and strengthen cultural competencies throughout the campuses while maintaining a Community of Respect, Honor, and Tradition. The office also offers opportunities for faculty, staff, and students to provide critical feedback by completing the Campus Climate Survey and coordinating an advisory board for the university.

The Office of Diversity and Inclusion Initiatives is located on the Macon campus on the main floor of the Connell Student Center (room 210), but serves all campuses. For more information and ways to get involved, call 478-301-2856 or visit www.mercer.edu/life-at-mercer/diversity-and-inclusion/.

Food Services

Mercer Dining Services - Toby's, located in the Pharmacy Administration and Cafeteria Building (PAC) proudly serves as Mercer's on-campus restaurant offering dining for breakfast, lunch, and dinner. Operating Monday through Thursday from 8:00 a.m. – 7:00 p.m. and Friday from 8:00 am to 1:30 pm, features full service dining with emphasis on fresh salads, sandwiches, and daily entrée's . Toby's also serve's Z-Bean's Coffee and features a Coke Freestyle fountain.

Mercer Dining also operates a Which Wich franchise, located inside Toby's. Which Wich is open from 11:00 am to 7:00 pm Monday – Thursday and Fridays from 11:00 am to 1:30 pm. Our Mercer Atlanta Which Wich Location Features the Which Wich Faves Menu. We've taken your favorite sandwiches and crafted the best possible versions of each. From the Grinder to the Garden Party, and from vegan to bacon, these are the "faves" you'll crave. In addition to your favorite Which Wich Brownies and Shakes.

Campus Health Center (Atlanta Campus)

The Atlanta Campus Health Center (CHC) provides health services for all Mercer students regardless of insurance coverage. CHC is considered the primary healthcare provider for students who have the school insurance. Students with this insurance should

contact Campus Health if appointments or referrals are needed prior to seeking other medical attention unless after hours or in cases of emergency.

The Campus Health Center provides currently enrolled students with evaluation/treatment health care including acute illnesses and injuries, immunizations, STI testing, Tuberculosis screenings, limited health screenings, women's health, and health education. Some students may be referred out, depending on the illness/injury, at the discretion of the Campus Health Center staff.

Located inside the Sheffield Student Center (suite 206), the Campus Health Center is open 7:30am – 4:30pm, Monday – Friday. To schedule an appointment, please call 678-547-6130.

Confidentiality: All visits to the Campus Health Center are confidential. No information will be released to anyone without the consent of the patient.

Class Excuses: The Campus Health Center does not provide medical excuses for missed classes, exams, or assignments. In the event that you need to miss class due to an illness, injury or an emergency, the Campus Health Center recommends that you contact your professor, preferably before the class or exam takes place. You should speak with him/her in person, if possible, or via phone or email. If you are unable to reach your professor, be sure to leave your contact information (telephone number and email) so that he/she can reach you. All decisions about the impact of your absence on your grade, as well as any arrangements for making up work, rest with your instructors.

Immunization Policy: University health requirements are included in the "Entering the University" portion of this catalog.

General medical information is available on the Campus Health Center web site at <https://shc.mercer.edu/>.

Mercer E-Mail

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

International Student Services

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

Student Conduct

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

The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline is limited to conduct that adversely affects the University's pursuit of its educational objectives. The following are examples, but not limited to, 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 held responsible for offenses as described above may be subject to expulsion, suspension, or other such disciplinary measures as may be deemed appropriate by the proper authorities of the University. The President of the University or designee has the responsibility and power to act as final authority and arbitrator in matters of student discipline and conduct, as set forth in the Charter and Bylaws of the University.

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

Honor Societies and Student Organizations

Alpha Iota Sigma

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

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

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

Alpha Phi Sigma

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

The criteria for undergraduate student membership in the Alpha Phi Sigma Honor Society are:

1. Students must have completed one-third of the total hours required for graduation at Mercer.
2. Students must have a minimum of 3.2 overall GPA.
3. Students must have a minimum of a 3.2 GPA in criminal justice-related courses.
4. Students must rank in the top 35% of their class.
5. Students must have completed a minimum of four courses in the criminal justice-related curriculum.

6. Students must have declared a major, minor, or equivalent in the criminal justice or related field.

The criteria for graduate student membership in the Alpha Phi Sigma Honor Society are:

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

Alpha Sigma Lambda

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

The criteria for membership in the Zeta Upsilon Chapter are:

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

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

Beta Gamma Sigma

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

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

Chi Sigma Iota - Mu Upsilon Alpha Chapter

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

The criteria for membership in the Mu Upsilon Alpha chapter of Chi Sigma Iota International are:

1. Members must have completed at least 12 credit hours in a Counseling Program leading to a Master's Degree.
2. Members must have a cumulative GPA of 3.5 or higher (on a 4.0 point scale).
3. Membership must be approved by the chapter advisor and the membership committee.

Delta Phi Tau Honor Society

Delta Phi Tau is the national Physical Therapy (PT) student honor society. Selection for membership in Delta Phi Tau recognizes individuals who demonstrate excellence, integrity, and professionalism in areas of academic achievement, leadership, and service.

Phi Kappa Phi

Founded in 1897 at the University of Maine, Phi Kappa Phi is the nation's oldest, largest and most selective all-discipline honor society. Phi Kappa Phi differs from most honor societies because it draws members from all academic disciplines within colleges and universities. Phi Kappa Phi inducts annually more than 30,000 students, faculty, professional staff and alumni. The Society has chapters at nearly 300 select colleges and universities in North America and the Philippines. Membership is earned. Of the many benefits of membership, none is more significant than the sense of pride Phi Kappa Phi brings its members. Membership in Phi Kappa Phi is by invitation and requires nomination and approval by a chapter. The following persons are eligible for membership in Mercer University's chapter: undergraduate students of good character who are of senior status, have achieved a GPA of 3.7 and are in the upper ten percent of their class, or who have reached the final period of their junior year, have achieved a GPA of 3.8 and are in the upper 7.5 percent of their class; graduate students in the upper ten percent of the number of candidates for graduate degrees during the year; and faculty, staff members and alumni who have achieved scholarly distinction.

Phi Lambda Sigma

The Gamma Chapter of Phi Lambda Sigma was established in 1974 at Mercer University College of Pharmacy. The Society seeks to identify not only those students who achieve a leadership role while in College but also those who demonstrate potential for answering a leadership role in the profession upon graduation. Criteria considered for membership includes grade point average, professional activities, church activities and community and civic involvement. Membership is granted to a nominee when the nominee receives a minimum seventy-five percent positive vote of the membership.

Pi Alpha Honor Society

Pi Alpha is the national Physician Assistant (PA) honor society organized for the promotion and recognition of both PA students and graduates. Membership signifies the inductees' significant academic achievement and honors them for their leadership, research, community/professional service, and other related activities.

Psi Chi

Psi Chi is an international honor society founded in 1929 with a mission to encourage, stimulate, and maintain excellence in scholarship of the individual members in psychology and to advance the science of psychology. The Mercer University College of Professional Advancement chapter of Psi Chi was initiated in 2021.

The criteria for undergraduate student membership in the Psi Chi Honor Society are:

1. Students must rank in the upper 35% of their class.
2. Students must have a minimum 3.0 cumulative GPA and 3.0 Psychology GPA.

3. Students must have completed at least three semesters of college courses, with at least 12 hours of courses taken in the College of Professional Advancement and at least 9 hours of psychology courses.

Rho Chi Society

The Gamma Alpha Chapter of Rho Chi was established at Mercer University in 1967. Charters for chapters of this organization are granted only to groups in schools or colleges that are members in good standing of the American Association of Colleges of Pharmacy. Eligibility for membership in the society is based on high attainment in scholarship, character, personality, and leadership. To be selected for membership in the chapter is the highest scholastic honor awarded to a student in the profession of pharmacy.

All candidates selected for membership must have completed seven semesters, or their equivalent, of scholastic work applicable toward a professional pharmacy degree. They must be in the top 20 percent of their classes and have attained a B average in both their overall university work and their professional coursework. They must be approved by the members of the society and the Dean of the College of Pharmacy.

Sigma Theta Tau International Nursing Honor Society

The College of Nursing hosts the Pi Gamma Chapter of Sigma Theta Tau International, today known as Sigma, a prestigious nursing honor society with chapters around the globe. Student members continue their membership beyond graduation (see Student Handbook for additional information). In order to be considered for membership, undergraduate students must be ranked in the top 35% of their class and hold a 3.0 (or higher) GPA when they have completed half of their nursing curriculum. Graduate students must have completed one quarter of the graduate nursing curriculum, and hold a 3.5 (or higher) GPA. All prospective inductees must meet the Society's expectation of academic integrity.

Upsilon Pi Epsilon

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

The criteria for membership in the Upsilon Pi Epsilon Honor Society for undergraduate informatics students are:

1. Students must earn a GPA of at least 3.0 on a 4.0 scale.
2. Students must rank in the upper 35% of their class.
3. Students must have completed at least 45 credit hours, including at least 15 credit hours in courses in the computing and information disciplines.
4. Transfer students must have completed at least 15 credit hours of coursework in the computing and information disciplines.
5. Students must have completed at least one year at Mercer University (one semester for Senior transfers).

The criteria for membership in the Upsilon Pi Epsilon Honor Society for graduate informatics students are:

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

Parking Regulations

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

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

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

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

Penalties

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

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

Vehicles are banned from campus after receiving 5 tickets.

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

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

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

Traffic Citation Appeal Procedure

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

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

4. The Traffic Appeals Committee will act upon your appeal and notify you in writing of the judgment made.

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

Financial Information

2022-23 Academic Year Only

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

Tuition and Fees

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

College of Nursing

Undergraduate

Bachelor of Science in Nursing

Student enrolled in 12-19 hours	\$ 12,785 per semester/\$25,570 annual
Student enrolled in less than 12 credit hours or more than 19 credit hours	
Per Semester Hour	\$1,065
Registered Nurse to Bachelor of Science in Nursing.....	\$361 per semester hour
Accelerated Bachelor of Science in Nursing	\$19,895 per semester/\$59,685 annual
ABSN Nursing Fee	\$2,355 annual

Graduate

Note: For the 2022-2023 Academic Year, Mercer University is the recipient of Health Resources and Services Administration (HRSA) funding through the Nurse Faculty Loan Program (NFLP). Funding awards have not been announced for the 2023-2024 Academic Year.

Master of Science in Nursing

Student enrolled in 9 plus hours	\$10,430 per semester
Student enrolled in less than 9 semester hours or more than 14 semester hours	
Per Semester Hour	\$1,159

Doctor of Nursing Practice

Student enrolled in 6 hours or more	\$7,416 per semester
Student enrolled in fewer than 6 semester hours	
Per Semester Hour	\$1,236

Doctor of Philosophy

Student enrolled in 9-10 hours.....	\$11,011 per semester
Student enrolled in less than 9 semester hours or more than 10 semester hours	
Per Semester Hour	\$1,224

All fees are non-refundable unless otherwise noted.

Application Fee	\$50
Reservation Deposit	\$200 non-refundable, applicable to tuition
Liability Insurance	\$25 per year (charged to all students Spring Semester)
Activities Fees	\$230 per semester
Lab Course Fees	
NUR 602.....	\$150
NUR 313, 317, 408, 622, 624, 652, 656, 663 667, 751, 761, and 771	\$100
DNP 763, 765	\$100
NUR 404, NUR 405,NUR 407, and 628	\$50
NUR 623, NUR 655, NUR 664, and DNP 764	\$75

Purchase of a lab Nurse Pak is required for the following courses:

NUR 313, NUR 317, NUR 602 (Nurse Pak prices vary depending on course)	
Nursing Central Software Fee	
NUR 313, NURN 301	\$160
NURN 305	\$99
Exam Soft Testing Fees	
NUR 315, 317, 405, 408, 603, 653, 661, DNP 760, 761.....	\$27
Exam Monitoring Fee	
NUR 607, 634, 641, 653	\$43
NUR 631, 668.....	\$51
NUR 660, 661, DNP 760, 761, 766.....	\$59
Reschedule Testing Period (per exam)	\$5
ATI Standardized Testing Fee	
NUR 313, NUR 317	\$234
NUR 404	\$150
NUR 408	\$155
CERT Prep Fee (NUR 644,DNP 765)	\$500
Credentialing Fee	
NUR 405	\$49
NUR 313, 317, 408.....	\$50
NURN 402.....	\$50
MSN and DNP students.....	\$25 per semester
Make-up Examinations	\$25 per examination
Additional costs will be associated with CPR, criminal background check, etc.	
Hurst Review (NCLEX) NUR 404.....	\$325
Re-enrollment Fee.....	\$50

School of Business

	Per Hour
Undergraduate	\$510/hr
Graduate Programs	
Master of Business Administration-Day Program, Full-time.....	\$922/hr
Master of Business Administration-Evening	\$826/hr
Master of Business – 2 Year International.....	\$922/hr
Master of Science in Accountancy	\$826/hr
Master of Science in Business Analytics	\$922/hr
Master of Science in Integrative Business.....	\$922/hr
Non-degree Business	\$826/hr

College of Education

Undergraduate	See Regional Academic Centers Catalog
Graduate Programs	
Master of Education.....	\$646/hr
Master of Arts in Teaching	\$667/hr
Specialist in Education.....	\$672/hr
Ph.D.	\$785/hr
Non-degree Education.....	\$646/hr
Special fees for each course:	
EMAT 601,676.....	\$150
EMAT 608, 609, 613, 684, 685	\$250
EMAT 603, 611, 612, 686	\$660
EMAT 611B, 612B	\$360
EMAT 610A	\$100
EMAT 610B	\$200

ESTM 674	\$75
EDUC 676, 679, EDEL 637, 638.....	\$75
Educational Leadership Academy Fee (per semester PhD students excluded) ...	\$25
EDEL 645A, 645B, 724, 725.....	\$150
Additional Field Experience Fee	\$75

College of Professional Advancement

UndergraduateSee Regional Academic Centers Catalog

Graduate Programs

Master of Science

Clinical Mental Health Counseling	\$682/hr
Clinical Rehabilitation Counseling.....	\$682/hr
Human Services	\$631/hr
Health Informatics.....	\$682/hr
Organizational Leadership.....	\$656/hr
Criminal Justice and Public Safety.....	\$631/hr
School Counseling.....	\$682/hr
Applied Data Intelligence and Machine Learning	\$682/hr

Doctor of Philosophy\$785/hr

Non-degree\$656/hr

Special Fees

Internship, fieldwork, practicum for Graduate degree programs

(COUN 609, COUN 610, COUN 639, COUN 640, COUN 707, COUN 910, RHAB 609, RHAB 610)\$150

COUN 710, PSLD 632.....\$100

Testing and Assessment fee (COUN 617)\$50

Lab Fee (INFM 605, 606, 615, 616, 625, 635, 645, 655, 665, 675, 685, 688, 700)...\$50

College of Pharmacy

Doctor of Pharmacy

Student enrolled in 12 or more hours per semester

Per Semester.....\$20,043.50

Academic Year (2 semesters).....\$40,087

Student enrolled in less than 12 hours per semester

Per Semester Hour.....\$1,336.25/hr

Fourth-Professional-Year Student (8 per year)

Per Five-Week Advanced Practice Experience\$5,010.90

Course Materials Fee

PHA 364.....\$29

PHA 361, 491, 591\$60

PHA 650B, PHA 621.....\$742

Transient Student

Per Semester Hour.....\$1,336.25/hr

School of Theology

Master of Divinity.....\$515/hr

Master of Christian Ministry\$515/hr

Doctor of Ministry.....\$515/hr

Special Fees:

First Year Experience Fee (THSP 511).....\$160

College of Health Professions

Master of Medical Science (Spring 2023 cohort).....	\$12,991/sem
PA 520 Medical Equipment Fee.....	\$1,600
PA 584 and PA 650 Clinical Course Fee.....	\$1,700
Master of Public Health.....	\$1,009/hr
MPH 621 Software Fee	\$1,140
Ph.D of Public Health.....	\$1,009/hr
DPH 801 Software Fee.....	\$1,140
Doctor of Physical Therapy.....	\$10,877/sem
PT 508 Clinical Practice Track Fee	\$900
PT 609 Clinical Practice Track Fee.....	\$775
PT 709 Clinical Practice Track Fee.....	\$200
Ph.D. in Clinical Medical Psychology	\$1,058/hr
CPSY 732 Equipment Fee.....	\$150

Miscellaneous Fees — All Campuses

Facilities and Technology Fee:

Undergraduate students enrolled in	
12 hours or more	\$150/semester
Undergrad students enrolled in	
11 hours or less	\$12.50 per credit hour
Graduate and prof. students enrolled 9 hours or more	\$150/semester
Graduate and prof. students enrolled 8 hours or less.....	\$17.00 per credit hour

Book and Materials Fee.....\$27 per credit hour

Audit Fee (Business, Education, College of Professional Advancement, and Theology Students)

Full Time Students.....	no charge for one audit per semester
Each additional audit	\$150 per course

Audit Fee (Nursing Students)..... contact Associate Dean of the Program

Audit Fee (CHP and Pharmacy).....Audit Not Permitted

Application Fee (non-refundable)..... \$25 - \$50 (fee varies by college)

Application Fee (non-refundable) for

International Students.....\$100

Thesis Binding Fee.....\$30

Dissertation Binding Fee.....\$65

Personal Copies (if desired).....\$10

UMI Microfilm Publication

(Copyright registrations will be additional)

Late Registration

Late Payment Fee

Health Insurance Premium

Atlanta Housing.....

Atlanta Meal Plan

Registration Reinstatement Fee

(charged to students dropped for non-payment and must re-register)

Payment Plan Fee

Transcript Related Fees

Transcript Fee (for two to five-day service) mailed copy

Transcript Fee (electronic transcript) non-rush.....

Transcript Fee (electronic transcript) rush.....

Transcript on Demand (immediate service).....

Document Faxing Fee

Returned Check Fee\$50 or 1% of the face value of the check, whichever is greater.
(The obligation and fee for returned checks must be paid in cash, cashier's check, or money order. After two returned checks, students are on a "cash only" basis with the University.)

*Please note that the above listed tuition rates and miscellaneous fees are for the 2022-2023 academic year and are subject to change without prior notice. **Students cross-registering for courses outside their college/school of enrollment will continue to pay the tuition rate of their home college/school for those courses.***

University Housing and Meal Plans

Housing information and housing contracts for residence hall rooms and apartments are available through the students MyMercer account. For additional information about living on campus, please visit the Student Affairs website: <http://studentaffairs.mercer.edu/housing>.

For a full list of dining plans and rates, visit <https://auxiliary.mercer.edu/meals>.

Statement of Student Responsibility

Prior to registering, students are required to read and acknowledge the Statement of Student Responsibilities indicating their understanding of their academic and financial obligations associated with enrollment at Mercer University. This document is available in the My Mercer Portal and must be completed online prior to each registration period.

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

Billing and Fee Payment

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

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

If a student is registered for a particular semester but elects not to attend, the student must officially notify the Registrar. **Non-attendance does not cancel charges and the student will be held financially accountable.** Students will be charged tuition and fees for all attempted hours, regardless of completion. In order to obtain a refund of 100% tuition and fees, the student must drop their courses during the drop/add period of the given semester. Please see "Refund Policy" for further details.

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

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

Audit Fee

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

Book and Material Fee

The Book and Material Fee covers the cost of the Bear Book Bundle program which provides all required textbooks, lab manuals, access codes and digital textbook versions to eligible undergraduate students. Please see the University Book and Material Fee Schedule for rate information. **To learn more about this service, including opt out information please visit: <https://auxiliary.mercer.edu/bear-book-bundle-faq.cfm>.**

Course Fee

Additional fees may be assessed for special course requirements.

Payment Methods

Tuition, special fees, housing, and other assessments may be paid by check, or money order (made payable to Mercer University), or via e-check or credit card payment made online through the student's MyMercer Portal. Students paying by credit card will be assessed a convenience fee by the credit card processor. E-check payments are free. 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. Balances not covered by Financial Aid are due by the first day of class.

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

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

Corporate/Third Party Payments

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

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

Your service's education center must approve your military tuition assistance before you enroll in a course. Individuals who contemplate enrollment and who are eligible for financial assistance through the U.S. Department of Defense (DoD) or U.S. Department of Veterans Affairs should contact the University's Office of the Registrar at (678) 547-6131.

Tuition Assistance Application Process

Each military branch has its own TA application form and procedures. To find out how to get started, visit your local education center or go online to your military branch's virtual education center.

V A Benefits

Individuals who are eligible to receive financial assistance through the U.S. Department of Veterans Affairs should contact the University's Office of the Registrar regarding VA certification. Students **MUST** notify the certifying official in the Registrar's office if they:

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

Students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar no later than the first day of class each semester to ensure that their tuition and fees will be paid in full.

Students receiving tuition assistance paid directly to the University will have their total tuition and fees submitted to VA for payment based on their eligibility percentage, minus any tuition-based scholarships awarded for the term. Housing fees, meal plan fees, and miscellaneous fees (parking tickets, housing fines, etc.) are not eligible to be paid by VA and are the responsibility of the student.

Students who have less than 100% eligibility entitlement or receive VA tuition assistance paid directly to the student are responsible for paying any outstanding balance no later than the first day of class. If students are unable to pay the balance in full they are encouraged to enroll in the Monthly Payment Plan to avoid holds and late fees on their tuition account.

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

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

Yellow Ribbon: Students with 100% entitlement may be eligible to receive Yellow Ribbon to help cover their balance. Once a student is out of entitlement, or has reached his/her delimiting date, then VA would not pay the Yellow Ribbon. Active duty personnel and their spouses utilizing transferred entitlement are not eligible for the Yellow Ribbon. For more information on this program, please contact the Office of the Registrar at (678) 547-6131 or email: vaatlanta@mercer.edu.

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

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

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

Student Insurance

All students with the exception of students enrolled in Distance Learning programs are required to carry active health insurance while enrolled in three or more credit hours. International students are required to carry health insurance regardless of enrolled credit hours. Each semester, an insurance premium is assessed at the time of registration.

Student who do not wish to purchase the school policy must provide proof of coverage by completing an online insurance waiver at the CORE Management website by the published deadline. Once coverage is verified, the premium charge will automatically reverse off the student ledger. **If the waiver is not entered each semester by the published deadline, the student will be held responsible for payment of the non-refundable insurance premium. No exceptions are made to this deadline.**

Debts

No official records are released, no future registration is allowed, and the faculty considers no student as a candidate for graduation until all indebtedness to the University has been settled. The Bursar's Office is authorized to apply to the student's debt any funds needed from the student's scholarships, loans, state grants, or any other student financial aid (unless prohibited by regulations governing said aid). Students with outstanding indebtedness will not be eligible to register for subsequent semesters and may be subject to late penalties and interest charges.

Failure to pay any sums due to Mercer University may result in the submission of the student's account to Mercer University's Internal Collection Department. If such action is required, the student will be liable to pay a late fee of \$5.00 for each thirty (30) days that the payment is past due and interest will accrue monthly at the rate of up to 9% for the life of the balance. In the event the student account is submitted to an outside collection agency, the student will be liable for the fees of any collection agency, which may be based on a percentage at the maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees, Mercer University incurs in such collection efforts. Any account placed with collections may be reported to the Credit Bureau and NSLDS.

Non-Refundable Acceptance and Tuition Deposits

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

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

Tuition Refund Policy

Mercer University will maintain a fair and equitable refund policy by adherence to the Institutional Refund Policy in all programs, in all schools, and on all campuses. This policy is subject to change if there are future changes to the Federal Return Policy or other federal, state, accrediting agency, or institutional policy with which it may conflict.

The criteria for the Mercer Institutional Refund Policy are based upon federal mandates established by the Federal Return Policy, which took effect on all Mercer campuses on August 15, 2000, replacing all existing refund policies throughout the University. The policy applies whether or not Title IV awards are involved.

Tuition, fees, and any other educational charges will not be refunded if the operation of the University is suspended at any time as a result of an act of God, strike, riot, disruption, or for any reason beyond the control of the University.

Questions regarding refund procedures and amounts should be directed to the Office of the Bursar, 1501 Mercer University Drive, Macon, GA 31207 (Telephone: 478-301-1111).

Refunds will be calculated based on enrollment of either semester-based programs or session-based programs, as defined below;

Semester-Based Programs: Class enrollment spans the entire semester. Classes typically run 16-weeks.

Session- (or module) Based Program: Enrolled in one or more courses that do not span the entire semester. Typically, there are two 8-week sessions within the semester.

***Special requirements for session-based program refunds will be notated throughout this policy by an asterisk.**

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

Eligibility for refund of tuition, fees and other institutional charges:

A student is not eligible for any refund if:

- 1) The student fails to formally withdraw.
- 2) The student is suspended.
- 3) The student withdraws when a disciplinary action or honor code violation is pending.
- 4) The student withdraws from a class or classes while currently enrolled in other classes for the semester.
- 5) *The student provides written confirmation that they will return for a future session in the same semester.

Official and Unofficial Withdrawals

Officially Withdrawing:

- 1) To officially withdraw from the semester, a student must drop or withdraw from all courses for the term.
- 2) Students contemplating dropping or withdrawing from courses are urged to first consult their student financial aid counselor for information regarding the impact of this action on their financial aid award.
- 3) To officially withdraw, the student must submit the online withdrawal form in their MyMercer student portal, upon submission the completed form will be submitted to the Registrar's Office for finalization. The completed form must be submitted by the Registrar's Office before withdrawal can be finalized.
- 4) Refund calculations will be based upon the date the student officially notifies the Registrar's Office in writing via the online form or in person of his/her intent to withdraw.
- 5) Per federal regulations, a calculation for the return of federal funds will be completed within 30 days of the student "officially withdrawing."
- 6) Any balance or overpayment created due to financial aid disbursements being returned to their original source of funding per the withdrawal calculation will become immediately due and payable, by the student, to the University and in some cases to the U.S. Dept. of Ed.
- 7) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

- 8) *Session-Based students who officially withdraw from Session I and are also enrolled in Session II must provide written notification they plan to attend Session II classes. Without this written documentation, the student will be dropped from the Session II classes and a Term Withdrawal Calculation will be completed
- 9) *Session-Based students who drop Session II courses while still attending Session I are not considered withdrawals. Students who drop/withdrawal session II courses after successfully completing at least 49% of the semester or successfully completing courses equal to half-time enrollment are not considered withdrawals. Successful completion is defined as earning credit with a passing grade (D or higher). If the student is Pell eligible or receiving the Georgia Tuition Equalization Grant, a downward enrollment calculation is necessary for any course in which the student didn't begin attendance.

Unofficially Withdrawing

- 1) Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal.
- 2) Failure to "officially withdraw" will result in academic penalties and may affect the student's Satisfactory Progress rating.
- 3) Students failing to officially withdraw will be held financially accountable for tuition, fees, and stipends issued to them for the term.
- 4) If a student ceases attendance without notifying the University, a Federal statutory provision allows the University to use the midpoint of the payment period as the withdrawal date for calculating the return of financial aid funds. Otherwise, the University may use the student's last verifiable day of an academically related activity.
- 5) Per federal regulations, a withdrawal date will be determined within 30 calendar days from the end of the semester for those students who ceased attendance without "officially withdrawing" from the University and those students who are determined not to have earned any credit for the semester.
- 6) Any balance or overpayment created due to financial aid disbursements being returned to their original source of funding per the withdrawal calculation will become immediately due and payable, by the student, to the University and in some cases to the U.S. Dept. of Ed.
- 7) Once all calculations are completed, the Bursar's Office will invoice the student for any outstanding balance.
- 8) *Session-based students who complete Session I, earning a grade(s), and then cease attendance in session II courses are considered "unofficial withdrawals."

Refund of Non-Tuition Charges

- 1) If a student withdraws before the first day of classes for the term, housing and/or meals will be charged based on usage up until that point in time.
- 2) If a student withdraws prior to the beginning of the semester or during the official drop/add period, lab fees, facility/technology fees, book and material fees, and insurance premiums will be refunded.
- 3) If a student withdraws after the end of the official drop/add period, housing and meal plan refunds will be calculated by Residence Life and Auxiliary Services respectively, based on usage.
- 4) Pre-enrollment deposits and dormitory or housing deposits are non-refundable.
- 5) Insurance Premiums are non-refundable after the waiver deadline.

- 6) Additional charges for housing and meals will be assessed on a prorated basis from the date of withdrawal until the student vacates the room and returns his/her key and keycard.
- 7) Additional book and materials may be assessed for items not returned by the return deadline for students participating in the Bear Book Bundle Program.

Withdrawal Refund Calculations

The federal government requires the Office of Financial Planning to calculate how much Title IV aid a student has earned. Federal regulations state that a student earns Title IV aid based on the period of time he/she remains enrolled for a particular term.

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

Enrolled Days = % of Title IV Earned by Student

Days in the Enrollment Period

Per federal regulations, any federal funds not earned by the student must be returned to the Title IV program in the following order:

- Unsubsidized Federal Direct Stafford Loan
- Subsidized Federal Direct Stafford Loan
- Federal Direct Plus Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV Aid Programs

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

- Mercer institutionally-funded loans
- Mercer endowment-funded loans
- Mercer institutionally-funded grants/scholarships
- Mercer endowment-funded grants/scholarships
- Other loans
- State loans
- State grants/scholarships
- Other scholarships
- Student/parent payments

Semester-Based Federal Return Calculation Example

The following scenarios illustrate how Federal Return calculations are performed for Semester-Based programs:

Scenario #1:

First day of class: August 20th

Last day of exams: December 14th

Holidays: Thanksgiving - November 27-December 1

Number of calendar days in this enrollment period = 112 days

A Macon undergraduate student completes and submits a term withdrawal form in the Registrar's office on October 17th.

Total number of days student is enrolled = 59 days

59 Days = 52.7% Charges/aid earned by the Student
112 Days

Charges			Amount Retained	Amount Refunded
	Tuition	\$19,704.00	\$9,319.99	\$10384.01
	Fees	\$150.00	\$79.05	\$70.95
	Total	\$19,854.00	\$9,399.04	\$10,454.96

Financial Aid Refund Calculation			
Total Title IV aid to be Returned	\$4,245 x 47.3%	=	\$2,007.89
Total Non-Title IV aid To be returned	\$10,455-2008	=	\$8,447.00

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Subsidized Loan	\$1,750.00	\$0.00	\$1,750.00
	Federal Pell Grant	\$2,495.00	\$2,237.00	\$258.00
	Total Title IV Aid	\$4,245.00	\$2,237.00	\$2,008.00
Non-Title IV Aid				
	Mercer Scholarship	\$9,000.00	\$553.00	\$8,447.00
	GA Tuition Equalization Grant	\$425.00	\$425.00	\$0
	HOPE Scholarship	\$2,152.00	\$2,152.00	\$0.00
	Total Non-Title IV Aid	\$11,577.00	\$3,130	\$8,447.00
	TOTAL FINANCIAL AID	\$15,882.00	\$5,367.00	\$10,445.00

Session-Based Federal Return Calculation

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

A student is enrolled in 4 classes for the Spring term. Two of the classes begin on January 6th and two of the classes begin on March 7th for a total of 12 hours. The student is enrolled in both sessions. The student begins both session 1 courses on January 6th. On January 22nd the student withdrawals from both session 1 courses and drops both session 2 courses on the same day.

Total number of days student is enrolled = 17 days

Total number of days enrolled = % of Charges/aid earned by the Student

Total number of days in enrollment period

17 Days = 85.6%

118 Days

Charges		Session 1	Session 2	Amount Retained	Amount Refunded
	Tuition	\$3,060.00	\$3,060.00	\$881.28	\$45,238.72
	Fees	\$75.00	\$75.00	\$21.60	\$128.40
	Total	\$3,135.00	\$3,135.00	\$902.88	\$5,367.12

Financial Aid Refund Calculation

Total Title IV aid Earned \$5,120 x 14.4% = **\$737.28**
Total Title IV aid Unearned \$5,120 - 737.28 = **\$4,382.72**

Total Title IV aid to be returned by the Institution = Lesser of Unearned Title IV aid vs. Unearned Charges returned by the Institution.

Mercer to return \$4,383 in Title IV aid.

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Unsubsidized Loan	\$4,452.00	\$69.00	\$4,383.00
	Direct Subsidized Loan	\$668.00	\$668.00	\$0.00
	Total Title IV aid	\$5,120.00	\$737.00	\$4,383.00

The amount of Title IV aid required to be returned by the student = Total Unearned Title IV aid - Amount of Title IV aid returned by the Institution

Title IV aid to be returned by the student \$4,383-4,383 = \$0.00

Refunds and Stipends

The Bursar's Office encourages students to enroll in Direct Deposit to ensure the fastest and most efficient handling of their refunds. All payments made by or on behalf of a student shall be receipted to his/her account. Refundable credit balances are processed on a regular basis by the Office of the Bursar. Credit balances resulting from overpayment by credit card payment will be refunded to the credit card. Credit balances resulting from financial aid will be refunded to the student through their Student Choice Refund option. A student may select their refund method through their MyMercer student portal. Refunds can be issued by check or by direct deposit to a bank account or to a reloadable debit card. Paper checks are the default refund method and are mailed to the address listed on the Student's Master file, each student is responsible for ensuring his/her address is accurate to avoid delays in receiving their check.

If a credit balance is created by a Parent PLUS Loan, the refund will be mailed via a paper check to the borrower of the loan.

Uncashed Check Policy

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

Refund Appeals

The Retroactive Enrollment and Refund Appeal Committee was established to consider refund and/or retroactive withdrawal appeals from students who believe their extraordinary circumstances entitle them to additional consideration outside the University's Official Refund Policy. Student appeals must be submitted through their MyMercer Portal by the beginning of the semester following the one in dispute. The committee meets each semester and responds in writing. This is the student's final venue of appeal.

BearCard Transfers

Students may transfer excess financial aid funds, or out-of-pocket payments, to their Mercer University BearCard, for use in the bookstore, vending machines, as well as other on- and off-campus locations.* In order to have excess financial aid transferred to your BearCard, a completed BearCard transfer request form must be submitted to the Bursar's Office prior to the disbursement of your financial aid. Requests for BearCard transfers must be submitted through the student MyMercer Portal.

Approved BearCard request forms will be processed no later than one week prior to the first day of class each semester. When excess financial aid credits are used, the amount of the BearCard transfer cannot exceed the amount of the credit on a student's

account, or \$600 per term, without supporting documentation to show why additional funds are necessary. There is no dollar limit on BearCard transfers for out-of-pocket payments.

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

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

Book Vouchers

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

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

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

General Information

Books: Books and other supplies are available at the Mercer Bookstore. The cost of books varies with the courses of study and course load.

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

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

Fire, theft, and damage to personal property: The University assumes no responsibility for damages or loss of personal property due to fire, theft, or other causes.

Student Identification: All Mercer students are required to have a valid student identification card. A validated I.D. is required for check cashing, dining hall, and library privileges.

Financial Assistance

Mercer University's financial aid programs are administered in conjunction with a federally-established policy and philosophy of financial aid for education. The basis of this policy is the belief that the student and, for dependent students, his or her parents have the primary responsibility for paying the costs of education, and financial assistance is available to help students meet the difference between the Cost of Attendance (COA) and the student's Expected Family Contribution (EFC), as determined by the Free Application for Federal Student Aid (FAFSA).

Students and parents of dependent students should carefully review the "Financial Information" section of this catalog to be familiar with the Cost of Attendance (COA) for their program. COA combines estimated direct charges of the University such as tuition, fees, meal plans and housing for residential students with anticipated indirect expenses such as personal expenses, transportation, books and supplies. Please note books are a direct charge for undergraduate students who do not opt out of the Bear Book Bundle. Students are encouraged to reach out to the Financial Planning Office for any questions regarding Cost of Attendance. Undergraduate students and families are also strongly encouraged to complete Mercer's "Net Price" Calculator to get an estimate of the assistance they may receive as an enrolled student at Mercer. All students are strongly encouraged to review the University's website for up-to-date policies and procedures.

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

How to Apply for Financial Assistance

For a student to be considered for every type of assistance available (i.e. Federal, State, and University sources), a Free Application for Federal Student Aid (FAFSA) must be completed each year. Students may complete the FAFSA at <https://studentaid.ed.gov/sa/fafsa>.

Students may begin completing the FAFSA in October for the following academic year. Mercer's priority deadline is April 1st each year. Processing of the FAFSA generally requires several days and time should be allowed for filing and processing prior to April 1st deadline. Completed applications received after this date will be considered based upon availability of funds. Students may complete the FAFSA on the Web at <https://studentaid.ed.gov/sa/fafsa>. The FAFSA must be renewed each year.

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

Summer Term-Mercer. A separate financial aid application is not required for the summer term. Summer is normally considered the end of the academic year and awards are made based on remaining eligibility. If summer is not a required term, full eligibility will be awarded for the fall and spring terms. Students should work with their Financial Planning Counselor to appropriate funds for summer enrollment plans.

Student Financial Aid Policies

Students are encouraged to visit the Financial Planning Office website at financialaid.mercer.edu to learn more about financial aid policies and to email their financial planning counselor with any questions related to financial aid. Please review the policies listed below:

1. An applicant for federal and state financial assistance must be a U.S. citizen or eligible non-citizen.
2. An applicant for financial assistance must be fully admitted into an eligible degree or certificate program before financial assistance can be officially awarded. Provisionally accepted students are not eligible for financial aid.
3. In most instances, financial assistance is granted only to undergraduate students who take a course load of at least six semester hours per term, although assistance from the Pell Grant may be available to those enrolled in less than six hours.
4. In general, for graduate students to be considered for financial aid, the student must be admitted to a graduate program and meet minimal half-time time enrollment requirements. The following are enrollment requirements for graduate coursework:

Fall and Spring Term Enrollment: A graduate or professional student is considered full-time for purposes of financial aid provided they are enrolled in 9 credit hours and half-time at 4.5 credit hours with the exception of the programs listed below for which full-time enrollment for financial aid is 6 credit hours and half-time is 3 credit hours.

Doctor of Philosophy
Doctor of Psychology
Doctor of Ministry
Doctor of Nursing Practice
Doctor of Public Health
Master of Science in Health Outcomes
Master of Science in Pharmaceutical Science

Summer Term Enrollment: Graduate and professional students are considered full time and half time during the summer term upon enrollment in 6 and 3 hours respectively with the exception of the following programs that maintain full time enrollment at 9 and 4.5 hours for all semesters in their program including summer:

Doctor of Physical Therapy
Master of Medical Science
Master of Athletic Training
Master of Science in Nursing

Veterans should contact the U.S. Department of Veterans Affairs for the credit hour requirements for VA benefits and consult with the University's Office of the Registrar for VA certification.

Full-time academic enrollment expectations for program participation may differ from the requirements for financial aid and are outlined in the academic unit section of the applicable catalog.

5. Financial assistance is generally awarded for two semesters (i.e., Fall and Spring) of the regular academic year. One-half of the annual financial assistance award will be paid each semester after the drop/add period, provided all the necessary paperwork is completed, except for work-study awards and the Pell Grant. Based on year-round Pell, eligible undergraduate students who attend summer at least half-time may be able to receive an additional Pell award for the summer semester. Work-study funds earned each semester are paid directly to the student after the funds are earned. If a student chooses to use work-study funds to pay their balance, they must sign up for a payment plan through the Bursar's Office. Students interested in the summer session(s) will have their files reviewed for any remaining loan, Pell, HOPE, Zell, and GTEG eligibility once they have enrolled for summer classes.
6. If a student has met their annual subsidized and unsubsidized Direct Loan Limit prior to the start of the summer term, ordinarily, no additional loan funds are available for summer. Summer semester is normally considered the end of the academic year and students must proactively plan the financing of their summer enrollment with their Financial Planning Counselor.
7. Students receiving awards from sources other than Mercer University are required to advise the OSFP. A written statement that identifies the sponsor(s), the term(s) applicable, and the amount of the outside award(s) are required. Some adjustments to the financial aid originally awarded may be necessary. The University reduces any self-help (i.e. loan and work) awarded to the student before reducing any scholarships/grants. A student's financial aid package cannot exceed COA.
8. No financial aid will be disbursed while a student is in the "verification" process. Verification is the process by which the Federal Government requires schools to verify the accuracy of the information reported by students and families on the FAFSA. Some students' will be selected by the federal processor for verification, while other students' FAFSA's will be selected through specific FAFSA edits or by Mercer Financial Planning Office. If a student's FAFSA is selected for verification, he/she will be notified by the OSFP of all documents required to be submitted to complete verification. In most cases, students are awarded based on information submitted on their current FAFSA. No aid will disburse until verification is complete. IMPORTANT: Should any information change based on verification of data, the student's current financial aid package may be reduced.
9. Students must be officially enrolled and attending class at the end of the term's drop-add period to receive financial aid for a class. Since financial aid is based on enrollment, enrollment changes during the term may affect student financial aid award(s). Please contact your Financial Planning Counselor before making any enrollment changes.
10. Students who fail to earn a passing grade in all classes for a particular semester will be considered to have "unofficially withdrawn" from the University. If the institution cannot document that the student earned at least one grade for the semester, Federal and State financial aid will be returned to the original sources of funds, in accordance with Federal Title IV Refund Policies.

11. Students must be making progress towards the completion of their course of study according to the "Satisfactory Academic Progress Standards" in the following section to receive Federal and State funds. SAP will be checked at the end of each term.
12. To be considered for financial aid, the student must not be in default or owe a refund on Federal or State funds.
13. Recipients of financial assistance who become the subject of disciplinary probation may forfeit financial aid during any period of probation. Students who are suspended from the University will be officially withdrawn based on date of suspension.
14. This institution complies with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and does not discriminate against the handicapped or on the basis of race, color, religion, sex, or national origin.
15. Financial assistance may be available for Mercer's Study Abroad programs. Students planning to study abroad must notify their Financial Planning Counselor at least 30 days in advance of their travel date to have their files reviewed.
16. Certain Veterans' Benefits must be considered part of the student's financial aid package. It is the student's responsibility to advise the OSFP if any VA benefits are being (or will be) received.

SAP (Satisfactory Academic Progress)

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

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

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

Qualitative Standard Undergraduate

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

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

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

Qualitative Graduate Standard

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

Eligibility to Appeal – If a student is not meeting SAP requirements at the end of the Financial Aid Warning Term, the student is no longer eligible for federal aid. For the opportunity to appeal, please see Appeal Process to be Placed on Probation at the end of this SAP Policy.

Quantitative Standard

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

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

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

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

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

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

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

- **Transfer hours** – Accepted into a student's program will count as both hours attempted and hours earned. Transfer hours received in the middle of the semester will be included in the next review point at the end of the semester.
- **Remedial Coursework** – is not included in quantitative measures.
- **Withdrawals** – Will count as hours attempted ONLY.

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

Quantitative Graduate Standard

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

Quantitative Evaluation Points

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

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

Appeal Process to be Placed on Probation

If a student loses Title IV eligibility and they feel they have mitigating circumstances (i.e. death of a relative, injury or illness to the student, or other special circumstances) that prevented them from meeting SAP standards, they may provide a written appeal to the Office of Student Financial Planning. This appeal must be a complete summary of the student's circumstances and must include all supporting documentation such as death certificate, referrals from a doctor, medical bills, etc. The appeal must detail what will change to allow them to succeed. A student has the opportunity to appeal each semester. The Financial Planning Appeals Committee will review the appeal and determine if the circumstances warrant a waiver of the loss of Title IV aid and an additional probationary period. Before a probation term can be approved an academic plan must be submitted by the student and approved by their advisor, Financial Planning Counselor, and a member of the Student Success Office. When a student is approved for a put on probationary term, the student's academic plan is expected to meet SAP standards by the end of the probationary term or have a plan that includes multiple terms to meet SAP standards. Academic plans that cover multiple terms will be evaluated for success at the end of each semester to ensure students will meet SAP standards by a specific point in time as stated in the plan.

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

Financial Aid Probation

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

Types of Financial Assistance

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

Federal and State Grants

Federal Pell Grant: A federal aid program available to eligible undergraduate students who display exceptional need and have not earned a bachelor's degree. The amount of a Federal Pell Grant is determined by

- the student's "Expected Family Contribution" (EFC) as determined by the FAFSA,
- the cost of attendance for the student's specific program
- Full, half, or less-than-half-time enrollment status
- Attending a full academic year or less

The maximum Pell Grant for the 2022-23 academic year is expected to be \$6,895.

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

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

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

Based on current federal policy, a student can receive the Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years). A scheduled award is the

maximum amount a student can receive for the award year if the student were enrolled full-time for the full year.

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

To determine how much of the maximum six years (600%) of Pell Grant a student has used each year, the U.S. Department of Education (ED) compares the actual amount the student received for the award year with the student's scheduled award. If the student received the full scheduled award for the award year, the student would have used 100%. It is possible that a student will not have received their full scheduled award for an award year due to not being enrolled the full year, not being enrolled full-time or both.

If a student did not receive the full scheduled award, ED calculates the percentage of the scheduled award the student did receive. For example, if a student scheduled award is \$5,000, but the student was only enrolled one semester and received only \$2,500, the student would be calculated as using 50% of his scheduled award for that year. Or, if a student received \$3,750 for the award year due to three-quarter time enrollment and not full-time, the student usage would be calculated at 75% for the year

GEORGIA TUITION EQUALIZATION GRANT PROGRAM - The State of Georgia has made available, to qualified Georgia residents, an annual tuition grant for attendance at approved private colleges in the state. To be eligible for this grant, the student (and parents of dependent students) must be a United States citizen or eligible non-citizen as of the first day of classes for any particular semester for which GTEG payment is being sought. The student's academic load must meet the requirements specified by the GA Student Finance Authority (presently 12 credit hours per semester). To be considered for the grant, students must complete a Free Application for Federal Student Aid (FAFSA) each year or, if a student does not wish to complete a FAFSA, a Georgia Scholarship Grant (GSFAPPS) must be completed by going to GAFutures.org. The total amount of the grant is determined each year by the state legislature, based on the availability of funds. Funding may be reduced by the State at any point in the year. If this is the case, the University will not make up this difference in funding. The 2022-2023 amount is \$900.

HOPE and ZELL SCHOLARSHIP – For undergraduate Georgia GTEG residents only, designated HOPE Scholars are designated to receive \$4,564, and designated Zell Miller Scholars to receive \$5,954 per academic year. Award amounts for each academic year are determined by Georgia Legislation and subject to change. Georgia high school graduates who are named HOPE Scholars by the Georgia Student Finance Authority may receive only one of these scholarships. A cumulative 3.0 GPA is required for renewal of the HOPE scholarship and a 3.3 GPA is required for the renewal of the Zell Miller Scholarship. The cumulative GPA requirement also applies to all students who wish to enter the program after 30, 60, or 90 cumulative attempted hours. Please note that all degree courses attempted at Mercer and all other post-secondary institutions are included in the GPA and hours attempted calculations. Certificate/diploma courses are only included in the GPA and hours attempted calculation if the courses have ever been accepted toward a degree by Mercer or any other post-secondary institution. Also, only whole letter grades are used in the GPA calculation (e.g. a B+ is counted as a B). Beginning Fall term 2017, specific degree-level science, technology, engineering and

mathematics (STEM) courses identified as leading to high demand career fields in Georgia, and taken at an eligible postsecondary institution will have an additional weight of 0.5 added to grades of B, C and D. To receive the additional weight, the course must be taken at a HOPE and Zell Miller Scholarship eligible postsecondary institution during the period the course is approved on the directory.

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

You may access the Directory by going to [GAFutures.org](https://gafutures.org) or by clicking on the following link: https://apps.gsfc.org/securenextgen/dsp_stem_course_listings.cfm. The FAFSA application serves as the student's application for both the HOPE and Zell Miller Scholarships. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to [GAFutures.org](https://gafutures.org).

Hope and Zell Scholarship recipients at private colleges and universities can attend half-time (at least 6 to 11 semester hours) and receive a HOPE Scholarship of \$2,282 per academic year (\$1,141 per semester). Zell Miller recipients attending half-time can receive a Zell Miller award of \$2,978 per academic year (\$1,489 per semester). Students must be enrolled half-time 15 calendar days after the end of the drop-add period to receive the half-time HOPE and Zell Miller Scholarships.

Students' HOPE and Zell Miller GPA will be evaluated at the end of every spring semester, regardless of the student's attempted hours. Students earning less than a 3.0 cumulative HOPE GPA after spring semester lose eligibility for HOPE and Zell until the next entry point (30,60, or 90 hours) in which their HOPE GPA is at least a 3.0 and Zell Miller GPA is at least a 3.3 GPA. Zell Miller recipients who do not meet the 3.3 renewal requirement but do meet the 3.0 HOPE renewal requirement, may receive HOPE in place of the Zell Miller Scholarship; however, a designated HOPE recipient can never receive Zell Miller based on cumulative GPA at the time of renewal. A student who does not have sophomore/junior status because of withdrawing from classes will still be evaluated based on the total number of hours attempted (e.g. a student may receive a "W" or "F" in a course, not earn credit for the course, but the course will still be counted as attempted hours for HOPE/Zell purposes).

Loans

William D. Ford Federal Direct Loans: William D. Ford Federal Direct Loans are low-interest (variable rate) loans awarded by the school and provided by the federal government. The interest rate is adjusted each July 1 but will not exceed 8.25%. These loans may be either subsidized or unsubsidized.

Interest rates for loans disbursed on or after July 1, 2022 through June 30, 2023:

Direct Subsidized Loans - Undergraduate Students – 4.99%

Direct Unsubsidized Loans - Undergraduate Students – 4.99%

Direct Unsubsidized Loans - Graduate Students – 6.54%

Direct Parent or Graduate Plus Loan – 7.54%

Federal Direct Loan amounts are based on the cost of attendance at a particular school and the student's grade level.

Grade Level	Dependent Students (except students whose parents are unable to obtain a PLUS Loan)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	\$5,500-No more than \$3,500 of this amount may be in subsidized loans.	\$9,500-No more than \$3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	\$6,500-No more than \$4,500 of this amount may be in subsidized loans.	\$10,500-No more than \$4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	\$7,500 per year-No more than \$5,500 of this amount may be in subsidized loans.	\$12,500-No more than \$5,500 of this amount may be in subsidized loans.
Graduate or Professional Student Annual Loan Limit	Not Applicable (all graduate and professional degree students are considered independent).	\$20,500 (unsubsidized only).
Subsidized and Unsubsidized Aggregate Loan Limit	\$31,500-No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 for undergraduates-No more than \$23,000 of this amount may be in subsidized loans.
		\$138,500 for graduate or professional students-No more than \$65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

If the total loan amount you receive over the course of your education reaches the aggregate loan limit, you are not eligible to receive additional loans. However, if you repay some of your loans to bring your outstanding loan debt below the aggregate loan limit, you could then borrow again, up to the amount of your remaining eligibility under the aggregate loan limit.

Graduate and professional students enrolled in certain health profession programs may receive additional Direct Unsubsidized Loan amounts each academic year beyond those shown above. For these students, there is also a higher aggregate limit on Direct Unsubsidized Loans. If you are enrolled in a health profession program, talk to the financial aid office at your school for information about annual and aggregate limits.

Effective for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. The \$65,500 subsidized aggregate loan limit for graduate or professional students includes

subsidized loans that a graduate or professional student may have received for periods of enrollment that began before July 1, 2012, or for prior undergraduate study.

Additional Requirements for Federal Direct Loans

- The amounts listed above are maximums. Remember, a student may not borrow more than Mercer's Cost of Attendance minus other financial aid and/or scholarships.
- All first-time borrowers are required to complete entrance counseling before funds can be disbursed. Entrance Counseling can be completed on line at <https://studentaid.gov/entrance-counseling/>
- All first-time borrowers are required to complete a Master Promissory Note (MPN). Borrowers may complete the MPN online at <https://studentaid.gov/mpn/>. Master Promissory Notes are valid for 10 years. Borrowers who have MPNs that are over 10 years old must complete another MPN at <https://studentaid.gov/mpn/>

Subsidized Federal Direct Loan

Subsidized Federal Direct Loans are awarded to undergraduate students only based on financial need as determined by the FAFSA. The interest on this loan is paid by the federal government while the student is enrolled in school at least half-time (six hours for undergraduates), and during the "grace period" (the first 6 months following withdrawal or graduation from school). After this period, the student is responsible for paying the loan payment and interest. For undergraduate students, all subsidized eligibility must be used before a student can receive an unsubsidized loan.

Graduate students are NOT eligible for subsidized loans.

Unsubsidized Federal Direct Loan

Unsubsidized Federal Direct Loans are not awarded based on financial need. Interest is charged from the time the loan is disbursed until the loan is paid in full. The student can choose to pay the interest or allow it to accumulate. If the interest is allowed to accrue, it will be added to the principal amount of the loan, thereby increasing the amount of money the student is required to repay. Students must be enrolled in at least six credit hours to be eligible to receive this loan. Although unsubsidized loans are not awarded based on need a student is required to complete a FAFSA to receive the loan.

William D. Ford Federal Direct Plus Loans

Federal Direct Plus Loans are available to parents of dependent undergraduate students and graduate or professional students

- To apply, a separate application must be completed every year by a parent or legal guardian for a Parent Plus Loan and a Graduate or Professional student for the Grad Plus Loan
- The annual loan limit of a Plus Loan is equal to the cost of attendance minus any other financial aid the student is receiving.
- Interest begins to accumulate at the time the first disbursement is made and repayment begins within 60 days after the final loan disbursement each year. Or, the borrower may contact the loan servicer for a deferment of payments while the student is enrolled at least half-time.

Parent Plus Loan and Graduate Plus Loan Credit Requirements

All Plus loans required credit checks. Once a credit check has been run it is valid for 180 days. Credit check responses are approved or denied based on credit history.

Approved credit checks:

1. Approved credit check status means the borrower has been approved for the PLUS loan and that status will not expire for 180 days. As a result, any additional Plus Loan added within the 180-day approved credit check standing will be approved. COD will not run another credit check before the expiration date.
2. To complete the PLUS loan process, the borrower must complete a Master Promissory Note for Parent Plus Loan or Graduate Plus Loan online at StudentLoans.gov

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

If you apply for a Direct PLUS Loan and are notified that you have an adverse credit history, you'll be given detailed information on the options for qualifying by obtaining an endorser or submitting documentation of extenuating circumstances, along with instructions on how to complete the required PLUS counseling. For more information about the ways you can qualify for a Direct PLUS Loan, contact Student Loan Support at studentloansupport@ed.gov.

Student Employment

Federal Work-Study Program

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

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

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

Outside Scholarship Resources

A comprehensive list of links to private scholarships and grants may be found at financialaid.mercer.edu. Funds are provided by many sources and are made available as restricted and unrestricted scholarships or grants.

Graduate Nurse Faculty Loan Program

Mercer University receives an allocation of funds from the Nurse Faculty Loan Program. Students who receive NFLP loans may be enrolled full-time or part-time in the graduate nursing program course of study, which includes the education component(s) to prepare them as qualified nurse faculty. The borrower must agree to serve as full-time

faculty in a school of nursing following graduation. Up to 85% of the loan may be cancelled with four years of employment. Loans may be requested to cover tuition, fees, books, and other reasonable education expenses (not including living expenses). Funds are made available by the U.S. Department of Health and Human Services.

Veterans

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

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

Additional Information

Students may contact the Office of Student Financial Planning staff at any time during the normal administrative working hours of the institution with any questions or make an appointment by calling (678) 547-6444.

Academic Information

The undergraduate curriculum is composed of two parts. The General Education Program is broad in scope, requiring study in several areas. It affords an introduction to some of the major areas of human knowledge and endeavor, and lays the foundation for continued study and for the student's contribution to society. In addition, the various undergraduate degree programs call for more specialized study that deepens the learning that shapes the minds and spirits of tomorrow's leaders. As a community of learning, Mercer is a student-centered university, committed to the Baptist heritage in higher education. Together, the schools and colleges at Mercer seek to prepare students to be innovators in the realms of teaching, learning, research, scholarship and service.

General Education

Mercer University's founding vision, articulated by Jesse Mercer in the 1830s, dedicates us to promote free inquiry, religious liberty, and inclusiveness—values consonant with Baptist heritage. University President William D. Underwood underscored that vision in 2006, noting that “the extent to which a university transforms the lives of individual students, who in turn transform their communities, represents the ultimate measure of a university's greatness.” To put this transformative vision into practice within the communities we serve, a Mercer University education emphasizes experiences that infuse intellectual growth, cultural understanding, civic responsibility, and moral discernment with practical competencies.

The distinctiveness of their programs and traditions notwithstanding, Mercer University's undergraduate colleges and schools share learning goals and competencies that reflect Mercer's mission to educate the whole person. These undergird the General Education Curricula, which provide the necessary foundation for disciplined study and lifelong learning.

General Education is designed to help students cultivate and refine habits of mind that prepare them to contribute constructively and meaningfully to society. Toward this end, General Education strives to instill in persons broader perspectives while empowering them to find fuller and richer citizenship in a world in which different cultures, social institutions, and technologies intersect in multiple and diverse ways.

Four Student Goals of General Education

A Mercer education is designed to foster intellectual growth, cultural understanding, civic responsibility, and moral discernment. Critical thinking is essential to attaining these goals and is demonstrated in and through the exercise and development of the following practical competencies:

- Communicating effectively in writing
- Communicating effectively orally
- Reasoning quantitatively
- Analyzing observed phenomena through the use of scientific reasoning
- Thinking critically from diverse perspectives

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

Requirements of General Education

General Education core requirements must include at least one course (3 credit hours) in each of the six broad categories listed below, and total at least 30 hours. Each school/college may select its own general education requirements from among the list of approved courses in each category and may choose to require more than the minimum number of hours and courses. Individual schools/colleges may also include additional core requirements. Students transferring in with a bachelor's degree or 30 or more general education credits may be exempted from the undergraduate general education religion requirement by individual schools/colleges. Students should consult the requirements of their respective college to determine which courses are needed for graduation.

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

Written Communication: GBK 101; GBK 202; INT 101; INT 201; LBST 175; LBST 180; TCO 141

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

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

Religion

AFR 230; ENG 225; GBK 203; HIS 275; PHI 240; PHI 247; REL 110; REL 130; REL 150; REL 170; RELG 110; RELG 115; RELG 120; RELG 130; RELG 200; RELG 215; RELG 220; RELG 225; RELG/WGST 320; RELG 356

Humanities/Fine Arts

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

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

Behavioral/Social Science

AFR 190; AFR 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; GBK 407; GEO 111; GHS 200; GLEN/SOCI 235; GLEN 301; JMS 101; JMS 145; JMS 240; LBST 305; ORGL 210; PHI 237; POL 101; POL/IAF 253; POLS 100; PSY 101; PSYC 111; SOC 101; SOC 210; SOCI 111; SOCI 356; WGS 180; WGS 237; WGST 210

Quantitative Reasoning

CSC 204; MAT 104; MAT 133; MAT 141; MAT 191; MAT 192; MATH 129; MATH 130; MATH 140; MATH 160; MATH 220; PHI 180; STA 126

Scientific Reasoning (including a lab)

BIO 102; BIO 110; BIO 202; BIOL 101; BIOL 105; BIOL 210; CHEM 103 & CHEM 105; CHEM 104 & CHEM 106; CHM 110; CHM 111; CHM 112; ENB 150; ENVS 210;

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

Note: No cross-listed course taken to fulfill the requirements of one category may also be used for a second category.

Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Office of the Provost website.

Academic Honesty

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

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

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

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

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

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

School of Business

- Bachelor of Business Administration
- Master of Business Administration
- Professional Master of Business Administration
- Master of Accountancy
- Master of Science in Business Analytics
- Master of Science in Integrative Business

College of Education

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

College of Professional Advancement

Bachelor of Arts, Communication
Bachelor of Arts, Liberal Studies
Bachelor of Arts, Liberal Studies/Master of Divinity
Bachelor of Science, Criminal Justice Leadership
Bachelor of Science, Health Informatics
Bachelor of Science, Information Technology and Informatics
Bachelor of Science, Organizational Leadership
Bachelor of Science, Psychology
Bachelor of Science, Software Application Development and Human Computer Interaction
Master of Science, Applied Data Intelligence and Machine Learning
Master of Science, Clinical Mental Health Counseling
Master of Science, Clinical Mental Health Counseling/Master of Divinity in Pastoral Care and Counseling
Master of Science, Clinical Mental Health Counseling/Master of Theological Studies
Master of Science, Clinical Rehabilitation Counseling
Master of Science, Criminal Justice and Public Safety Leadership
Master of Science, Health Informatics
Master of Science, Health Informatics/Doctor of Pharmacy
Master of Science, Organizational Leadership
Master of Science, Organizational Leadership/Master of Divinity (Nonprofit Leadership Concentration)
Master of Science, Organizational Leadership/Master of Arts, Christian Ministry (Nonprofit Leadership concentration)
Master of Science, School Counseling
Doctor of Philosophy, Counselor Education and Supervision

College of Nursing

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

School of Theology

Master of Divinity
Master of Arts in Christian Ministry
Master of Theological Studies
Doctor of Ministry

College of Pharmacy

Doctor of Pharmacy
Doctor of Philosophy in Pharmaceutical Services
Master of Science in Pharmaceutical Sciences
Master of Science in Health Outcomes

College of Health Professions

Master of Medical Science (Physician Assistant)
Master of Public Health
Doctor of Physical Therapy
Doctor of Psychology
Doctor of Public Health

Detailed information concerning degree programs offered by undergraduate programs in the College of Professional Advancement of Mercer University is published in a separate catalog. (See inside cover for information on obtaining a copy of this and other catalogs of Mercer University.)

Units of Credit

Mercer University adheres to the Carnegie unit for contact time: 750 minutes of classroom or direct faculty instruction and a minimum of 1500 minutes of out-of-class student work for each credit awarded. Mercer defines a class hour as 50 minutes. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course, whether it is fully online, a hybrid of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format.

Course 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 18, (with the appropriate dean's permission) but not more than 20 semester hours in the following semester. However, the 3.0 average must be maintained if the student desires to retain this privilege during the succeeding semester. A senior whose cumulative grade point average is 2.0 or higher in the previous semester may enroll for a maximum of 20 semester hours in the last semester before graduation. A student holding a scholarship must take a minimum of twelve credit hours per semester.

For the purpose of computing the full-time equivalent enrollment, an undergraduate student carrying 12 semester hours is considered a full-time student. A student carrying less than 12 semester hours is considered a part-time student. Veterans should contact the U.S. Department of Veterans Affairs for the credit hour requirements for VA benefits and consult with the University's Office of the Registrar for VA certification.

Course Numbering System

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

College of Nursing

300-399: Junior-level nursing courses.*

400-499: Senior-level nursing courses.*

*RN-BSN plans of study are variable 300-499 level courses depending on plan of study and time of program entry.

600-699: Master's level courses for graduate students. Course credit hours vary depending on the course.

700-799: Doctor of Nursing Practice courses are for D.N.P. students only. Course credit hours vary depending on the course.

800-899: Doctor of Philosophy level courses are for Ph.D. students with select courses available to D.N.P. students. Course credit hours vary depending on the course.

School of Business

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

College of Education

- 500-599: Post-baccalaureate initial certification only; credit does not apply toward degree
- 600-699: Master of Education and Master of Arts in Teaching
- 700-799: Education Specialist classes
- 800-899: Doctor of Philosophy classes

College of Professional Advancement

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

College of Pharmacy

- 300-399: 1st Year Pharm.D.
- 400-499: 2nd Year Pharm.D.
- 500-599: 3rd Year and elective Pharm.D.
- 600-699: 4th Year Pharm.D.
- 700-799: M.S. and Ph.D. Programs
- 800-899: Ph.D. Program

School of Theology

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

College of Health Professions

- 500-599: PA Program; 1st Year DPT
- 600-699: PA Program; 1st Year MPH; 2nd Year DPT
- 700-799: 2nd Year MPH
- 800-899: DrPH Program
- 900-999: DrPH Program

Undergraduate coursework may not substitute or transfer more than one level, i.e. 100-level courses may not be used for 300-level courses.

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 and Quality Points

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

<u>Grade</u>	<u>Interpretation</u>	<u>Quality Points Per Credit Hour</u>
A	Excellent	4.0
B+	Good	3.5
B	Good	3.0
C+	Average	2.5
C	Average	2.0
D**	Poor	1.0
F	Failure	0
FQ	Failure-Quit Attending/Never Attended	0
WF	Withdrawal Failure	0
S	Satisfactory	*
U	Unsatisfactory	*
ABX/ABXSU	Absent from final examination (excused)	*
IC/ICSU	Incomplete due to some requirement other than the final examination (excused)	*
IP	In Progress	*
AU	Audit	*
W/MM	Withdrawal/Withdrawal Military	*
Z	Grade Not Reported	*

* These grades are not calculated in the GPA.

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

Satisfactory/Unsatisfactory (S/U) Grade

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

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

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

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

ABX and Incomplete

The grade of ABX denotes that the student was absent from the scheduled final examination because of sickness or another valid and compelling reason that is satisfactory to the instructor. A special examination, to take the place of the one missed,

must be taken no later than mid-term of the next semester, or the ABX grade will be changed to the grade of F.

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

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

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

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

In Progress (IP)

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

Grade Appeals

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

Grade Reports

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

Academic Advising

Academic advising is integral to a student's educational experience at Mercer University. Each student is assigned an academic advisor. Academic advisors can assist students in various academic areas and acquaint students with a wide array of campus resources. Students meet with their advisors throughout the year to plan their academic programs and evaluate their progress. Advisors are critical in helping a student make certain that all educational requirements are met. Thus, a student is given the opportunity to meet with his or her advisor each semester prior to registration to review the student's

choice of courses. Additionally, a student is encouraged to confer with the advisor when a change to his or her schedule becomes necessary (e.g., during the drop/add period or when withdrawing from a course).

Registration

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

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

Students are responsible for their registration, and for the corresponding fees and charges incurred. Students cross-registering for courses outside their college/school of enrollment will continue to pay the tuition rate of their home college/school for those courses.

Cross-Registration

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

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

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

Readmitted and Internal Transfer Students

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

1. A completed Application for Readmission available from the Office of the Registrar.
2. Official transcripts from all colleges, universities, and technical schools the student has attended since last enrolled at Mercer University. (Readmitted students who have not been enrolled at Mercer University for five years or more must re-submit transcripts from all schools they attended.)

Students applying for readmission with less than a 2.0 cumulative grade point average as undergraduates or a 3.0 as graduate students are required to submit a written request to the dean of the school of their prior enrollment. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment. Generally, readmitted students are permitted to graduate from Mercer University according to the degree requirements set forth in the catalog under which they originally enrolled. However, students who leave the University, and are not enrolled for three consecutive years, must fulfill the catalog requirements in force at the time of re-enrollment.

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

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

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

Repeating Courses

A student may repeat a course in order to earn credit for the course or improve the grade. No course may be taken more than twice in the undergraduate program.

Students who are repeating courses in an attempt to meet minimum graduation requirements for grade point averages in their major, minor, and/or school or college, or who have other extenuating circumstances, must have the appropriate associate dean's permission to exceed the four course limit. See Graduation With Honors section of this catalog. Enrollment documents for such courses will carry the notation of "repeat" next to the course, and this notation will appear also on the class roll and the student's permanent record. Credit hours will be granted only once for any given course. The grade recorded in the final attempt at taking the course will prevail. The final grade will be used in computing the student's cumulative grade point average whether the grade is higher or lower than any previous grade(s) earned for this course. The previous grade(s) will not be deleted from the permanent record. If the original course is no longer a part of the curriculum, an equivalent course may be substituted on the authority of the appropriate associate dean.

When a course is repeated, the student is subject to the catalog restriction on the total number of credit hours that may be taken in a single term. With an associate dean's approval, a student who has a C average or above may, in extraordinary circumstances, be allowed to take the "repeat" course as an overload. A course may be repeated on an

audit basis if a student chooses to do so. A withdrawal grade or an audit in the repeat of a course does not serve to delete the computation of the previous grade(s).

Courses originally taken on a letter grade basis may not be repeated on a satisfactory/unsatisfactory basis.

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

Class Auditing Regulations

Full and part-time students who audit courses are expected to be seriously interested in the courses for which they enroll. An official entry of "audit" on a student's permanent academic record shall be made only if 75 percent of the classes are attended. Once registered in an audited course, students have the opportunity to change the registration of the course for credit through the end of the designated add/drop period. Courses that a student audits may not later be taken by that student for credit, nor may the student receive credit-by-exam for these courses. Auditors submit no daily work, take no examinations, and receive no credit for courses audited. They may participate in the class discussion only with the permission of the instructor. No full or part-time student may audit internships, practicums, or experiential learning courses, unless the dean or associate dean of the respective college or school grants special permission.

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

Class Attendance

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

Regular class attendance is expected in most courses. Faculty announce their expectations about attendance in course syllabi and in the handbook policies of the college of study. Special attendance policies pertain to students who observe religious practices; can document illnesses, family emergencies, or military obligations. The disposition of missed assignments will be arranged between instructor and student. If a mutually satisfactory solution is not reached, the right to establish a reasonable alternative is reserved to the instructor. Students who feel that their academic performance will be compromised by the alternative arrangement may appeal to the Office of the Dean of the college or school providing the course to review the instructor's decision. Instructors with concerns or questions regarding the legitimacy of a student's excuse should consult with the Office of the Dean of their college or school. A student with circumstances that require confidentiality and/or sensitivity may see the Associate Dean of Students or Associate Dean of their academic program for assistance in lieu of talking directly with faculty.

Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class for religious observances must confer with

their instructor(s) regarding the date of the absence at the beginning of each semester or session, or at least two weeks prior to the dates of the absence.

Student Removal from Classes

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

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

Schedule Changes

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

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

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

Course Withdrawal

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

Term Withdrawal/Resignation

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

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

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

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

Transfer Credit Evaluation Policy for Undergraduate Credits

Criteria for Accepting Transcripts

1. Evaluations are performed using official transcripts and documentation received. An official transcript typically is marked as such and carries security enhancements. It is delivered in a sealed envelope or via a secure electronic method.
2. U.S. Universities/Colleges must be accredited by an agency recognized by the U.S. Department of Education.
3. International Universities/Colleges must have a credential evaluation performed by a credentialing service that is a member of the National Association of Credential Evaluation Services (NACES) or by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Criteria for Accepting Courses as Transfer Credit

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

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

7. For courses taken at technical schools, Mercer University does not accept general education courses offered at the diploma/certificate level.
8. Correspondence work will not be accepted for credit toward a degree
9. The maximum number of credits allowed for extension work (e.g. internships or practicums) of a non-correspondence nature is 12 semester credits
10. Courses considered for transfer credit must not be repeated courses or contain duplicate subject content.

Prior Learning Assessment

1. Mercer awards credit for Military education and experience using the ACE guide for the evaluation of military credit together with Mercer's own transfer policy. In order to be evaluated for possible transfer credit, an official Joint Services Transcript must be submitted to the Office of the Registrar. Credit may also be granted for course completed at the Community College of the Air Force.
2. Credits may be awarded upon the successful completion of Challenge Examinations developed and administered by departments of colleges within the university and at their discretion.
3. Credit may be awarded for successful completion of some exams offered by the following programs Advanced Placement, CLEP, DANTES/DSST, ACT-PEP, International Baccalaureate, and Advanced Level A exams.
4. Individual colleges within the university offer credit via portfolio assessment. For more information regarding portfolio assessment, check the section of the catalog devoted to your college or consult your academic advisor.

Special Policies for Various Course Types

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

Appealing the Transcript Evaluation

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

Advanced Placement, CLEP, and International Baccalaureate Credit

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

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

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

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

In addition to CLEP, Advanced Placement, DANTES, ACT-PEP, and International Baccalaureate exams, students may earn credit toward their degrees through the credit-by-examination procedures established in each of the colleges and schools of the University. These credits are awarded upon completion of institutionally developed and administered examinations. Each college/school determines the courses for which credit-by-exam may be given and establishes the criteria for awarding credit. No college, school, or department is obligated to offer an institutionally developed credit-by-exam option. A student may receive no more than 32 hours of credit from all extra-course examinations including Advanced Placement, CLEP, DANTES, ACT-PEP, the International Baccalaureate Program, and credit by examination.

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

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

Transfer Credit from Foreign Institutions

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

Religious Observance

Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class for religious observances must confer with

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

Final Examinations

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

Transient Status for Mercer Undergraduate Students

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

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

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

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

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

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

Academic Warning, Probation, and Suspension

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

additional procedures due to special programs. Notations of warning, probation, and suspension will be added to the transcript.

1. Warning

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

2. Probation

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

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

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

3. Suspension

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

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

Recognition of Scholarship

President's List and Dean's List

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

	Minimum Normal Letter Graded* Hours	Required Semester GPA
President's List	12	4.00
Dean's Lists	12	3.55
Dean's Lists	8	3.66
*Letter Grades: A, B+, B, C+, C, D, or F		

Inclusion is subject to the following additional conditions:

1. No grades below C
2. Grades of Satisfactory on all Satisfactory/Unsatisfactory graded work in excess of the minimum normal letter graded hours
3. Students who have been found responsible for an Honor Code violation are not eligible for either list for the term in which the violation occurred

Graduation with Honors

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

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

Departmental Honors

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

Undergraduate Degree Requirements

Undergraduate students must complete at least 32 credit hours and not less than one fourth of their minimum degree requirements at Mercer to be awarded a Mercer degree. Ordinarily, the last year of academic work (32 semester hours) must be done in residence. At least 12 hours of upper division work in a major, concentration, or specialization and 6 hours of upper division work in a minor, if elected, must be done in residence.

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

requirements of their particular degrees of choice. Using one course to satisfy two different requirements (general education, major, minor, second major) is often referred to as "double dipping." For Mercer's undergraduate programs, students are allowed to double dip courses at the 100- and 200-level. However, a student may not use any combination of more than two 300- or 400-level courses to satisfy the requirements in different majors and/or minor programs.

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

A student who wishes to complete a second major in a different school/college from that of his/her first major must fulfill the specific course requirements for the second major plus additional requirements that may be arranged on an individual basis. The student should consult an academic advisor in the second major. The advisor and/or the department chair will determine what course work other than that usually prescribed for the major, if any, will be required. For example, a student seeking a degree in engineering or business may earn a second major in the College of Liberal Arts and Sciences by completing the specific courses listed for the second major and other work that may be deemed appropriate by the advisor and department chair for the second major.

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

Second Degree

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

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

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

Application for Graduation

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

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

Participation in Commencement Ceremonies

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

Only those students who are in a position to complete all requirements for graduation by the end of the spring semester may participate in the commencement ceremony. This

requirement may include students to whom degrees have already been awarded during the current academic year, either during the previous summer or fall terms.

In extraordinary situations, an undergraduate student who requires no more than 12 credit hours for graduation and plans to complete the degree requirements during the summer session immediately following commencement may petition the Associate Provost of Undergraduate Studies for special consideration. A student must have a minimum of 108 earned by the end of the spring semester and meet minimum GPA requirements in order to have his/her petition considered.

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

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.

Posthumous Degrees and Degrees in Memoriam

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

Posthumous Degrees

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

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

For graduate degrees: Any student who at the time of death was in good standing and had successfully completed a substantial portion of the program shall, upon the recommendation by the faculty, be awarded the degree posthumously. For a master's degree program without a thesis requirement, the deceased student had successfully completed 75% of the degree requirements. For a master's degree program with a thesis requirement, the student must have successfully completed 75% of the coursework and a substantial draft of the thesis that has been reviewed and recommended by the advisory committee as warranting conferral of the master's degree posthumously. For a doctoral degree, the deceased student must have advanced to candidacy and completed a substantial draft of the dissertation that has been reviewed and recommended by the dissertation committee as warranting conferral of the doctoral degree posthumously. The remaining credits would have completed all degree requirements, and the cumulative and program GPA requirements must be met.

Students enrolled in an Ed.S. program at the time of death will follow the eligibility requirements for the master's degree regarding the conferring of a Posthumous Degree. Students enrolled in the School of Medicine's M.D. program at the time of death must have successfully completed five of the required Year III rotations to be eligible for the degree posthumously. Students enrolled in the Law School's J.D. program at the time of death must have successfully completed four of the six semesters of the required three-year program or a minimum of 60 credit hours in any joint J.D. program to be eligible for the degree posthumously.

An official degree audit approved by the College and major advisor will be submitted to the Provost and the President for final approval of the Posthumous Degree.

The diploma, commencement program, and any other record of the degree's conferral will include the notation that the degree was given posthumously. A family member or designee may accept the diploma on the student's behalf at the next commencement ceremony. Otherwise, the diploma with a letter from the President will be delivered to the family.

Degrees in Memoriam

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

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

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

Extraordinary Circumstances

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

Student Records (Transcripts)

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

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

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

Student Rights Pertaining to Educational Records

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

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

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

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

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

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

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

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

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the

Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

Georgia Baptist College of Nursing

Tammy D. Barbe, Ph.D., RN, CNE, *Interim Dean, Associate Dean for Graduate Programs, and Associate Professor*

Maura C. Schlairet, Ed.D., MA, MSN, RN, CNL, *Associate Dean for the Undergraduate Program and Professor*

Linda A. Streit, Ph.D., RN, *Professor and former dean*

Seongkum Heo, Ph.D., *Professor and Piedmont Healthcare Endowed Chair*

Lanell Bellury and Justus Randolph, *Professors*

Jennifer Bartlett, Andra Opalinski, and Patricia Troyan, *Associate Professors*

Vicki Black, Humberto Reinoso, and Sonique Sailsman, *Assistant Professors*

Tara Bertulfo, *Clinical Associate Professor*

Stephanie Bennett, Kathy Davis, Richard Frady, Toinette Higgins, Natasha Laibhen-Parkes, Macy Mosher, Charles Smith, Daphnee Stewart, and Omolara Fyle-Thorpe, *Clinical Assistant Professors*

Marie Candy, Tessy George, Michele Jackson, Robyn Lance, and Caroline Moore, *Clinical Instructors*

Charlette DeLoach, Jennifer Gandia, and LaDonia Patterson, *Lecturers*

A History of the College of Nursing

Georgia Baptist College of Nursing of Mercer University began its rich heritage with a vision for the future. Just after the turn of the century, in 1901, the Tabernacle Infirmary and Training School for Christian Nurses opened in a five-room cottage in downtown Atlanta. The Tabernacle Infirmary Training School for Christian Nurses was begun in 1902.

The school began with a simple vision of educating students to “heal the needy sick.” In 1989, the school became a college which has shaped a nationally recognized model for nursing education.

In 2001, the College of Nursing merged with Mercer University. The merger of these two outstanding institutions of higher education was based upon the mutual growth and enhancement of the missions and core values of both entities. In January 2002, the College of Nursing of Mercer University moved into a new academic building located on the Mercer University-Atlanta campus.

The considerable experience of the College’s first century of educational excellence strengthens the program as professors, administrators, and students boldly embrace a future filled with promise. Students in the College of Nursing of Mercer University become part of a living legacy. The vision still in sight, the College of Nursing invites today’s students to enjoy the rewards of a career in nursing that begins with acceptance to a College with a rich heritage and a future bright with promise.

Vision Statement

College of Nursing of Mercer University will be nationally recognized for academic excellence and the development of professional nurses committed to scholarship, leadership, practice, research, and service.

Mission Statement

The mission of the College of Nursing is to excel in teaching, scholarship, leadership, practice, research, and service, while embracing the core values of the College.

Core Values

The College of Nursing embraces the following core values:

- ***Excellence*** – Diligent pursuit of distinction
- ***Christian Caring*** – To value and support all persons
- ***Compassion*** – Response to suffering that motivates one to help
- ***Civility*** – Respectful behavior toward others
- ***Integrity*** – Steadfast adherence to honesty and fairness
- ***Collaboration*** – Working cooperatively to achieve shared goals
- ***Social Responsibility*** – Commitment to act for the benefit of society

The GBCN Creed

As a member of the College of Nursing community, I am bound by honor to develop and uphold the highest standards of honesty and integrity; to strive for full intellectual and moral development; and to accept my personal and academic responsibilities in the community. To attain these ideals, I embrace this Academic Integrity Code as my way of life.

Goals of the College

1. Enroll and retain highly qualified students from diverse backgrounds for all degree programs.
2. Integrate liberal arts and sciences into nursing education to broaden intellectual capacity for engaging in innovative professional practice and making socially responsible contributions to the profession and healthcare.
3. Provide an environment which fosters student excellence in scholarship, interprofessional clinical practice, and leadership development.
4. Prepare students for a professional career that embraces lifelong learning, promotes health and quality of life, and contributes to the College, the profession, and society.
5. Recruit and support a highly qualified faculty and professional staff who embrace the vision and mission of the College.
6. Provide an academic environment which supports faculty excellence in teaching, scholarship, and service.

Accreditation

The Bachelor of Science in Nursing program, the Master of Science in Nursing program, and the Doctor of Nursing Practice program at the College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; (202) 887-6791; cneaccreditation.org. The College of Nursing is approved by the Georgia Board of Nursing 237 Coliseum Drive, Macon, Georgia, 31217-3858, (478) 207-1640.

College of Nursing of Mercer University

Academic Calendar

Traditional Prelicensure BSN and RN-BSN Completion Tracks 2022-2023

The College of Nursing reserves the right to make changes to this calendar.

Fall Semester 2022

August 22	Tuition and Fees Due for Fall 2022
August 22	First Day of Classes
August 22-29	Late Registration and Drop/Add
September TBD	White Coat Ceremony - (See GBCN website for updates)
September 5	Labor Day Holiday – No Classes/University closed
October 24	Last Day to Withdraw and Receive a “W”
TBD	Spring 2023 Advisement and Registration Opens
November 21-23	Fall Break
November 24 & 25	Thanksgiving Holiday – No Classes/University closed
December 9	Last Day of Classes
December 12-16	Final Examinations
December 19	Grades Due

Spring Semester 2023

January 9	Tuition and Fees Due for Spring 2023
January 9	First Day of Classes
January 9-17	Late Registration and Drop/Add
January 16	Martin Luther King Holiday – No Classes/University closed
March 6-10	Spring Break – No Classes
March 13	Last Day to Withdraw and Receive a “W”
TBD	Fall 2023 Advisement and Registration Opens for Traditional Prelicensure BSN Track Students; Summer 2023 Advisement and Registration Opens for RN-BSN Completion Track, Graduate, and Doctoral Students
April 7-9	Easter Holiday
April 28	Last Day of Classes
May 1-5	Final Examinations
May 8	Grades Due
May TBD	Pinning & Hooding Ceremony for Graduating Students (See GBCN website for updates)
May 14	Commencement Ceremony

Summer Semester 2023

May 22	Tuition and Fees Due for Summer 2023
May 22	First Day of Classes
May 22-30	Late Registration and Drop/Add Period
May 29	Memorial Day – No Classes
TBD	Fall 2023 Advisement and Registration Opens for RN-BSN, Graduate, and Doctoral Students
July 4	Independence Day Holiday–No Classes/University closed
July 7	Last Day to Withdraw and Receive a “W”
July 28	Last Day of Classes
July 31	Grades Due

College of Nursing of Mercer University

Academic Calendar

Second Degree Prelicensure Accelerated BSN Track

2022-2023

The College of Nursing reserves the right to make changes to this calendar.

Fall Semester 2022

Session I

August 29	First Day of Classes
August 29	Tuition and Fees due for Fall 2022 Semester
September TBD	White Coat Ceremony (see GBCN website for updates)
September 5	Labor Day Holiday – No Classes/University closed
September 6	Last Day to Drop/Add
September 29	Last Day to Withdraw and Receive a "W"
October 17	Last Day for Classes
October 18-19	Final Examinations
October 21	Grades Due

Session II

October 24	First Day of Classes
October 24	Tuition and Fees Due for Fall 2022 Session II (applies to students who did not attend Session I)
October 31	Last Day to Drop/Add
November 14	Advisement and Registration Open for Spring 2023
November 23	Last Day to Withdraw and Receive a "W"
November 24 & 25	Thanksgiving Holiday – No Classes/University closed
December 13	Last Day for Classes
December 14-15	Final Examinations
December 16	Grades Due
December TBD	Pinning Ceremony for Graduating Students

Spring Semester 2023

Session I

January TBD	White Coat Ceremony(See GBCN website for updates)
January 11	First Day of Classes
January 11	Tuition and Fees Due for Spring 2023 Semester
January 16	Martin Luther King Holiday - No Classes/University closed
January 18	Last Day to Drop/Add
February 10	Last Day to Withdraw and Receive a "W"
March 1	Last Day for Classes
March 2-3	Final Examinations
March 6	Grades Due

Session II

March 9	First Day of Classes
March 9	Tuition and Fees Due for Spring 2023 Session II (applies to students who did not attend Session I)
March 16	Last Day to Drop/Add
April 7	Good Friday Holiday – No Classes/University closed
April 10	Last Day to Withdraw and Receive a "W"
TBD	Advisement and Registration Opens for Summer 2023

April 27	Last Day for Classes
May 1-2	Final Examinations
May 4	Grades Due
May TBD	Pinning Ceremony for Graduating Students
May TBD	Commencement Ceremony

Summer Semester 2023

Session I

TBD	White Coat Ceremony (See GBCN website for updates)
May 8	First Day of Classes
May 8	Tuition and Fees Due for Summer 2023 Semester
May 15	Last Day to Drop/Add
May 29	Memorial Day – No Classes/University closed
June 8	Last Day to Withdraw and Receive a “W”
June 26	Last Day for Classes
June 27-28	Final Examinations
June 30	Grades Due

Session II

July 3	First Day of Classes
July 3	Tuition and Fees Due for Summer 2023 Session II (applies to students who did not attend Session I)
July 4	Independence Day Holiday – No classes/University closed
July 11	Last Day to Drop/Add
August 2	Last Day to Withdraw and Receive a “W”
TBD	Advisement and Registration Opens for Fall 2023
August 21	Last Day for Classes
August 22-23	Final Examinations
August 25	Grades Due
August TBD	Pinning Ceremony for Graduating Students

Types of Programs

The College of Nursing of Mercer University offers undergraduate and graduate degrees in nursing. The undergraduate program is comprised of three tracks, all culminating in the Bachelor of Science in Nursing (BSN) degree and preparing graduates to continue their education at the master's level. Which track a student pursues is determined by previous academic preparation.

The two prelicensure tracks, the traditional BSN and the second degree Accelerated BSN tracks, are suited for students who are not yet registered nurses and who are pursuing initial professional nursing education. Satisfactory completion of the prelicensure tracks entitles the graduate to take the National Council Licensure Exam for RNs (NCLEX-RN®) and, with a successful exam score, to become a registered nurse prepared for general practice in hospitals, community agencies, and other health care environments.

The RN-BSN completion track is for registered nurses who have graduated from an accredited associate degree or diploma nursing program, who have successfully passed the National Council Licensure Exam for RNs (NCLEX-RN®), and who are currently licensed to practice nursing in the state of Georgia.

Graduate degree programs in nursing at Mercer University include the Master of Science in Nursing (M.S.N.), the Doctor of Nursing Practice (D.N.P.), and the Doctor of Philosophy in nursing (Ph.D.). The M.S.N. degree program offers three tracks: the family nurse practitioner, the adult-gerontology acute care nurse practitioner, and the adult-gerontology primary care nurse practitioner. The D.N.P. degree program provides a foundation of advanced nursing competencies to prepare nurses for leadership roles in health care delivery, and to propose solutions for the improvement of health care outcomes for individuals and for society. The Ph.D. in nursing program prepares nurse scholars for careers in education, practice, and research to advance nursing knowledge, improve nursing practice, and be leaders in the profession. The main cognate specialty is nursing education. The College of Nursing utilizes various settings for clinical experiences, including Atlanta area hospitals and community-based facilities.

Philosophy Statement of the College

The Faculty of the College of Nursing is committed to philosophical beliefs which support the goal of preparing professional nurses to make positive contributions to a global society. Congruent with the Christian values of love, concern, and caring, the Faculty believes that all individuals possess dignity and worth and have equal inherent rights of freedom and choice. We believe that as human beings develop over a lifespan, each is influenced by four major forces: family, culture, community, and faith. Within this network of relationships, society shares mutual obligations with individual human beings. The Faculty further believes that quality health care is a part of society's responsibility to its members and that it is viewed as an ever-changing process that can be moderated by positive behaviors.

Nursing is viewed by the Faculty as an art and a science. It is a process which requires a systematic approach to the provision of health care in a highly technical healthcare environment. This process involves the use of available information systems and healthcare technology to initiate lines of inquiry, to access comprehensive databases, to synthesize findings, to improve patient outcomes, and to provide population-focused professional nursing care. Successful practice of nursing depends upon the utilization of research, decision-making, analytical skills, the ability to communicate and empathize with people, and clinical competence. With these skills, professional nurses provide leadership to influence health care needs and resources.

The Faculty is committed to the ideals and values of professional practice and believes that the entry level to practice demands baccalaureate preparation. The Faculty further

views the baccalaureate generalist education as the foundation upon which additional nursing education programs should be built. The Faculty is further committed to graduate education that prepares scholars and leaders who advance knowledge through research, education, and practice. The Faculty is obligated to make sure that the baccalaureate, master's, and doctoral nursing programs build on one another as appropriate and are derived from the discipline of nursing.

As educators who are committed to excellence in teaching, scholarly productivity, and community service, we believe that participation is essential in activities that enhance both the educational program of study within the College and the profession of nursing. The teaching-learning process provides the educational framework through which changes in behavior occur in the cognitive, affective, and psychomotor domains. The Faculty believes that teacher-learner relationships are based on mutual trust and individual learner accountability with a common goal of achievement of success for the learner. Toward this goal, faculty members serve as role models, resource persons, and learning facilitators. Competent and caring faculty promote professional pride and feelings of personal worth in each student.

Enrollment Policies

Once a student has been accepted for admission to the College of Nursing, the following requirements for enrollment must be completed by the first day of classes for the student's first semester in the program:

1. Nonrefundable reservation deposit of \$200 to reserve a place in the class.
2. Proof of health insurance or purchase health insurance through Mercer University.
3. Updated official college transcripts reflecting grades of C or better in all courses completed prior to the date specified in the acceptance letter.
4. Completion of all required immunizations and clinical credentialing requirements as listed in the following sections.

Clinical Compliance Requirements of Clinical Agencies

Upon acceptance into the BSN Degree program, undergraduate students are required to have all clinical compliance requirements uploaded to their student account in the current credentialing system designated by the College (e.g., ACEMAPP) or agency-specific compliance database (e.g., Symplr) per timelines outlined in program acceptance materials. Students in the traditional prelicensure BSN track must complete clinical compliance requirements by August 1 or earlier as outlined in program acceptance materials. Students in the second degree prelicensure Accelerated BSN track or the RN-BSN Completion tracks must complete clinical compliance requirements two weeks prior to program orientation or earlier as outlined in program acceptance materials. Fees associated with courses that have a clinical component cover costs for accessing the credentialing databases. Suspicion of use of illicit drugs or alcohol by a nursing student while on campus or in the clinical setting will result in additional credentialing requirements including the completion of repeat drug testing and, if needed, other screening tests.

2022-2023 CLINICAL COMPLIANCE REQUIREMENTS

The following clinical compliance requirements are expected to be uploaded to the student's account in the current credentialing system designated by the College (e.g., ACEMAPP) per the following timelines: by August 1 or earlier as outlined in program acceptance materials for traditional prelicensure BSN track students; two weeks prior to

program orientation or earlier as outlined in program acceptance materials for students in the second degree prelicensure Accelerated BSN track or RN-BSN Completion track. Failure to have all clinical compliance requirements completed and uploaded by the time indicated may result in an administrative withdrawal from the program. Students should be aware that clinical agencies may revise clinical compliance requirements and/or documentation submission timelines during their program of study. All requirements are due prior to the first term of enrollment, unless otherwise indicated in the following table.

BSN Degree Students in the Prelicensure Traditional Track, Prelicensure Second Degree Accelerated Track, and RN-BSN Completion Track:

HEPATITIS B VACCINES & TITER	*Submit proof of (3) doses of the Hepatitis B vaccine (Energix-B, Recombivax HB, or Twinrix) OR (2) doses of the Hepatitis B vaccine (Heplisay-B) AND
	*Submit proof of positive Hepatitis B titer
	If Hepatitis B titer is negative or equivocal:
	The student must repeat the 3 dose vaccine series (dose #1 now, dose #2 in 1 month, dose #3 5 months after dose #2) of Energix-B, Recombivax HB or Twinrix OR the 2 dose vaccine series (dose #1 now, dose #2 in 1 month) of Heplisay-B) AND
	Repeat the Hepatitis B titer after completing the 2-3 dose vaccine series. Submit results.
	If the second titer remains negative after a total of 4, 5, or 6 vaccines (depending on which vaccine was received) and 2 titers), immunity is assumed: BUT the student <u>must</u> obtain a letter from his/her healthcare provider stating he/she is a non-converter.
MEASLES, MUMPS AND RUBELLA (MMR) VACCINES AND/OR TITER	*Submit proof of (2) MMR Vaccines OR
	*Submit proof of positive MMR titer (for EACH Measles, Mumps, & Rubella)
	If MMR titer is negative or equivocal and student cannot produce evidence of having received (2) MMR vaccines:
	The student must receive 2 MMR vaccines 4 weeks apart. Submit documentation.
VARICELLA VACCINES AND/OR TITER	*If you have NOT had Varicella (Chicken Pox): Submit proof of (2) Varicella vaccines
	*If you HAVE contracted Varicella (Chicken Pox): Submit proof of positive Varicella titer (You do not need the vaccine)
	If Varicella titer is negative or equivocal and student cannot produce evidence of having received (2) Varicella vaccines:
	The student must receive 2 Varicella vaccines 4 weeks apart. Submit documentation.
TETATNUS, DIPHTHERIA, PERTUSSIS (Tdap)	*Submit proof of Tdap (not Td) vaccine within last 10 years OR if more than 10 years since received Tdap, proof of the initial Tdap AND proof of a Tdap or Td booster within the last 10 years. (NOTE: Boostrix and Adacel are Tdap vaccines). If no

	proof of receiving a Tdap vaccine is available, the student must receive the Tdap vaccine and submit documentation of this.
BASIC LIFE SUPPORT CARD (BLS/CPR)	<p>*Submit copy of current card (front & back), or electronic certificate, with student signature (for card) or verification code (for certificate). Students must be certified by the American Heart Association as a BLS for Healthcare Provider. Certification must be valid for the entire academic year, each year, for students in the traditional prelicensure BSN track, or the entire time of enrollment for students in the second degree Accelerated BSN or RN-BSN Completion tracks. This may require recertification earlier than card expiration date.</p>
PERSONAL HEALTH INSURANCE CARD	<p>*Submit a copy of personal health insurance card (front and back of card). Resubmit each year, even if same card as previous year. Your name must appear on the insurance card. If you are covered under your parent's insurance, submit a copy of the card and a completed 1095 form OR a letter from the insurance company showing that you are covered under the policy. If you are covered under a healthcare policy for someone in the military and do not have an insurance card, you must submit a letter from the insurance company or military certifying your military healthcare coverage.</p> <p>In cases where students experience events that require medical attention while in clinical settings (such as, but not limited to, needle sticks and syncope), it is the GBCN policy to follow protocols set by the clinical institution where the incident occurs. Students are advised they are responsible for any costs incurred that are not covered by their health insurance policy for treatment of a health issue that presents while in class, lab, or clinical.</p>
BACKGROUND AND DRUG SCREEN REPORT	<p>The Background Check and 12 Panel Drug Screen must be initiated through www.advantagestudents.com ONLY (choose the 'Student Package' and use your Mercer email address when setting up the account). This screening should be completed no more than 30 days before the beginning of the first session of the program. You must submit proof of completion of background check <u>and</u> drug screen. <u>If the drug screen result is "negative dilute," you must repeat your drug screen.</u> Students are advised to register for the drug screen and proceed immediately to the collection center to ensure timely return of results, which can take up to one week. A repeat background check later in the program may be required by certain clinical facilities.</p>
POLICY DOCUMENTS	<p>Sign and Submit the Following Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> HIPAA Statement <input type="checkbox"/> Social Networking and Professional Behaviors <input type="checkbox"/> Use of PDA & Other Electronic Devices in Clinical and Class Settings <input type="checkbox"/> Authorization for Photography and Recording <input type="checkbox"/> Authorization to Release Student Records

	<input type="checkbox"/> Faculty Position on Student Employment (Prelicensure BSN students only)
NURSING LICENSURE (RN-BSN COMPLETION TRACK ONLY)	A copy of proof of nursing licensure must be current, certified in the current state of residence, and on file in the Undergraduate Credentialing Coordinator's office. (For students in the RN-BSN Completion Track ONLY)
HIPAA ASSESSMENT	Complete assessment in CANVAS with achievement of minimum score of 80%
OSHA ASSESSMENT	Complete assessment in CANVAS with achievement of minimum score of 80% (Prelicensure BSN track students and licensed nurses not actively engaged in clinical practice ONLY)
ANNUAL TB TESTING	Submit proof of negative T-spot test OR Quantiferon Gold test <u>Each year thereafter</u> , submit proof of negative T-spot test OR Quantiferon Gold test. Test results must be valid for the entire time of program enrollment. This may require repeat testing prior to program completion. *PLEASE NOTE: Clinical facility requirements vary which may result in the need for students to obtain additional TB Testing in any given session or semester.
	If the TB test is POSITIVE, the student will be referred for further evaluation and possible treatment
	If a student previously received the BCG vaccine, he/she should submit proof of a negative TB blood test (Quantiferon Gold Test or T-Spot Test)
	If a student has tested positive for TB in the past, he/she must submit proof of treatment and a current chest x-ray
ANNUAL FLU SHOT	Submit proof of <u>current</u> seasonal flu shot (received after August 1 of the current year). <u>Must submit actual administration record with date of administration, site of administration (i.e., left deltoid), name and location of facility where shot obtained, and provider's signature and credentials</u> ; a vaccine prescription is NOT an acceptable administration record unless it includes the above information, most importantly the provider's signature and the name and location of the facility. If using the form provided by GBCN for documentation of flu shot, the form must be completed in its entirety AND <u>must have the name and address of the facility at which the immunization was received stamped (not handwritten) on the form</u> . If no stamp is available, you must submit the GBCN form AND supporting documentation that verifies your name, name and location of facility where shot obtained, and date of administration (a vaccine prescription IS an acceptable SUPPORTING document if all this information is included). In that the flu shot changes from year to year, students in the second degree Accelerated

	BSN or RN-BSN Completion tracks may need to update their flu shot while enrolled in the program.
COVID-19 VACCINE	*Submit proof of COVID-19 vaccine(s) on a CDC "COVID-19 Vaccination Record Card" (preferred documentation) OR GRITS record. 2 vaccines are required for Pfizer (the second vaccine due 3 weeks after the first) and Moderna (the second vaccine due 4 weeks after the first) vaccines; 1 vaccine is required for Johnson & Johnson/Janssen vaccine. Other documentation for COVID-19 vaccination such as state records, medical facility records, pharmacy records, etc. may be acceptable. Documentation must include student name AND vaccine name AND date administered AND healthcare provider name (initials, printed name, or signature are accepted; medical credentials are NOT required) OR facility name.

PLEASE NOTE: All records of immunization or immunization documents and test results documents must have a provider signature or signature of verification included (i.e., physician, NP, PA, DO, etc.). This can be an electronic signature or actual signature. Also, the name of the facility where immunizations were administered or where records have been retrieved from must be included (i.e., public health department, physician's office, place of employment, drug store where flu shot received, etc.). Exceptions to the signature requirement are GRITS forms and official school immunization records.

In addition to the requirements listed above, you may be required to complete facility-specific or unit-specific requirements, such as a respirator fit test. The College of Nursing uses a designated online credentialing system to verify and track all required clinical compliance documents. Login instructions are included in program acceptance materials. Please use your Mercer email address when setting up your credentialing account.

Health Insurance Requirement

All Mercer University nursing students are required to have health insurance and submit proof of health insurance for course enrollment. To ensure all students have insurance coverage, students are automatically enrolled in and billed for health insurance with CORE Management. If a student has an active health insurance policy, the student can exempt this charge through the waiver process located at <https://bursar.mercer.edu/studentinsurance/>. The student is not responsible for the insurance charge if a waiver for coverage is made through this website within the time frame specified.

Health Insurance Portability and Accountability Act Statement

It is the policy of the College to adhere to all Health Insurance Portability and Accountability Act (HIPAA) guidelines. All discussions and/or documents related to confidential patient/client health information shall be held in strict confidence. Information will only be written or electronically transmitted using client/patient initials. Further, this information will only be shared with faculty involved in the student's educational process. Client/patient discussions will only be held in designated areas of the university or clinical facility.

Student Services

Honor Societies

Sigma Theta Tau International Honor Society of Nursing

The College of Nursing hosts the Pi Gamma Chapter of Sigma Theta Tau International, today known as Sigma, a prestigious nursing honor society with chapters around the globe. Student members continue their membership beyond graduation (see GBCN Undergraduate Student Handbooks for additional information). To be considered for membership, undergraduate nursing students must be ranked in the top 35% of their class and hold a 3.0 (or higher) GPA after completion of half of their nursing curriculum. All inductees must meet the Society's expectation of academic integrity.

Phi Kappa Phi

Founded in 1897 at the University of Maine, Phi Kappa Phi is the nation's oldest, largest and most selective all-discipline honor society. Phi Kappa Phi differs from most honor societies because it draws members from all academic disciplines within colleges and universities. Phi Kappa Phi inducts annually more than 30,000 students, faculty, professional staff and alumni. The Society has chapters at nearly 300 select colleges and universities in North America and the Philippines. Membership is earned. Of the many benefits of membership, none is more significant than the sense of pride Phi Kappa Phi brings its members. Membership in Phi Kappa Phi is by invitation and requires nomination and approval by a chapter. The following persons are eligible for membership in Mercer University's chapter: undergraduate students of good character who are of senior status, have achieved a GPA of 3.7 and are in the upper ten percent of their class, or who have reached the final period of their junior year, have achieved a GPA of 3.8 and are in the upper 7.5 percent of their class; graduate students in the upper ten percent of the number of candidates for graduate degrees during the year; and faculty, staff members and alumni who have achieved scholarly distinction.

Drug-Free Workplace and Campus Program

The unlawful possession, use, distribution, dispensing, or manufacture of illegal drugs or alcohol at any time on any University property or as part of any University-sponsored (or college-sponsored) activity is absolutely prohibited. As a condition of employment or enrollment at Mercer, all employees and students must abide by these standards of conduct, and disciplinary sanctions will be imposed for violations.

Any College of Nursing student or employee convicted of any drug-related criminal statute must notify the Dean of the College of Nursing and the Associate V.P. for Human Resources (for employees) in writing, no later than five (5) days after such a conviction regardless of where the offense occurred. Conviction for a drug-related felony may result in a student being denied financial assistance such as a Pell Grant and/or Georgia Tuition Equalization Grant. Also, a drug-related conviction of any employee must be reported to designated Federal agencies and may result in sanctions by the University. See additional policies and related sanctions for violations at the following website: <http://hr.mercer.edu/>

Undergraduate Program

Program Description

The College of Nursing of Mercer University offers an undergraduate program which is comprised of three tracks, all culminating in the Bachelor of Science in Nursing (BSN) degree and preparing graduates to continue their education at the master's level. Which track a student pursues is determined by previous academic preparation.

The prelicensure tracks are suited for students who are not yet registered nurses and who are pursuing initial professional nursing education. Satisfactory completion of the prelicensure tracks entitles graduates to take the National Council Licensure Exam for RNs (NCLEX-RN®) and, with a successful exam score, to become a registered nurse prepared for general practice in hospitals, community agencies, and other health care environments. The traditional prelicensure BSN track is designed for students who are pursuing their initial baccalaureate degree. The second degree prelicensure Accelerated BSN track is for students who have previously earned a B.A. or B.S. from a regionally accredited university in a field other than nursing.

The RN-BSN completion track is for registered nurses who have graduated from an accredited associate degree or diploma nursing program, who have successfully completed the National Council Licensure Exam for RNs (NCLEX-RN®), and who are currently licensed to practice nursing in the state of Georgia.

Organizational Framework for the Undergraduate Program: The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

As the national voice for baccalaureate and graduate nursing education, the American Association of Colleges of Nursing (AACN, 2021) identified curricular and framework elements in *The Essentials: Core Competencies for Professional Nursing Education* to guide the preparation of individuals as members of the discipline of nursing. These *Essentials* include 10 domains with associated competencies and sub-competencies that provide the underpinnings of the College of Nursing's undergraduate curriculum plans. The 10 domains are:

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for Nursing Practice
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Information and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

Student Learning Outcomes

At the completion of the program, the student will effectively demonstrate the following outcomes from a baccalaureate perspective:

1. Integrate existing knowledge of liberal arts and sciences with the evolving body of nursing knowledge to facilitate the application of clinical judgment in the practice of nursing.
2. Plan, deliver, and coordinate person-centered nursing care that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate.
3. Deliver healthcare to diverse populations across the continuum, in collaboration with stakeholders and partners, with an emphasis on health policy, equity, and advocacy.
4. Advance the scholarship of nursing by integrating best evidence into nursing practice, promoting ethical comportment in scholarly activity, and applying principles of the research process.
5. Practice professional nursing within the dynamic health care system based on the principles of quality assurance, quality improvement, and a culture of

- safety related to the care of individuals, communities, providers, and the environment in health care.
6. Intentionally and effectively collaborate with members of the intraprofessional and interprofessional team to engage stakeholders, individuals, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
 7. Navigate the complexities of systems-based practice to promote an ethical practice environment that promotes innovation, recognizes the diverse needs of the individuals, communities, and populations served, and addresses inequities, such as racism and other forms of discrimination, that stem from systemic structures.
 8. Use information and communication technology tools to gather data, process information to deliver patient care, accurately document, thoroughly communicate, and maintain compliance.
 9. Integrate personal values and attributes into burgeoning professional identity that reflects a knowledge of self and the basic underpinnings of the profession of nursing.
 10. Engage in activities and self-reflection to mature as a healthy individual, self-aware professional, and competent leader.

Essential Requirements for Completion of Baccalaureate Nursing Education

The following essential requirements explain attributes necessary to complete the baccalaureate educational program in nursing. These standards describe the non-academic qualifications required in addition to academic qualifications that the College of Nursing (GBCN) considers essential for entrance to, continuation in, and graduation from its nursing degree program. Candidates for a nursing degree must be able to meet these minimum essential skills with or without reasonable accommodation for successful completion of degree requirements.

Students are responsible for taking care of their personal, physical, and mental health. The University provides basic health insurance (at a cost) that includes coverage for both physical and mental health. Students have the responsibility for seeking out the help they may need to address mental or physical health concerns, including assistance with alcohol or drug dependency problems, should they exist or develop during the course of a student's academic program.

The College of Nursing has a process for addressing the issue of compromised Essential Requirements for Admission, Progression, and Graduation requirements. The curricula leading to a degree in nursing from GBCN require students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing skills and functions. If GBCN students are observed by qualified nursing or other health care professionals to be unsafe in the clinical environment, due to an inability to meet the essential skills, the appropriate academic program office is required to take action to ensure a safe environment for students, clients, and other personnel.

Essential skills exist in the areas of: Observation, Communication and Motor Abilities; Intellectual, Conceptual, Integrative and Quantitative Abilities; Behavioral and Social Abilities; and Health and Related Requirements.

Students with an impairment that interferes with completion of essential requirements should contact the University's Office of ACCESS and Accommodations at (678) 547-6823. The Office of ACCESS and Accommodations will determine a student's eligibility for accommodations and will recommend appropriate, reasonable accommodations and services.

Essential Requirements

A. Observation

1. Observation necessitates the functional use of vision, hearing, tactile, and somatic senses.
2. The student must be able to observe and participate in lectures, demonstrations, research, and practice situations in nursing.
3. The student must be able to observe health assessments and interventions, diagnostic procedures, and technical/electronic data (e.g. electrocardiographic waveforms) to determine a patient's condition and the effect of therapy.

B. Communication

1. Communication includes speech, hearing, reading, writing, nonverbal body language, and computer literacy.
2. The student must be able to communicate clearly and effectively in English with patients, professors and all members of the health care team. Written and oral communication must include use of standard, professional medical terminology.
3. The student must communicate with patients clearly and effectively in English to elicit information regarding health history, psychosocial status and functionality; and to perceive nonverbal communications.
4. The student must be able to relay appropriate information to patients, as well as teach, explain, direct, and counsel a wide variety of individuals, e.g. varying educational and developmental levels and cultures.
5. In some instances, the student will be required to provide clear, direct communication in English during highly stressful, crisis situations. These skills necessitate a strong command of the English language and prompt, timely interpretation of pertinent patient data.
6. The student must be able to receive and deliver communication verbally, telephonically, and electronically to perform duties associated with patient care needs in a timely, professional manner, e.g., enter an electronic medical record after the patient visit.

C. Motor Abilities

1. The student must have sufficient gross and fine motor skills, physical endurance, physical strength, mobility, vision, tactile abilities, and sense of smell to perform nursing procedures and to operate equipment safely.
2. The student must have sufficient motor function to elicit information from patients by: tactile palpation, auscultation using a stethoscope, direct hand percussion, indirect percussion using a percussion hammer, and other diagnostic maneuvers.
3. The student must possess sufficient fine motor skills to be able to perform basic laboratory tests (e.g. using a glucometer, slide preparation) and perform basic patient care procedures (e.g. tracheostomy care, urinary catheterization, insertion of intravenous catheters, administration of injections, and the use of oxygen/respiratory equipment).
4. The student must be able to execute motor movements in a prompt, timely fashion, including the ability to sit, stand, bend, and walk quickly, in order to provide routine and emergency care to patients.

- a. Examples of emergency treatments include, but are not limited to: cardiopulmonary resuscitation, administration of intravenous medications, application of pressure to stop bleeding, measurement and interpretation of vital signs, and opening of obstructed airways.
- b. Examples of routine treatments include, but are not limited to: administration of scheduled and as needed medications, measurement and interpretation of vital signs, performance of a focused head to toe physical assessment, performance and assistance with activities of daily living including the ability to lift 30 pounds.

D. Intellectual, Conceptual, Integrative and Quantitative Abilities

1. The student must be able to read and understand written documents in English and to solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis.
2. The student must be able to synthesize knowledge, as well as integrate and prioritize all aspects of patient care in a prompt, timely fashion. This ability includes synthesis of objective and subjective findings and diagnostic studies in order to formulate and initiate a plan of care integrating the gender; age; and religious, cultural, physical, and patient preferences.
3. The student must be able to integrate concepts of pathophysiology, pharmacology, and fundamentals of nursing care in order to formulate a cohesive, multidisciplinary plan of care to promote and achieve desired patient outcomes appropriate to each clinical setting.
 - a. The student must be able to use the above information to identify and develop a nursing diagnosis, establish priorities, and monitor treatment plans and care modalities.
4. The student must be able to comprehend three dimensional and spatial relationships.
5. The student must be able to incorporate data from multiple patient sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe patient care.
6. The student must be able to recognize and respond rapidly and safely to changes in a patient's status based on a variety of data such as physical assessment and pertinent laboratory findings. The student must be able to revise care to promote appropriate patient outcomes.

E. Behavioral and Social Abilities

1. The student must have the capacity to demonstrate full utilization of his/her intellectual abilities; maintain emotional stability; exercise good judgment under stressful, crisis and non-crisis situations; and promptly complete all responsibilities pertinent to the diagnosis and care of patients in a variety of settings.
2. The student must have the capacity to develop mature, sensitive, and effective therapeutic relationships with patients in a variety of settings and from multicultural backgrounds. Individual patient care must be provided regardless of the patient's race, ethnic group, age, gender, religious or political preference; ability to pay; and gender or sexual orientation.
3. The student will be required to perform nursing care in many settings including acute care inpatient settings (e.g. medical-surgical, obstetrics, psychiatric,

pediatrics) as well as outpatient settings (e.g. public health, outpatient clinics, long term care facilities, schools, and homes). The student must have the ability to perform nursing care that may be outside his/her own personal level of comfort in these settings so that the patient's needs are a top priority.

4. The student must be able to tolerate physically and mentally taxing workloads and function effectively under stress.
5. The student must be able to exhibit a level of consciousness and attentiveness that guarantees patient safety. Examples of unacceptable compromise include excessive somnolence, memory impairment, emotional instability, or an inability to retain pertinent details of a client's situation.
6. As a component of nursing education, a student must demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.
7. Students are not required to be involved with medical procedures that are in disagreement with individual attitudes and values. Nevertheless, students are required to learn about these procedures and participate in the professional care of the patient before and after such procedures.
8. Although student safety is of utmost importance, students will be exposed to a variety of communicable pathogens and are expected to care for patients with communicable diseases using appropriate standard precautions and/or guidelines.
9. The student must possess the ability to participate in group and collaborative learning in a variety of settings that include classroom (with greater than 100 students), simulation lab, and various clinical settings.

F. Health and Related Requirements

1. The student is required, according to agency and university policy, to provide current proof of having met all health related requirements prior to participating in any clinical activities. The student is responsible for maintaining all personal health records including current immunizations, CPR (American Heart Association BLS for Health Care Providers), OSHA and HIPAA documentation.
2. All entering students are required to complete a background check prior to entering the College of Nursing in compliance with the affiliation agreement for the clinical agency and community standards for disqualifying offenses. This will include a drug screen to comply with clinical agency requirements. Reenrolling students must submit an update of these requirements no greater than one month prior to the first day of classes, unless otherwise instructed.
3. Certain chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with nursing education or practice. Some illnesses may lead to a higher likelihood of student absences and enrollment should be carefully considered by the student.
4. Deficiencies in knowledge, judgment, integrity, or professional attitude may jeopardize patient care, and as a result could become grounds for course failure and possible dismissal from the nursing program.

Minimum Undergraduate Technology Requirements

The undergraduate program integrates technology into teaching and learning experiences for students across the curriculum and learning platforms. To ensure that all students have adequate technology access and support, all enrolled undergraduate students are required to have a laptop with keyboard (required for students in the prelicensure BSN tracks) and/or a desktop computer (students in the RN-BSN Completion track) that meets the minimum requirements listed below. Chromebooks, tablets or touch screen devices are not authorized for testing and not supported in our program. In addition, high-speed internet access is recommended for all students. Some courses will require students to have access to headphones, speakers, microphones, and/or webcams for use with web conferencing applications such as Zoom.

System Age	Recommended system 3 years old or newer
System Requirements	<u>Windows:</u> ✓Windows 10 recommended ✓Processor: Intel Core i5/i7/AMD Core CPU <u>Mac:</u> ✓MAC OS X 10.1 or greater ✓Processor: Intel Core i5/i7 or Apple CPU
RAM/Memory	Windows System Specifications: ✓8 GB (or more) RAM MAC System Specifications: ✓8 GB (or more) RAM
Hard Drive	256 GB of available space or higher
Display	1024 x 768 or higher screen resolution
Webcam	720 P (1280x720 Resolution)
Browser Requirements	For the best user experience: <ul style="list-style-type: none">• Preferred: Mozilla Firefox latest version• Preferred: Google Chrome latest version
Internet Access	A wired and/or wireless network card <ul style="list-style-type: none">• Minimum high speed connection: 3 Mbps (i.e. high speed DSL, cable modem) [<i>5 Mbps connection recommended for quicker load times</i>]
Other Software/Plugins	<ul style="list-style-type: none">• Adobe Acrobat Reader latest version Required to view documents in your browser• Java latest version Required for several features in Canvas<ul style="list-style-type: none">• Antivirus Software• Microsoft Office Required for course assignments and presentations

Undergraduate Admissions

Admissions Policy

Admission to the College of Nursing is based on a number of factors. The admission requirements have been developed based on factors that indicate a reasonable probability of successful completion of academic work at the College of Nursing. Our focus is educating students as generalist nurses who will possess a well-rounded knowledge of the liberal arts and general sciences, as well as the specific art and science of nursing.

Admission is a selective process and every facet of the student's application and academic record will be reviewed in making an admission decision. The policies and

procedures are for informational purposes only and should not be construed as the basis of a contract between a student and this institution. This institution does not obligate itself to admit all students who meet the academic requirements. Consideration is given to the compatibility of the student's purpose with the basic philosophy of the College and the student's ability to contribute positively to the academic community. Mercer University and the College of Nursing reserve the right to revise policies and procedures as deemed necessary. Every effort will be made to advise applicants and students of changes.

The University does not discriminate against qualified disabled individuals in the recruitment and admission of students and the operation of any of its federally funded programs and activities, as specified by applicable federal laws and regulations. It is the policy to provide program accessibility and reasonable accommodations for persons defined as disabled in the Americans with Disabilities Act, 1992.

Applicants are considered for admission without regard to gender, race, color, religion, age, marital status, or national origin, including qualified students with disabilities.

Undergraduate Admissions Criteria

Admission standards are high because GBCN is committed to providing students with the highest quality nursing education. Selective admission criteria ensure that only those students academically prepared are accepted into the College. The College uses a holistic admission review process for each applicant that considers an individual's unique life experiences, personal attributes, and traditional measures of academic achievement. This approach gives full consideration to the potential contributions an applicant has for both success in the program of study and contribution to the diverse learning environment in the College.

International Student Applicants

Definition of an International Student

An F-1 (Student) Visa is required of all students who are not citizens of the United States, for study at Mercer University. An I-10 Form is issued to all accepted and approved international applicants. The I-20 Form is used to obtain the F-1 Visa. The University has been authorized under Federal law to enroll non-immigrant alien students and to issue I-20 Forms.

Admission Requirements

International student applicants, students who submit international transcripts, or students whose prior basic education was completed in another country, must meet the following requirements in addition to meeting general admission requirements:

1. Submit official transcripts of all academic documents directly from any institution attended outside the United States to the Admissions Office.
2. Provide the Admissions Office with a certified, notarized English translation or apostille document of official transcripts from universities outside the U.S. evaluated by one of the international credential evaluation services listed as follows:
 - Josef Silny & Associates, Inc., www.jsilny.com
 - Educational Credentials Evaluators, Inc., www.ece.org
 - World Education Services, www.wes.org
3. Qualified international students whose native language is not English are required to submit TOEFL scores taken within 5 years. A minimum official TOEFL score of 100 TOEFL iBT (internet based) TOEFL or 213 TOEFL CBT

(computer based) is required as well as minimum score of 20 in each of the subtests in listening, speaking, reading and writing.

4. Any TOEFL score that does not meet the minimum requirement will require students to complete the Mercer University English Language Institute (ELI) program, located on our Atlanta campus. ELI helps international students develop proficiency in grammar, writing, reading, listening/speaking, fluency, and test preparation in English to be successful in U.S. universities.
5. TOEFL Waiver. Prelicensure BSN applicants may qualify for a waiver if they meet the following requirements: meet all minimum admission requirements, earn a B or higher in English composition prerequisites, have a maximum of 3 or less prerequisites pending completion prior to enrollment, and high English, Language, and Reading score on the TEAS. TOEFL waiver approval is determined by the UGAPRC.
6. The second degree prelicensure ABSN track is not approved for international student enrollment. Therefore, international students in the U.S. on an F-1 visa or who are not permanent residents or citizens of the U.S. cannot be accepted for enrollment into this program track.

Non-Degree Students

Students who have successfully passed NCLEX-RN® and are registered nurses with a current unencumbered license to practice in the state of Georgia may be admitted to enroll in non-clinical courses. These courses may be applied toward degree credit if the student is later admitted as a degree-seeking student. If the student chooses to pursue a degree, it is the student's responsibility to contact the Admissions Office and complete the official admission process. Admission to the program is not guaranteed.

Full-Time Enrollment

An undergraduate student is classified as full-time when enrolled in a minimum of 12 semester hours during a term (semester). Audited courses do not count toward full time enrollment.

Liability Insurance

Liability insurance is required for all students in nursing courses. The College purchases coverage for each student and includes the charge as a student fee.

Transfer Credit

- Only official transcripts will be evaluated for transfer credit for official admissions review. (The Admissions Office can use unofficial transcripts for an unofficial evaluation to make recommendations of course work.)
- General education courses with a grade of C or better from a college or university accredited by an agency recognized by the U.S. Department of Education may be considered for transfer credit provided they meet degree requirements in the College's curriculum.
- Courses may be considered for credit, regardless of the age of the course; however, the age of coursework is a factor in the admission decision.
- Science courses completed more than five (5) years ago may require validation by faculty before credit can be granted.
- Total hours earned include transfer credits and hours earned at Mercer, but only Mercer hours are used to calculate the cumulative grade point average.

Advanced Placement, CLEP, and International Baccalaureate Credit

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

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

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

Traditional Prelicensure BSN Track Curriculum

The majority of courses included in the Traditional prelicensure BSN track curriculum are presented in a face-to-face format with a few being offered in a blended format. Students may complete some didactic sessions of courses offered in the blended format by participating in asynchronous or synchronous online sessions. All exam testing and most laboratory, simulation, and clinical learning experiences included in the program are delivered face-to-face on campus or in area healthcare settings with some of the clinical learning experiences being offered virtually. The four semester traditional prelicensure BSN curriculum plan requires 60 hours of general education and nursing core. This required core should be completed prior to acceptance to the nursing program and enrollment into the nursing major courses. The prerequisite courses are designed to create and support a foundation for professional nursing practice. The general education and nursing core requirements include: two sequential anatomy and physiology lab courses; a microbiology lab course; pathophysiology; nutrition; introduction to psychology; pathopsychology or abnormal psychology; statistics; two English composition courses; human growth and development across the lifespan; political science or economics; a cultural appreciation course; philosophy or ethics; speech or communication; introduction to sociology or anthropology; religion (may be waived); and six to seven hours of electives (must include a fine arts/humanities course). The required general education and nursing core requirements exceed the University's minimum 30 hours. There is at least one course in the following categories: religion; communication; humanities/fine arts; behavioral/social science; quantitative reasoning; and scientific reasoning (includes lab).

Traditional Prelicensure BSN Track Admission Requirements

Admission to the traditional prelicensure BSN track is competitive. Prospective students must meet the following qualifications:

- Grade of C or higher in required general education and nursing core courses
- Achievement of 76 as the minimum composite score on the Test of Essential Academic Skills (TEAS)
- Ability to meet the College's Essential Requirements for Completion of Baccalaureate Nursing Education (posted on the GBCN website)

- Cumulative GPA of 3.0 in all college coursework (academic) or cumulative GPA of 2.5 in all college coursework (academic) with a Pattern of Change (POC) in the most recent coursework. A POC is defined as a 3.0 earned in the most recent 20 semester hours (or 30 quarter hours), preferably including at least one transferable science course.*

*Applicants may be considered for admission if they do not have a minimum cumulative GPA of 3.0 or the minimum TEAS composite score on a case-by-case basis.

Traditional Prelicensure BSN Track Application Process

Students applying for enrollment in the traditional prelicensure BSN track may apply for fall semester program entry only. Applicants should submit the following for consideration of their eligibility for the traditional prelicensure BSN track:

1. Application for Admission to the traditional prelicensure BSN track with a \$50 non-refundable application fee, payable to Georgia Baptist College of Nursing of Mercer University by check or money order.
2. Official college transcripts from all colleges (except Mercer University) previously attended verifying completion of prerequisite general education and nursing core courses. Selected general education and nursing core courses with grade C or better.
3. Completion of Test of Essential Academic Skills (TEAS). See additional details about TEAS below.
4. Admissions Essay.
5. Résumé.

Students should contact the Admissions Office of the College of Nursing before taking any prerequisite general education or nursing core courses to ensure transfer requirements are met.

Test of Essential Academic Skills (TEAS)

The College of Nursing of Mercer University requires all applicants to the traditional prelicensure BSN track to submit scores from the Test of Essential Academic Skills (TEAS). Students must complete the TEAS prior to the application deadline. Applicants may attempt the TEAS two times within one academic year (June-May). The TEAS must be taken at a site based at an accredited college or university. Students who have taken the TEAS at another college may submit official scores directly from the testing web site (Assessment Technologies, Inc.) at www.atitesting.com. GBCN will accept results from the written or computer based TEAS exam.

Traditional Prelicensure BSN Track Application Deadlines

The application process, including receipt of all academic credentials, must be completed by the following deadlines:

- April 1, for priority deadline and international student deadline
- May 1, final deadline for students who are not international students

GBCN Admissions Office reviews applications year round.

Traditional Prelicensure BSN Track College Transcripts

College transfer students should provide transcripts from all post-secondary institutions attended. Prerequisites are subject to change, and other general education or nursing core courses not listed below may also transfer.

Current prerequisites for transfer students include:
Human Anatomy and Physiology I (lecture + lab)
Human Anatomy and Physiology II (lecture + lab)
Fundamental Microbiology (lecture + lab)
Pathophysiology
English Composition I
English Composition II
Introduction to Psychology
Human Growth and Development
Political Science or Economics
Introduction to Sociology or Anthropology
Abnormal Psychology/Human Psychopathology Statistics
Cultural Appreciation (Elective)
Nutrition
Speech or Communication
Philosophy or Ethics
Religion (may be waived with 3 cr general education elective substituted)
General Education (Elective) Fine Arts/Humanities (Elective)

Traditional Prelicensure BSN Track Orientation

Orientation is an important time for students in the traditional prelicensure BSN track. It is mandatory that all new students attend. A good beginning is the foundation of a productive college experience, and orientation is designed to give students information they need to be successful. Summer orientation, which is held prior to classes beginning in fall for all new students in the traditional prelicensure BSN track, is a fast-paced and highly concentrated experience that provides an abundance of information.

Academic Advisement

Academic advisement is an important component of faculty-student relationships at the College of Nursing. Each student is assigned a faculty or academic advisor.

Each semester prior to registration, all students are required to meet with their academic advisors to review curriculum progression and select courses for the next term. Although this guidance is provided with the greatest care, completion of program requirements is ultimately the responsibility of the student.

Faculty advisors are notified when an advisee has received a mid-term warning. These students are urged to plan conferences with their advisors to discuss ways in which they can improve their academic performance.

Class Organization

- Junior: Students in 300-level nursing courses
- Senior: Students in 400-level nursing courses

Registration Requirements

- Attended traditional prelicensure BSN track orientation.

General Education and Nursing Core

Prerequisite courses should be completed prior to enrollment in nursing. Students with a nursing interest enrolled at Mercer University in the College of Liberal Arts and Sciences as freshman complete additional credit hours through UNV 101 and INT courses. Students transferring in with a bachelor's degree or 30 or more general education credits may be exempt from the undergraduate general education religion requirement by the College of Nursing. Those students approved for exemption must have an additional 3 elective semester hour credits to meet general education requirements.

Traditional Prelicensure BSN Track Requirements

General Education and Nursing Core Requirements (60 credits)**

College of Liberal Arts and Sciences	College of Professional Advancement
Communication (11 hrs)	Communication (9hrs)
INT101 and INT201 and COM210	LBST175 and LBST180 and COMM171
Religion (3 hrs)	Religion (3 hrs)
Choose one: AFR 230, ENG225; PHI240; REL 110, 130, 150, 170	Choose one: RELG115, 110, 120, 130, 220, 225, 356
Humanities/Fine Arts (9 hrs)	Humanities/Fine Arts (9hrs)
Choose one from each group: Group 1: PHI190, 230, 260, 265, 269 Group 2: ART106, 107, 115, 116; ENG 226, 233, 234, 235, 237; JMS220, 225; MUS 151; THR115, 218; WLT101 Group 3: CLA101; ENG224, 263, 264; HIS105, 176	SCLT201 and one from each of the following groups: Group 1: LITR207, 247, 277, 334; ARTH101; COMM104; MUSC150 Group 2: HIST101, 102, 200, 201, 202, 210, 220, 366, 367, 368
Behavioral/Social Science (9 hrs)	Behavioral/Social Science (9 hrs)
PSY101 and Choose one: ANT101; SOC101 or 210 and Choose one: POL101; ECN150 or 151	PSYC111 and SOCI111 and POLS100
Quantitative Reasoning (3 hrs)	Quantitative Reasoning (3 hrs)
STA126	MATH220
Scientific Reasoning (4 hrs)	Scientific Reasoning (7 hrs)
BIO 102	SCIE100 or BIOL101 and BIOL 256
Nursing Core (20 hrs)	Nursing Core (20 hrs)
BIO202 and 203 BIOL325 ¹ GHS101 PSY245 PSYC360	BIOL245 and 246 BIOL325 NUTR206 PSYC227 PSYC360

*See College of Liberal Arts and Sciences (CLAS) General Education Requirements for list of classes that fulfill these requirements; PNU students should take courses that can be used to fulfill the CLAS's general education requirements as well as the GBCN admission pre-requisites to ensure completion of a bachelor's degree in another area of study, if needed.

**For students taking their general education requirements from CLAS, 1 credit hour earned for UNV 101 will count towards the required 60 credits of general education and nursing core.

¹This course is only offered through the College of Professional Advancement. Consult with academic advisor prior to course registration.

CLEP credit can fulfill an admission requirement, but not for lab sciences or courses numbered 200-level or higher. Maximum of 18 hrs of CLEP credit will be accepted.

Nursing Major Course Requirements (60 credits)

NUR 301 Discipline of Professional Nursing	2
NUR 307 Care of the Older Adult	2
NUR 313 Fundamentals of Nursing Care	5
NUR 314 Health Assessment	3
NUR 315 Pharmacology	3
NUR 316 Mental Health	5
NUR 317 Adult Health I	8
NUR 403 Nursing Research	3
NUR 404 Leadership and Role Practicum	7
NUR 405 Care of the Infant and Child	5
NUR 407 Care of the Childbearing Family	5
NUR 408 Adult Health II	9
NUR 409 Population Health Nursing	3

Traditional Prelicensure BSN Curriculum Plan

The nursing curriculum is divided into two levels and organized by the American Association of Colleges of Nursing's (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education*.

**Traditional Prelicensure BSN
Plan of Study**

Junior, Fall Semester		Junior, Spring Semester	
NUR 301 Discipline of Professional Nursing*	2	NUR 307 Care of the Older Adult*	2
NUR 313 Fundamentals of Nursing Care	5	NUR 316 Mental Health	5
NUR 314 Health Assessment	3	NUR 317 Adult Health I	8
NUR 315 Pharmacology	3		
	13		15
Senior, Fall Semester		Senior, Spring Semester	
NUR 403 Nursing Research*	3	NUR 404 Leadership and Role Practicum*	7
NUR 407 Care of the Childbearing Family	5	NUR 405 Care of the Infant and Child	5
NUR 408 Adult Health II	9	NUR 409 Population Health Nursing*	3
	17		15

*Offered in blended format

Second Degree Prelicensure Accelerated BSN Track

The second degree prelicensure Accelerated BSN track is designed for students who have previously earned a B.A. or B.S in a field other than nursing from a regionally accredited university. This program of study is offered year round with start times in September, January, or May. Courses are presented in a blended format with students completing the didactic component of the courses in an asynchronous online environment while all testing, laboratory, simulation, and clinical experiences are delivered face-to-face on campus or in area healthcare settings. Students can complete the Accelerated BSN program in three full-time semesters of nursing coursework. Students must complete all general education and nursing core courses prior to admission.

The three semester second degree prelicensure Accelerated BSN curriculum plan requires 64 hours of general education and nursing core. This required core should be completed prior to acceptance to the nursing program and must be completed by the time of enrollment into the nursing major courses. The prerequisite courses are designed to create and support a foundation for professional nursing practice. The general education and nursing core requirements include: two sequential anatomy and physiology lab courses; a microbiology lab course; a pathophysiology course; nutrition; pathopsychology or abnormal psychology; human growth and development – across the lifespan, statistics, and religion or a general education elective. All other general education core requirements for the BSN degree are considered to have been fulfilled by virtue of conferral of the previous baccalaureate degree required for program admission. The required general education and nursing core requirements exceed the University's minimum 30 hours. There is at least one course in the following categories: religion or a general education elective; communication; humanities/fine arts; behavioral/social science; quantitative reasoning; and scientific reasoning (includes lab).

Second Degree Prelicensure Accelerated BSN Track Admission Requirements

Admission to the Second Degree Prelicensure BSN Track is competitive. Prospective students must meet the following qualifications:

- Hold a non-nursing B.A. or B. S degree from a regionally accredited university.
- Complete the general education and nursing core requirements for the program prior to enrollment.
- Have a cumulative GPA of a 3.0 or higher (including a 3.0 GPA for all science courses).
- Have the ability to meet the College's Essential Requirements for Completion of Baccalaureate Nursing Education (posted on the GBCN website)
- Submit a resume and admissions essay.
- Earn a minimum composite score of 76% on the Test of Essential Academic Skills (TEAS).
- Satisfactorily complete the Test of English as a Foreign Language (TOEFL), if applicable.

Second Degree Prelicensure Accelerated BSN Track Application Process

Students applying for enrollment in the second degree prelicensure Accelerated BSN track should submit the following for consideration of their eligibility:

1. Application for Admission to the second degree prelicensure Accelerated BSN track with a \$50 non-refundable application fee, payable to Georgia Baptist College of Nursing of Mercer University, by check or money order.
2. Official college transcripts from all colleges (except Mercer University) previously attended verifying completion of prerequisite general education and nursing core courses and selected general education or nursing core courses with grade C or better.
3. Completion of Test of Essential Academic Skills (TEAS). See additional details about TEAS below.
4. Résumé and admissions essay.

Students should contact the Admissions Office of the College of Nursing before taking any prerequisite general education or nursing core courses to ensure transfer requirements are met.

There is a mandatory BSN orientation held at the beginning of each semester. Students unable to complete the orientation must defer program entry to the following semester.

Test of Essential Academic Skills (TEAS)

The College of Nursing of Mercer University requires all applicants to the second degree prelicensure Accelerated BSN track to submit scores from the Test of Essential Academic Skills (TEAS). Students must complete the TEAS prior to the application deadline. Applicants may attempt the TEAS no more than three times within the 12-month period prior to the application deadline for the semester of actual entry (start term) of the ABSN track. The TEAS must be taken at a site based at an accredited college or university. Students who have taken the TEAS at another college may submit official scores directly from the testing web site (Assessment Technologies, Inc.) at www.atitesting.com. GBCN will accept results from the written or computer based TEAS exam.

Second Degree Prelicensure Accelerated BSN Track Application Deadlines

The application process, including receipt of all academic credentials, must be completed by the application deadlines posted on the GBCN website. The GBCN Admissions Office reviews applications year round.

Second Degree Prelicensure Accelerated BSN Track Orientation

Orientation is a mandatory program requirement for students in the second degree prelicensure Accelerated BSN track when they begin the program of study. It is designed to give students information and hands-on strategies to be successful in the program and develop beginning competence in the technology used in the online delivery format of the program. Program orientation is scheduled two weeks before classes start for the upcoming semester and is published on the GBCN website. Students unable to complete the orientation are required to delay program entry until the subsequent semester when orientation can be completed.

Second Degree Prelicensure Accelerated BSN Track College Transcripts

College transfer students should provide transcripts from all post-secondary institutions attended. Prerequisites are subject to change, and other general education and nursing core courses not listed below may also transfer.

Current prerequisites for transfer students include:

Human Anatomy and Physiology I (lecture + lab)

Human Anatomy and Physiology II (lecture + lab)

Fundamental Microbiology (lecture + lab)

Pathophysiology

Human Growth and Development

Abnormal Psychology/Human Psychopathology

Statistics

Nutrition

Religion (may be waived with 3 cr general education elective substituted)

Academic Advisement

Academic advisement is an important component of faculty-student relationships at the College of Nursing. Each student is assigned an academic advisor.

Each semester prior to registration, all students are required to review curriculum progression with their academic advisors. Although this guidance is provided with the greatest care, completion of program requirements is ultimately the responsibility of the student.

Academic advisors are notified when an advisee has received a mid-session warning. These students are urged to plan conferences with their advisors and the Academic Success Coach to discuss ways in which they can improve their academic performance.

Class Organization

- Junior: Students in 300-level nursing courses
- Senior: Students in 400-level nursing courses

Registration Requirements

- Completed second degree prelicensure Accelerated BSN track orientation.

General Education and Nursing Core

Prerequisite courses must be completed prior to enrollment in the nursing program. Students transferring in with a bachelor's degree may be exempt from the undergraduate

general education religion requirement by the College of Nursing. Those students approved for exemption must have an additional 3 elective semester hour credits to meet general education and nursing core requirements.

Second Degree Prelicensure Accelerated BSN Track Requirements

General Education and Nursing Core Requirements (64 credits)

General Education Core*

Abnormal Psychology/Psychopathology	3
Human Growth & Development – Across the Lifespan	3
Nutrition	3
Statistics	3
Religion or General Education	3

Nursing Core

Anatomy & Physiology I or Human Anatomy with lab**	4
Anatomy & Physiology II or Human Physiology with lab**	4
Microbiology with lab**	4
Pathophysiology**	3

*NOTE: All other general education core requirements are considered to have been fulfilled by virtue of conferral of the previous baccalaureate degree required for program admission and as deemed appropriate according to transcript evaluation by the College of Nursing and the Registrar.

**Must be taken no more than five (5) years prior to beginning the ABSN program track.

Nursing Major Course Requirements (56 credits)

NURA 301 EPNP: Professional Role Formation I	0.5
NURA 302 EPNP: Professional Role Formation II	0.5
NURA 303 EPNP: Fundamentals of Nursing Care	5
NURA 304 EPNP: Health Assessment	2
NURA 305 EPNP: Mental Health Nursing	5
NURA 306 EPNP: Population Health Nursing	4
NURA 307 EPNP: Pharmacology I	1
NURA 308 EPNP: Adult Nursing Science I	8
NURA 401 EPNP: Professional Role Formation III	0.5
NURA 402 EPNP: Professional Role Formation IV	3.5
NURA 403 EPNP: Nursing Care of Infants-Children	5
NURA 404 EPNP: Nursing Care for the Childbearing Family	5
NURA 405 EPNP: Evidence-Informed Practice in Nursing	2
NURA 407 EPNP: Pharmacology II	1
NURA 408 EPNP: Adult Nursing Science II	9
NURA 409 EPNP: Role Practicum	4

Curriculum Plan for the Second Degree Prelicensure Accelerated BSN Track

The nursing curriculum is divided into two levels and organized by the American Association of Colleges of Nursing's (AACN, 2021) *The Essentials: Core Competencies for Professional Nursing Education*.

Second Degree Prelicensure Accelerated BSN Track

Plan of Study

Program entry available each semester

SEMESTER 1 SESSION I	Credit Hrs
NURA 301. EPNP: Professional Role Formation I	0.5
NURA 303. EPNP: Fundamentals of Nursing Care	5
NURA 304. EPNP: Health Assessment	2
SEMESTER 1, SESSION II	
NURA 302. EPNP: Professional Role Formation II	0.5
NURA 305. EPNP: Mental Health Nursing	5
NURA 306. EPNP: Population Health Nursing	4
TOTAL semester credit hours	17.0
SEMESTER 2, SESSION I	
NURA 307. EPNP: Pharmacology I	1
NURA 308. EPNP: Adult Nursing Science I	8
SEMESTER 2, SESSION II	
NURA 401. EPNP: Professional Role Formation III	0.5
NURA 403. EPNP: Nursing Care of Infants-Children	5
NURA 404. EPNP: Nursing Care for the Childbearing Family	5
TOTAL semester credit hours	19.5
SEMESTER 3, SESSION I	
NURA 407. EPNP: Pharmacology II	1
NURA 408. EPNP: Adult Nursing Science II	9
SEMESTER 3, SESSION II	
NURA 402. EPNP: Professional Role Formation IV	3.5
NURA 405. EPNP: Evidence-Informed Practice in Nursing	2
NURA 409. EPNP: Role Practicum	4
TOTAL semester credit hours	19.5

*EPNP Essentials of Professional Nursing Practice

RN-BSN Completion Track

The RN-BSN Completion Track is a program of study for registered nurses with residence in Georgia who have graduated from an accredited associate degree or diploma nursing program and who hold an unencumbered Georgia registered nurse license with the ability to complete clinical experiences in the state of Georgia. Applicants with RN licensure and/or residency outside of the state of Georgia may be considered for admission on an individual basis in accordance with the State Authorization Reciprocity Agreement. Qualified students admitted to the RN-BSN Completion Track may complete the track through full time or part time study options. Courses will be offered in an online asynchronous format with one day possibly required on campus or in a synchronous online format at the beginning of the program.

GBCN is a participant in the statewide Georgia RN-BSN Articulation Model, which was formulated to facilitate the educational mobility of registered nurses who elect to pursue a bachelor's degree in nursing. The articulation model framework is used to guide credit transfer and admissions decisions for the GBCN RN-BSN completion track.

The program of study is offered year round with start times in August, January, or May. RNs can complete the BSN in as little as three (3) full time semesters of nursing coursework. Students who are interested in the three (3) semester option are encouraged to complete all general education and nursing core courses prior to admission.

RN-BSN Completion Track Admission Requirements

Admission to the RN-BSN completion track of study is competitive. Prospective students must meet the following qualifications:

- Associate Degree or Diploma in Nursing from an accredited program
- Current unencumbered Georgia RN license*
- Georgia residency (defined by valid physical address, excluding P.O. Boxes or other mailbox services)*
- Ability to complete all clinical experiences in the state of Georgia*
- Ability to meet the College's Essential Requirements for Completion of Baccalaureate Nursing Education (posted on the GBCN website)
- Cumulative GPA of 2.5 on all college coursework (academic)**

*Applicants with RN licensure and/or residency outside of the state of Georgia may be considered for admission on an individual basis.

**Applicants may be considered for admission if they do not have a minimum cumulative GPA of 2.5 on a case-by-case basis.

RN-BSN Completion Track Application Process

Students may apply for enrollment in the RN-BSN completion track for spring, summer, or fall semesters. Applicants should submit the following for consideration of their eligibility for the Completion Track:

1. Online application for admission to the RN-BSN completion track with a \$50 non-refundable application fee, payable to Georgia Baptist College of Nursing of Mercer University by check or money order.
2. A copy of a current unencumbered Georgia Registered Professional Nursing License to be placed on file at the College. License must be renewed, remain valid, and unencumbered while enrolled in the program.*
3. Two professional references from individuals who can attest to the applicant's ability to successfully complete a baccalaureate nursing program.
4. Official college transcripts from all colleges (except Mercer University) previously attended verifying completion of prelicensure general education and nursing courses and award of associate degree in nursing or diploma in nursing. Selected general education courses with grade C or better, and selected nursing courses with grade B or better may be transferrable.
5. Interview with RN-BSN coordinator or designee.
6. Admissions Essay stating why they want to earn a BSN.
7. Resume.

*Applicants with RN licensure and/or residency outside of the state of Georgia may be considered for admission on an individual basis

Students should contact the Admissions Office of the College of Nursing before taking any prerequisite general education or nursing core courses to ensure transfer requirements are met.

There is a mandatory, on campus or virtual, one-day RN-BSN orientation held at the beginning of each semester. Students unable to attend must defer program entry to the following semester.

RN-BSN Completion Track Application Deadlines

The application process, including receipt of all academic credentials, must be completed by the following deadlines:

<u>Fall semester entry</u>	July 1, priority deadline and international student deadline; July 15, final deadline
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Spring semester entry

November 1, priority deadline and international student deadline;

December 1, final deadline

Summer semester entry

March 1, priority deadline and international student deadline;

May 1, final deadline

GBCN Admissions Office reviews applications year round.

RN-BSN Completion Track Orientation

Orientation is a mandatory program requirement for students in the RN-BSN Completion track when they begin the program of study. It is designed to give students information and hands-on strategies to be successful in the program and develop beginning competence in the technology used in the online delivery format of the program. Program orientation is scheduled a week before classes start for the upcoming semester and is published on the GBCN website. Students unable to attend the orientation are required to delay program entry until the subsequent semester when orientation can be completed.

RN-BSN Completion Track College Transcripts

College transfer students should provide transcripts from all post-secondary institutions attended. Admission will be based on overall academic performance, successful completion of general education and nursing core courses required for the degree, and grades earned in prerequisite science courses. Prerequisites are subject to change, and other general education courses not listed below may also transfer.

Current prerequisites for transfer students include:

English Composition I and II

Bio/A&P I and II with labs

Microbiology and lab

Introduction to Psychology

Human Growth and Development (Life Span)

Political Science or Economics

Introduction to Sociology or Anthropology

Religion (may be waived with 3 cr general education elective substituted)

Introduction to Statistics

Speech or Communication

Cultural Appreciation

Introduction to Philosophy or Ethics

General Education Electives

Academic Advisement

Academic advisement is an important component of faculty-student relationships at the College of Nursing. Each student is assigned a faculty advisor.

Each semester prior to registration, all students are required to review curriculum progression with their academic advisors and select courses for the next term. Although this guidance is provided with the greatest care, completion of program requirements is ultimately the responsibility of the student.

Faculty advisors are notified when an advisee has received a mid-term warning. These students are urged to plan conferences with their advisors to discuss ways in which they can improve their academic performance.

Registration Requirements

Clinical credentialing requirements must be uploaded to student's account in the current credentialing system designated by the College (e.g., ACEMAPP) or agency-

specific compliance database (e.g., Sympplr) two weeks prior to orientation or as outlined in program acceptance materials.

RN-BSN Completion Track Requirements

General Education and Nursing Core Requirements (57 credits)

College of Liberal Arts and Sciences	College of Professional Advancement
Communication (12 hrs)	Communication (9 hrs)
INT101 and INT201 and COM210	LBST175 and LBST180 and COMM171
Religion (3 hrs)	Religion (3 hrs)
Choose one: AFR 230, ENG225; PHI240; REL 110, 130, 150, 170	Choose one: RELG115, 110, 120, 130, 220, 225, 356
Humanities/Fine Arts (9 hrs)	Humanities/Fine Arts (9hrs)
Choose one from each group: Group 1: PHI190, 230, 260, 265, 269 Group 2: ART106, 107, 115, 116; ENG 226, 233, 234, 235, 237; JMS220, 225; MUS 151; THR115, 218; WLT101 Group 3: CLA101; ENG224, 263, 264; HIS105, 176	SCLT201 and one from each of the following groups: Group 1: LITR207, 247, 277, 334; ARTH101; COMM104; MUSC150 Group 2: HIST101, 102, 200, 201, 202, 210, 220, 366, 367, 368
Behavioral/Social Science (9 hrs)	Behavioral/Social Science (9 hrs)
PSY101 and Choose one: ANT101; SOC101 or 210 and Choose one: POL101; ECN150 or 151	PSYC111 and SOCI111 and POLS100
Quantitative Reasoning (3 hrs)	Quantitative Reasoning (3 hrs)
STA126	MATH220
Scientific Reasoning (4 hrs)	Scientific Reasoning (7 hrs)
BIO 102	SCIE100 or BIOL101 and BIOL256
Nursing Core (17 hrs)	Nursing Core (17 hrs)
BIO202 and 203 GHS101 PSY245 PSYC360	BIOL245 and 246 NUTR206 PSYC227 PSYC360

*This course is only offered through the College of Professional Advancement. Consult with academic advisor prior to course registration.

CLEP credit can fulfill an admission requirement, but not for lab sciences or courses numbered 200-level or higher. Maximum of 18 hrs of CLEP credit will be accepted.

Nursing Major Course Requirements (64 credits)	
NURN 301 Nurse as a Scholar I	1
NURN 302 Human Pathophysiology and Pharmacological Principles	4
NURN 303 Professional Identity in Nursing	3
NURN 304 Nursing Concepts & Theories in Health and Illness	3
NURN 305 Health Assessment	3
NURN 306 Health Policy for Professional Nursing Practice	2
NURN 401 Leadership in Nursing	3
NURN 402 Leadership in Nursing Practicum	1
NURN 403 Population and Global Health	4
NURN 404 Population and Global Health Practicum	1
NURN 405 Methods & Critical Appraisal for Evidence Based Practice	3
NURN 406 Informatics for Quality and Safety	3
NURN 410 Nurse as a Scholar II	1
NRPRE Transfer credit for prelicensure clinical courses	32
Students must complete a minimum of 32 hours of the total 121 credit hours required for the Bachelor of Science in Nursing (BSN) degree while attending Mercer University. Academic advisement is required for all part-time and full-time students. Prelicensure nursing course credit (32 semester hours) will automatically be awarded upon completion of NURN 301.	

Curriculum Plan for the RN-BSN Completion Track

The Curriculum Plan for students in the RN-BSN Completion track requires 57 semester hours of general education and nursing core courses. The nursing major component consists of 32 semester hours including 2 clinical courses. The curriculum is aligned with the AACN's *Essentials: Core Competencies for Professional Nursing Education* (2021). Each 1 credit of a clinical course is equivalent to 45 clinical hours.

RN-BSN Completion Track

Full-time Plan of Study

Program entry available each semester but FT fall semester entry allows for completion in three consecutive semesters.

FALL	Credit Hrs	SPRING	Credit Hrs
NURN 302: Human Pathophysiology & Pharmacologic Principles	4	NURN 401: Leadership in Nursing	3
NURN 303: Professional Identity in Nursing	3	ΔNURN 402: Leadership in Nursing Practicum	1
NURN 306: Health Policy for Professional Nursing Practice	2	NURN 305: Health Assessment	3
NURN 304: Nursing Concepts & Theories in Health and Illness	3	NURN 406: Informatics for Quality/Safety	3
*NURN 301: Nurse as a Scholar I	1	NURN 405: Methods & Critical Appraisal for Evidence Based Practice	3
TOTAL semester credit hours	13	TOTAL semester credit hours	13

SUMMER*	Credit Hrs
NURN 403: Pop & Global Health	4
ΔNURN 404: Pop & Global Health Practicum	1
*NURN 410: Nurse as a Scholar II	1
TOTAL semester credit hours	6

*NURN 301: Nurse as a Scholar I (1 credit) and NURN 410: Nurse as a Scholar II (1 credit) are offered fall, spring, or summer semesters

Δ Denotes clinical course. Each clinical course includes 45 clinical learning experience hours. Total clinical learning experience hours in program = 90

SAMPLE Part-time Plan of Study

Program entry available

Year 1			
FALL	Credit Hrs	SPRING	Credit Hrs
NURN 302: Human Pathophysiology & Pharmacologic Principles	4	NURN 305: Health Assessment	3
NURN 306: Health Policy for Professional Nursing Practice	2	NURN 405: Methods & Critical Appraisal for Evidence Based Practice	3

*NURN 301: Nurse as a Scholar I	1		
TOTAL semester credit hours	7	TOTAL semester credit hours	6

SUMMER	Credit Hrs
NURN 403: Population & Global Health	4
ΔNURN 404: Population & Global Health Practicum	1
TOTAL semester credit hours	5

Year 2			
FALL	Credit Hrs	SPRING	Credit Hrs
NURN 303: Professional Identify in Nursing	3	NURN 401: Leadership in Nursing	3
NURN 304: Nursing Concepts & Theories for Health and Illness	3	ΔNURN 402: Leadership in Nursing Practicum	1
		NURN 406: Informatics for Quality/Safety	3
		*NURN 410: Nurse as a Scholar II	1
TOTAL semester credit hours	6	TOTAL semester credit hours	8

*NURN 301: Nurse as a Scholar I (1 credit) and NURN 410: Nurse as a Scholar II (1 credit) are offered fall, spring, or summer semesters. The above table reflects a sample part time plan

Δ Denotes clinical course. Each clinical course includes 45 clinical learning experience hours. Total clinical learning experience hours in program = 90

Undergraduate Policies and Procedures

General Progression

1. All clinical nursing courses are designed to be sequential or concurrent.
2. The usual full-time load per semester is 12-19 semester hours. The maximum full-time load is 19 hours. More than that requires special permission of a faculty advisor or the Associate Dean for the Undergraduate Program.
3. A minimum grade of C is mandatory in all courses required for the BSN degree; and a cumulative GPA of 2.0 is required for graduation.
4. Only one nursing course is allowed to be repeated and re-enrollment to repeat a nursing course is not guaranteed. See the re-enrollment policies for details. In addition, the following require reapplication to GBCN (see Readmission): two nursing course failures, a nursing course failure and a withdrawal from a nursing course or session (ABSN track) due to failing midterm status, or a second withdrawal from any nursing course or session (ABSN track) due to failing midterm status. Reapplication and readmission only applies to students in the traditional prelicensure BSN and RN-BSN tracks. Students in the second degree prelicensure Accelerated BSN track are not eligible for reapplication or readmission to the Accelerated BSN track. Permanent academic dismissal from

the ABSN track will result if the following occur: two nursing course failures, a nursing course failure and a withdrawal from a nursing course or session due to failing midterm status, or a second withdrawal from any nursing course or session due to failing midterm status.

5. All prelicensure BSN courses in a session or semester must be successfully completed prior to progressing to the next session or semester of the curriculum.
6. Upon beginning the nursing course sequence, students in the traditional prelicensure BSN track must complete the program within four years. Students in the second degree prelicensure Accelerated BSN program must complete the program within two years. Students in the RN-BSN Completion Track must complete the program within three years.
7. Students in the prelicensure BSN tracks must complete all nursing courses at GBCN. Students in the RN-BSN completion track must complete NURN 301, 302, 303, 304, 305, 306, 401, 402, 403, 404, 405, 406, and 410 at this College.
8. Any exceptions to progression are made by the Associate Dean for the Undergraduate Program.

Re-enrollment in the Traditional Prelicensure BSN track

1. A student in the traditional prelicensure BSN track with a cumulative G.P.A. of 2.0 or higher who either withdraws from a nursing course(s), fails only one nursing course, or does not register for required nursing courses for less than one year due to nonacademic reasons is eligible to apply for re-enrollment in the nursing program. The review of re-enrollment applications is completed by the Undergraduate Admissions, Progression, and Readmission Committee (UGAPRC). Only one nursing course is allowed to be repeated.
2. Acceptance for re-enrollment is not guaranteed.
3. Students must obtain instructions for re-enrollment from the Admissions Office in the College of Nursing, including instructions on submission of the re-enrollment application. Specific submission timeframes and deadlines are designated in the guidelines provided by the UGAPRC. **Re-enrollment applications must be submitted only during the designated periods outlined in the re-enrollment instructions.**
4. The student's GBCN academic/clinical performance record, re-enrollment application, and professional behaviors are reviewed, and a decision is made based on the strength of these indicators and student aptitude for success in the program. The UGAPRC decision is final.
5. UGAPRC decisions may require a remediation course(s) and/or documentation from a health care provider supporting student's ability to safely meet the Essential Requirements for Completion of Baccalaureate Nursing Education.
6. A \$50.00 fee for re-enrollment will be assessed from the Bursar's office.
7. A student may only petition for re-enrollment one time during enrollment at GBCN.
8. **Skills Revalidation:** All students in the traditional prelicensure BSN track accepted for re-enrollment will be required to successfully revalidate all nursing skills taught prior to the course(s) of re-enrollment. If a student is re-enrolling in the NUR 313 Fundamentals of Nursing course only, successful revalidation of those skills learned in NUR 314 Health Assessment will be required, and vice

versa. The student will retrieve a Skills Revalidation packet from the Admissions Office at GBCN including detailed guidelines. Revalidation will be scheduled with the Coordinator of the Learning Resource Center and completed within one to four weeks prior to beginning course work. Unsuccessful revalidation of skills may result in cancellation of acceptance for re-enrollment.

9. Students accepted for re-enrollment must provide a **new** Background Check and Drug Screen initiated through advantagestudents.com no earlier than (30) days before the first day of the semester of re-enrollment. A copy of the confirmation page for both the Background Check and Drug Screen must be uploaded to student's account in the current credentialing system designated by the College (e.g., ACEMAPP) or agency-specific compliance database (e.g., Symplr).
10. Students re-enrolling in the Traditional Prelicensure BSN track are required to be enrolled in NUR 309 and/or NUR 311 a minimum of two semesters as a condition of re-enrollment. The two mandatory semesters would be the semester of re-enrollment and the semester immediately following when the student is once again taking a full academic credit load. Additional semesters of enrollment may be required as determined by the academic advisor, CNE Coordinator, and Associate Dean.

PLEASE NOTE: Federal support is only given once for a successfully completed course. Students cannot receive federal financial aid to repeat a course in which they have already received a grade.

Re-enrollment to the Second Degree Prelicensure Accelerated BSN Track or RN-BSN Completion Track

1. A student in the second degree prelicensure Accelerated BSN track or RN-BSN completion track with a cumulative G.P.A. of 2.0 or higher who either withdraws from a nursing course or course(s) or academically fails only one nursing course in a semester or session, whichever is applicable, must register to repeat and/or complete the course or course(s) the next semester or session the course or course(s) is/are offered. Due to financial implications specific to the structure of the program track, students in the second degree prelicensure Accelerated BSN track may not withdraw from only one nursing course in which they are enrolled during a specific session. Withdrawal must be from all nursing courses in the session in which the student is enrolled.
2. Students are allowed to repeat only one nursing course if the reason for repeat is due to academic or other failure of the course. Failure of a second course in the same or a subsequent session or semester of enrollment will result in academic dismissal from the program. Students re-enrolled following academic failure of a nursing course or withdrawal from a course or courses must meet with the ABSN Coordinator or RN-BSN Coordinator, whichever is applicable, by midpoint of the session or semester immediately prior to the next session or semester the course(s) is/are offered to obtain permission for re-enrollment as required by the Registrar. No re-enrollment application is necessary in this case.
3. Students who fail a nursing course due to violations of the Academic Integrity Code or a nonacademic violation will be required to apply for re-enrollment in the course the session or semester immediately prior to the next session or semester the course is offered. The review of re-enrollment applications is completed by the Director of Admissions, ABSN Coordinator or RN-BSN

Coordinator (whichever is applicable), and the Chair of the Undergraduate Admissions, Progression, and Readmission Committee (UGAPRC).

4. If a student does not register for required nursing courses for an upcoming semester(s) or session(s) due to nonacademic reasons (excluding nonacademic violations), the student is eligible to apply for re-enrollment in the nursing program as long as he or she is requesting to re-enroll no more than two semesters after his or her last completed semester and timing of re-enrollment allows for student completion of the program within the established timeline for successful completion of the program (i.e., 2 years for students in the ABSN track, 3 years for students in the RN-BSN track). The review of re-enrollment applications is completed by the Director of Admissions, ABSN Coordinator or RN-BSN Coordinator (whichever is applicable), and Chair of the Undergraduate Admissions, Progression, and Readmission Committee (UGAPRC).
5. Acceptance for re-enrollment is not guaranteed.
6. If a student is applying for re-enrollment, the student must obtain re-enrollment instructions from the Admissions Office of the College of Nursing, including instructions on submission of the re-enrollment application. Specific submission timeframes and deadlines will be included in the re-enrollment instructions. **Re-enrollment applications must be submitted in a timely manner to ensure adequate time for review and consideration of the re-enrollment request by the Admissions Office, ABSN Coordinator or RN-BSN Coordinator (whichever is applicable), and Chair of the UGAPRC.**
7. The student's GBCN academic/clinical performance record, re-enrollment application, and professional behaviors are reviewed, and a decision is made based on the strength of these indicators and student aptitude for success in the program. The decision regarding re-enrollment is final.
8. A \$50.00 fee for re-enrollment will be assessed from the Bursar's office.
9. A student may only petition for re-enrollment one time or repeat one failed course during enrollment at GBCN.
10. Students accepted for re-enrollment who have been out of the program for two semesters or more must provide a **new** Background Check and Drug Screen initiated through advantagestudents.com no earlier than (30) days before the first day of the semester of re-enrollment. A copy of the confirmation page for both the Background Check and Drug Screen must be uploaded to student's account in the current credentialing system designated by the College (e.g., ACEMAPP) or agency-specific compliance database (e.g., Symplr).
11. **Skills Revalidation:** Students in the second degree Accelerated prelicensure BSN track accepted for re-enrollment may be required to successfully revalidate all nursing skills taught in courses offered during or prior to the course(s) of re-enrollment. The student will retrieve a Skills Revalidation packet from the Admissions Office at GBCN including detailed guidelines. Revalidation will be scheduled with the Clinical Instructors in the Learning Resource Center and completed within one to four weeks prior to beginning course work. Unsuccessful revalidation of skills will result in cancellation of acceptance for re-enrollment.

Readmission

A student who has not enrolled in coursework for a year or longer must apply for readmission. Readmission to the second degree Accelerated BSN track is not allowed.

A student who was academically dismissed from the traditional prelicensure BSN or RN-BSN track is not eligible for readmission for two (2) calendar years. Students in the second degree prelicensure Accelerated BSN track are not eligible at any time for readmission to that track of the program. Readmission applications are obtained from the Admissions Office. The readmission applicant must meet all admission requirements stated in the academic catalog that is current when the application is submitted. In addition to the readmission application, the applicant must submit current TEAS scores (applicants to the traditional prelicensure BSN track only) and documentation that supports the applicant's potential for success if readmitted. All readmission applications are reviewed by the College of Nursing's Undergraduate Admission, Progression, and Readmission Committee (UGAPRC). Readmission is a highly selective process. Committee decisions may include a requirement for taking NUR 309 or NUR 311, for students reapplying to the traditional prelicensure BSN track, as a condition of readmission to the nursing program. In instances where the applicant is applying for readmission after having been out of the program for an extended time period, the UGAPRC will stipulate that the readmission is to the beginning level of the nursing curriculum. Readmission decisions of the UGAPRC are final.

All students readmitted to the traditional prelicensure BSN track will complete all four semesters of the curriculum beginning with the fall junior semester. Students readmitted to the RN-BSN completion track will complete all courses included in the curriculum, whether returning in a part-time or full-time status. Readmission decisions of the UGAPRC are final. Students who have been readmitted after academic dismissal must pass all nursing courses attempted. Subsequent failure of a course will result in permanent dismissal from the college.

Undergraduate 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.

<u>Grade</u>	<u>Nursing Courses</u>	<u>Quality Points Per Credit Hour</u>
A	90-100	4.0
B+	87-89.99	3.5
B	80-86.99	3.0
C+	77-79.99	2.5
C	75-76.99	2.0
D	70-74.99	1.0
F	Below 70	0
FQ	Failure-Quit Attending/Never Attended	0
WF	Withdrawal Failure	0
S	Satisfactory	*
U	Unsatisfactory	*
ABX/ABXSU	Absent from final examination (excused)	*
IC/ICSU	Incomplete due to some requirement other than the final examination (excused)	*
IP	In Progress	*
AU	Audit	*

W/WM	Withdrawal/Withdrawal Military	*
Z	Grade Not Reported	*

* These grades are not calculated in the 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, affect a student's progression in the program. Grades are not rounded: 74.9 would be considered a D; 79.9 would be a C+ and 89.9 would be a B+.

Repeat Policy: Only courses in which a student has received a grade of D, F, or W may be repeated. All course grades will remain on the transcript and count toward the cumulative GPA. See General Progression rules related to course failures in the UNDERGRADUATE PROGRAM section of this catalog. Courses taken at another institution will not be accepted as Mercer "repeat" credit.

Satisfactory Clinical or Laboratory Performance: Satisfactory clinical or laboratory performance, when applicable, is required for successful course completion. If the grade on the clinical or laboratory component is unsatisfactory, a failing grade will be awarded in the course regardless of the average grade earned in the didactic component of the course. 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 Dismissal Policy: A student may be dismissed from a nursing course with a clinical component 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 or violates the professional standards described in the GBCN Undergraduate Student Handbooks. A grade of F will be assigned regardless of the time during the session or semester in which the dismissal occurred. A student may not withdraw from a course when a clinical dismissal has been issued.

Breach of Academic Integrity: A student who has been assigned the sanction of suspension or dismissal for breach of academic integrity will receive a grade of F for the course in which the breach occurred. The student will receive a grade of W in other courses, depending on academic standing at the time of withdrawal.

Incomplete: The grade of IC (incomplete) means the student is passing the class but some relatively small part of the semester's work remains incomplete because of illness or another valid and compelling reason that is satisfactory to the instructor. All course work in an undergraduate class must be completed no later than mid-term of the following semester (for students in the traditional prelicensure BSN or RN-BSN Completion tracks) or mid-session of the following session (for students in the second degree prelicensure Accelerated BSN track), or the IC grade will be changed to a grade of F. All grades of IC must be replaced with traditional grades before the degree will be awarded.

In Progress: The grade of IP is assigned only in courses which require completion of the assigned work beyond the end of the session or 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.

ABX: ABX (Absence-Final Exam) The grade of ABX denotes that the student was absent from the scheduled final examination because of sickness or another valid and compelling reason that is satisfactory to the instructor. A special examination, to take the place of the one missed, must be taken no later than mid-term of the next semester (for students in the traditional prelicensure BSN and RN-BSN completion tracks) or no later

than mid-session of the next session (for students in the second degree prelicensure Accelerated BSN track), or the ABX grade will be changed to the grade of F.

All grades of ABX must be removed before the degree will be awarded.

Dean's List

The Dean's List 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 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.

President's List

A student who completes a minimum of 12 semester hours with a 4.0 GPA will be named to the President's List, provided no grades of IC may have been earned for that term.

Academic Status

Midterm/Midsession Warning

If a student has less than a C average at midpoint of the semester or session and/or is unsatisfactory in clinical performance, a midterm/midsession warning is issued to the student by the course lead or coordinator of the course in which the student is enrolled. Copies of the warning will be placed in the student file and sent to the academic advisor, Center for Nursing Excellence Coordinator (for students in the Traditional BSN or RN-BSN tracks), Academic Success Coach (for students in the second degree prelicensure Accelerated BSN track), and the Associate Dean for the Undergraduate Program. The student is responsible for seeking advisement from the appropriate course faculty, academic advisor, and Center for Nursing Excellence Coordinator or Academic Success Coach (as applicable).

Academic Warning

A student is placed on academic warning when his or her GPA falls below 2.0 for any term. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic warning status. A copy of the warning will be placed in the student's file and sent to the academic advisor.

Academic Probation

A student is placed on academic probation the second and subsequent semester or session in which his or her cumulative grade point average is less than 2.0. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic probation status. A copy of the notification of probation is placed in the student's file and sent to the academic advisor. A student on academic probation must achieve a cumulative GPA of 2.0 in the subsequent semester or session of enrollment or be placed on academic suspension. The Registrar's Office is responsible for monitoring the student's progress and reporting this progress to the Associate Dean for the Undergraduate Program.

Academic Suspension

A student is placed on academic suspension when the student fails to bring his or her cumulative GPA to 2.0 after one semester or session, whichever applies, of academic

probation. Violations of the Academic Integrity Code may also result in academic suspension. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic suspension status. Copies of the notification of suspension are placed in the student's file and sent to the academic advisor. A suspended student may not enroll during the term or session immediately following an academic suspension, but may petition for reentry for the following term or session.

Suspension for Nonacademic Violations

A student may be suspended for the following reasons:

1. Violation of the Drug Free Campus Policy.
2. Failure to cooperate with College policies.
3. Violations of the Student Code of Conduct.
4. Violations of the GBCN Core Values and/or College of Nursing Code of Conduct, including unprofessional behaviors.
5. Failure to meet minimum College standards as stated in the GBCN Undergraduate Student Handbooks.

All students are given online access to the pertinent GBCN Undergraduate Student Handbook. Currently enrolled students are responsible for viewing current updates. This document contains all policies and procedures regarding the Academic Integrity Council, Standards of Conduct, and Nonacademic Violations.

The Academic Integrity Council is responsible for hearing evidence concerning alleged violations of the Standards of Conduct and determining and imposing sanctions for nonacademic violations.

Students on nonacademic suspension will not be issued transient letters nor will any credit earned during the period of suspension be accepted toward degree requirements at the College of Nursing. Any student who wishes to resume course work after nonacademic suspension must petition the Undergraduate Admissions, Progression, and Readmission Committee (UGAPRC) to resume course work. Any student may petition for re-enrollment as indicated in the prescribed sanction. The petition must be submitted by the date specified by the UGAPRC for the term in which the student is seeking re-enrollment.

Dismissal

Dismissal is a serious matter that requires separation of the student from the College for a minimum of two (2) calendar years. If the student can provide adequate reason why he or she should be readmitted to the College by clearly describing the changes that have occurred in the student's life that would ensure success if allowed to return, then the student can seek readmission (with the exception of students in the second degree prelicensure Accelerated BSN track). An Application for Readmission must be filed with the Admissions Office by the deadlines on the application. The UGAPRC will evaluate the application for readmission and make the final decision on whether to allow the student to return to the College. Readmission is a highly selective process and all decisions of the UGAPRC are final.

The College of Nursing reserves the right to dismiss a student from the program for reasons that include (but are not limited to) the following:

Dismissal for Academic Violations

1. Students are academically dismissed for the following and require reapplication to the College, if eligible: two course grades of D or F; a course grade of D or F and a withdrawal from a nursing course due to failing midterm or midsession

status; or two withdrawals from nursing courses due to failing midterm or midsession status.

2. Students earning grades of D or F in a course may repeat the course one time. Earning a grade of D or F on the second attempt of a course will result in dismissal for academic reasons.
3. Earning a second grade of D or F in a nursing course concurrent or subsequent to a nursing course in which a D or F is received will result in academic dismissal.
4. Violations of the Academic Integrity Code may result in academic dismissal.
5. A student dismissed for academic reasons may not enroll for two (2) calendar years immediately following an academic dismissal, with the exception of students in the second degree prelicensure Accelerated BSN track who are ineligible for readmission to that track at any time.
6. Students who have been readmitted must pass all nursing courses attempted. Subsequent failure of a course will result in permanent dismissal from the College.

Dismissal for Nonacademic Violations

1. Violations of the Drug Free Campus Policy.
2. Failure to adhere to College policies.
3. Violations of the Student Code of Conduct.
4. Violations of the GBCN Core Values and/or College of Nursing Code of Conduct, including unprofessional behaviors.
5. Failure to meet minimum College standards as stated in the GBCN Undergraduate Student Handbooks.
6. A student dismissed for nonacademic reasons may not enroll during the two semesters or sessions immediately following a nonacademic dismissal, but may apply for reentry for the term following the two semesters or sessions after dismissal.

Administrative Suspension and Dismissal

The Dean or designated agent reserves the right to suspend or dismiss any student(s) who pose(s) a threat to the student's own health or to the safety of the College community. Furthermore, administrative action (suspension or dismissal) can be taken for any nonacademic violation described. The administrative decision is permanent. Those students who are dismissed will not be eligible for readmission.

Undergraduate Graduation Requirements

Students in the traditional prelicensure BSN track and the second degree prelicensure Accelerated BSN track must complete 120 semester hours of course credit. Students in the RN-BSN track must complete 121 semester hours. All students must complete a course in religion (or its equivalent), and maintain a minimum 2.0 GPA. Additionally, students must satisfy degree residency and curriculum requirements and file a graduation application with the Registrar.

Degree Residency Requirements:

- Students in the prelicensure BSN tracks must complete all nursing courses at the College of Nursing.

- Students in the RN-BSN completion track must complete a minimum of 32 hours of total degree requirement hours through Mercer University and must be enrolled in at least one course at Mercer University (either general education core, nursing core, or nursing major) during their final semester of the program.
- Students in the traditional prelicensure BSN track must complete 60 semester hours of general education and nursing core requirements and 60 semester hours in the nursing major. This is a total of 120 semester hours required for graduation. Students in the second degree prelicensure Accelerated BSN track must complete 64 semester hours of general education and nursing core requirements and 56 semester hours in the nursing major. This is a total of 120 semester hours required for graduation. Students in the RN-BSN Completion track must complete 57 semester hours of general education and nursing core requirements and 64 semester hours in the nursing major. This is a total of 121 semester hours required for graduation. All courses must be completed with a C or better to meet curriculum requirements. Although the academic advisors will audit program completion, it remains the student's responsibility to complete all requirements and to carefully review their progress with their advisor each semester.
- Mercer University offers two options for completing core requirements. Students on the Macon campus should follow the course options provided by the College of Liberal Arts and Sciences; students on the Atlanta campus or in a Regional Academic Center should follow the course options provided by the College of Professional Advancement of Mercer University. Transfer student transcripts will be evaluated to ensure appropriate comparable courses have been successfully completed.

Graduation Application and Clearance:

All students must apply for graduation. It is the student's responsibility to be aware of all the College of Nursing and Mercer University degree requirements as published in the College Catalog and to insure that such requirements have been met or that the appropriate waivers, if applicable, have been secured and filed in the Registrar's Office. All "holds" and debts to Mercer University must be cleared prior to graduation or the student will not be permitted to participate in the College of Nursing Pinning or Graduation Ceremony.

All credit hours required for the degree must be completed and on file by 5:00 p.m. the Monday prior to pinning and graduation ceremonies in order to participate.

Legal Offenses

Prelicensure students with a criminal history must comply with the Georgia Board of Nursing and other Boards of Nursing requests for documentation. It is the decision of the Board of Nursing, not the College, that a student is eligible upon graduation to sit for the NCLEX-RN®. Students with a criminal background should be advised that clinical agencies requiring criminal background checks have the authority to refuse placement for students with a history of offenses. If a student is prohibited from the clinical learning site, meeting clinical course objectives cannot be achieved and might prevent program completion. Additionally, it is the Board of Nursing's decision to approve testing for licensure for those candidates with a criminal history.

Undergraduate Student Activities

Students are encouraged to become involved in the College of Nursing and the University community through a variety of activities. Several student organizations are active on campus. Students serve on a number of student related committees, giving

students a voice within the College. Student organizations provide opportunities for both participation and leadership. Current organizations include:

Student Government Association (SGA)

SGA is the student governing body at GBCN. This organization provides students with representation and advocacy within the college structure and serves as an umbrella for all recognized organizations of GBCN through its Executive Council, consisting of junior and senior level students.

Student Ambassadors

Student Ambassadors comprise a group of students who are selected to represent the College of Nursing in a variety of recruitment and public relations activities throughout the academic year. Students must apply for the position of Ambassador and are selected on the basis of scholarship, level of maturity, stated commitment to the total program, and positive interpersonal skills.

Baptist Collegiate Ministries (BCM)

BCM invites participation of students, faculty, and staff, regardless of religious affiliation. This organization provides programs for holistic personal growth with an emphasis on Christian spiritual development. Opportunities for Bible study, celebration of special holy days, recreation, fellowship, and community service are offered.

Georgia Baptist Association of Nursing Students (GBANS)

GBANS is the local chapter of the professional organization for nursing students. The College of Nursing is proud of the participation of its students and encourages all students to become active members. Currently, College of Nursing students are active in the state organization (GANS) as well as the national organization (NSNA).

Required Traditional Prelicensure BSN Track Nursing Courses

In the parentheses following each course is a three-digit code indicating the weekly class hours, the weekly clinical or lab hours, and the course semester hours.

NUR 301. Discipline of Professional Nursing (2-0-2)

Prerequisite: Admission to the Traditional BSN Track

This course addresses professional identity formation. The course explores historical and contemporary theories and models in nursing to form a basis for person-centered care. The role of the nurse will be examined related to a systems perspective to explore information and communication technologies, ethical issues, legal requirements, safety and quality initiatives, and justice, equity, inclusion, and diversity endeavors. (Blended format; Offered in fall semester)

NUR 307. Care of the Older Adult (2-0-2)

Prerequisites: All Semester 1 courses.

This course prepares students to plan person-centered care that addresses interacting factors that affect the level of functioning and quality of life of older adults. Emphasis is placed on application of evidence in clinical judgment to engage patients in self-management, leverage information and communication technology, influence policy, and partner with patient support systems and interprofessional team members to plan the delivery of safe, quality care. (Blended format; Offered in spring semester)

NUR 313. Fundamentals of Nursing Care (3.5-4.5-5)

Prerequisites: Admission to the Traditional BSN Track.

Co-requisites: NUR 314 Health Assessment

This course provides an integrated framework of nursing practice which incorporates foundational concepts, processes, and nursing skills. This course introduces person-centered nursing care for diverse populations, and will explore advocacy, quality, safety, health promotion, and wellness strategies to create the underpinnings for professional practice. In the simulated and actual complex health care setting, students will use clinical reasoning and judgment to deliver evidence-based nursing care. (Offered in fall semester)

NUR 314. Health Assessment

(2.5-1.5-3)

Prerequisites: Admission to the Traditional BSN Track.

Co-requisites: NUR 313 Fundamentals of Nursing Care

This course introduces foundational concepts and techniques of a clinically-relevant, holistic health assessment and the associated documentation. A participatory approach lends itself to exploring structures that heighten risk and emphasizes the nurse's pivotal role in assessments, judgments, and decisions in the planning of person-centered care. (Offered in fall semester)

NUR 315. Pharmacology

(3-0-3)

Prerequisites: Admission to the Traditional BSN Track.

This course explores basic principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and ethnopharmacology as they relate to system-based disease processes. The student will draw on knowledge from anatomy and physiology, microbiology, and nutrition as the basis for understanding pharmacological concepts. The pivotal role and responsibilities of the nurse, including consideration of the impact of information and communication technologies, will be examined in relation to the collaborative nature of medication management. (Offered in fall semester)

NUR 316. Mental Health

(4-3-5)

Prerequisites: All Semester 1 courses.

This course provides a theoretical foundation for providing holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate mental health nursing care. The course explores alterations in mental health, integrating nursing care with psychopathology and psychopharmacology to promote optimal health promotion. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients with mental health needs. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Offered in spring semester)

NUR 317. Adult Health I

(5-9-8)

Prerequisites: All Semester 1 courses.

This course prepares students to plan, deliver, and coordinate person-centered nursing care for adults in complex situations that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients in complex spheres of care. Quality and safety will be considered through the lens of a just culture. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Offered in spring semester)

NUR 403. Nursing Research

(3-0-3)

Prerequisites: All Semester 2 courses.

This course provides students with an understanding of the contributions of research and evidence-based practice processes to nursing practice and focuses on the pivotal role of

nurses in generating and disseminating evidence-based practice and research. Students will use information and technology resources to analyze and evaluate various forms of evidence and their application to healthcare. Course concepts will be examined through the lens of ethics, equity, and inclusivity as students work collaboratively to examine processes that advance the scholarship of nursing. (Blended format; Offered in fall semester)

NUR 404. Leadership and Role Practicum (4-9-7)

Prerequisites: All Semester 3 courses.

This course engages the student in leadership and management responsibilities that form the professional identity of the registered nurse as designer, manager, coordinator, and provider of evidence-based patient care in multiple spheres of care. Students will practice clinical judgment, engage in teams, and maintain a just culture in accordance with system-based standards. Students will explore components of healthcare related to quality, safety, informatics, evidence-based practice, organizational structure, career planning, and professional role transition. This course contains clinical and didactic components. (Blended format; Offered in spring semester)

NUR 405. Care of the Infant and Child (4-3-5)

Prerequisites: All Semester 3 courses.

This course addresses the provision of person-centered care to infants, children, and adolescents that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Emphasis is placed on the integration of developmental theories and family-centered care when providing nursing care to well and ill infants and children in multiple spheres of care. Students will explore the social determinants of health, as well as the impact of culture and advocacy on the health and well-being of this population. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Offered in spring semester)

NUR 407. Care of the Childbearing Family (4-3-5)

Prerequisites: All Semester 2 courses.

This course addresses the provision of person-centered care to childbearing families that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Emphasis is placed on the collaborative nursing management of low and high risk antepartal, intrapartal, postpartal, and newborn populations in multiple spheres of care. Students will explore the social determinates of health, as well as the impact of culture, and advocacy on the health and well-being of the childbearing family. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Offered in fall semester)

NUR 408. Adult Health II (5-12-9)

Prerequisites: All Semester 2 courses.

This course expands upon concepts essential for students to plan, deliver, and coordinate person-centered nursing care for adults in complex situations that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients in complex spheres of care. Quality and safety will be considered through the lens of a just culture. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Offered in fall semester)

NUR 409. Population Health Nursing

(2.5-1.5-3)

Prerequisites: All Semester 3 courses.

This course focuses on promoting health from the individual level to that of the global community through knowledge and utilization of population health principles. Structural inequities, regulatory standards, and social determinants of health will be explored through a systems perspective. Health equity is addressed in the context of current national, international, and global health initiatives. Specific population health strategies will be applied to highlight the role of the nurse in health policy and other policy development. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course. (Blended format: Offered in spring semester)

Required Second Degree Prelicensure Accelerated BSN Track Nursing Courses (Blended)

NURA 301. The Essentials of Professional Nursing Practice: Professional Role Formation I

(.5-0-.5)

Prerequisites: Admission to the Accelerated BSN Track.

This course is part of a series of four courses dedicated to promoting professional role and identity formation. As the first course in this series, Professional Role Formation I is focused on the introduction of foundational concepts and core values of nursing as a discipline and a profession. This course will explore nursing as a profession and the image of nursing. This course will specifically address knowledge, skills, and attitudes that support the development of a learning ethos. The course explores historical and contemporary theories and models in nursing to form a basis for person-centered care.

NURA 302. The Essentials of Professional Nursing Practice: Professional Role Formation II

(.5-0-.5)

Prerequisites: All Semester 1, Session 1 courses.

This course is part of a series of four courses dedicated to promoting professional role and identity formation. As the second course in this series, Professional Role Formation II focuses on the development of an appreciation of the impact social determinants of health, structural and policy issues, ethical tenets, legal constraints, advocacy strategies and other population-based issues have on healthcare delivery.

NURA 303. The Essentials of Professional Nursing Practice: Fundamentals of Nursing Care

(4-2-5)

Prerequisites: Admission to Accelerated BSN Track.

This course provides an integrated framework of nursing practice which incorporates foundational concepts, processes, and nursing skills. This course introduces person-centered nursing care for diverse populations, and will explore advocacy, quality, safety, health promotion, and wellness strategies to create the underpinnings for professional practice. In the simulated and actual complex health care setting, students will use clinical reasoning and judgment to deliver evidence-based nursing care.

NURA 304. The Essentials of Professional Nursing Practice: Health Assessment

(1-2-2)

Prerequisites: Admission to Accelerated BSN Track.

This course introduces foundational concepts and techniques of a clinically-relevant, holistic health assessment and the associated documentation. A participatory approach lends itself to exploring structures that heighten risk and emphasizes the nurse's pivotal role in assessments, judgments, and decisions in the planning of person-centered care.

NURA 305. The Essentials of Professional Nursing Practice: (4-2-5)
Mental Health Nursing

Prerequisites: All Semester 1, Session I courses.

This course provides a theoretical foundation for providing holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate mental health nursing care. The course explores alterations in mental health, integrating nursing care with psychopathology and psychopharmacology to promote optimal health promotion. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients with mental health needs. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course.

NURA 306. The Essentials of Professional Nursing Practice: (3-2-4)
Population Health Nursing

Prerequisites: All Semester 1, Session I courses.

This course focuses on promoting health from the individual level to that of the global community through knowledge and utilization of population health principles. Structural inequities, regulatory standards, and social determinants of health will be explored through a systems perspective. Health equity is addressed in the context of current national, international, and global health initiatives. Specific population health strategies will be applied to highlight the role of the nurse in health policy and other policy development. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course.

NURA 307. The Essentials of Professional Nursing Practice: (1-0-1)
Pharmacology I

Prerequisites: All Semester 1 courses.

This course explores basic principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and ethnopharmacology as they relate to system-based disease processes addressed in Adult Nursing Science I. The student will draw on knowledge from anatomy and physiology, microbiology, and nutrition as the basis for understanding pharmacological concepts. The pivotal role and responsibilities of the nurse, including consideration of the impact of information and communication technologies, will be examined in relation to the collaborative nature of medication management.

NURA 308. The Essentials of Professional Nursing Practice: (5-6-8)
Adult Nursing Science I

Prerequisites: All Semester 1 courses.

This course prepares students to plan, deliver, and coordinate person-centered nursing care for adults in complex situations that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients in complex spheres of care. Quality and safety will be considered through the lens of a just culture. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course.

NURA 401. The Essentials of Professional Nursing Practice: (.5-0-.5)
Professional Role Formation III

Prerequisites: All Semester 2, Session I courses.

This course is part of a series of four courses dedicated to promoting professional role and identity formation. As the third course in this series, Professional Role Formation III

focuses on the components of healthcare related to quality and safety within a just culture, communication and information technologies, and evidence-based practice.

NURA 402. The Essentials of Professional Nursing Practice: (3.5-0-3.5)
Professional Role Formation IV

Prerequisites: All Semester 3, Session I courses.

This course is part of a series of four courses dedicated to promoting professional role and identity formation. As the fourth and final course in this series, the emphasis in Professional Role Formation IV is on components of healthcare related to leadership, organizational structure, a systems perspective, career planning, and professional role transition.

NURA 403. The Essentials of Professional Nursing Practice: (4-2-5)
Nursing Care for Infants-Children

Prerequisites: All Semester 2, Session I courses.

This course addresses the provision of person-centered care to infants, children, and adolescents that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Emphasis is placed on the integration of developmental theories and family-centered care when providing nursing care to well and ill infants and children in multiple spheres of care. Students will explore the social determinants of health, as well as the impact of culture and advocacy on the health and well-being of this population. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course.

NURA 404. The Essentials of Professional Nursing Practice: (4-2-5)
Nursing Care for the Childbearing Family

Prerequisites: All Semester 2, Session I courses.

This course addresses the provision of person-centered care to childbearing families that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Emphasis is placed on the collaborative nursing management of low and high risk antepartal, intrapartal, postpartal, and newborn populations in multiple spheres of care. Students will explore the social determinates of health, as well as the impact of culture, and advocacy on the health and well-being of the childbearing family. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course.

NURA 405. The Essentials of Professional Nursing Practice: (2-0-2)
Evidence-Informed Practice in Nursing

Prerequisites: All Semester 3, Session I courses.

This course provides students with an understanding of the contributions of research and evidence-based practice processes to nursing practice and focuses on the pivotal role of nurses in generating and disseminating evidence-based practice and research. Students will use information and technology resources to analyze and evaluate various forms of evidence and their application to healthcare. Course concepts will be examined through the lens of ethics, equity, and inclusivity as students work collaboratively to examine processes that advance the scholarship of nursing.

NURA 407. The Essentials of Professional Nursing Practice: (1-0-1)
Pharmacology II

Prerequisites: All Semester 2 courses.

This course explores basic principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and ethnopharmacology as they relate to system-based disease processes addressed in Adult Nursing Science II. The student will draw on knowledge

from anatomy and physiology, microbiology, and nutrition as the basis for understanding pharmacological concepts. The pivotal role and responsibilities of the nurse, including consideration of the impact of information and communication technologies, will be examined in relation to the collaborative nature of medication management.

NURA 408. The Essentials of Professional Nursing Practice: (6-6-9)
Adult Nursing Science II

Prerequisites: All Semester 2 courses.

This course expands upon concepts essential for students to plan, deliver, and coordinate person-centered nursing care for adults in complex situations that is holistic, individualized, ethical, caring, evidence-based, and developmentally appropriate. Inequities, health disparities, and social determinants of health will be explored through a systems perspective that considers the role of the nurse in advocating for patients in complex spheres of care. Quality and safety will be considered through the lens of a just culture. The continued development of clinical judgment, professional identity, and leadership capacity will be facilitated through didactic and clinical components of the course.

NURA 409. The Essentials of Professional Nursing Practice: (0-8-4)
Role Practicum

Prerequisites: All Semester 3, Session I courses.

This course engages the student in leadership and management responsibilities that form the professional identity of the registered nurse as designer, manager, coordinator, and provider of evidence-based patient care in multiple spheres of care. Students will practice clinical judgment, engage in teams, and maintain a just culture in accordance with system-based standards. Students will explore components of healthcare related to quality, safety, informatics, evidence-based practice, organizational structure, career planning, and professional role transition.

Required RN-BSN Completion Track Nursing Courses

NURN 301. Nurse as a Scholar I (1-0-1)

Prerequisites: Admission to RN-BSN Completion Track.

This course builds competencies necessary for professional academic success. An emphasis is placed on proficiency with current technology, scholarly writing and collaboration within an online professional community. (Offered fall, spring, and summer semesters)

NURN 302. Human Pathophysiology and Pharmacological (4-0-4)
Principles

Prerequisites: Admission to RN-BSN Completion Track.

This course builds upon knowledge from the liberal arts and sciences to examine pathophysiological and pharmacological disease concepts across the lifespan to inform nursing practice. Course concepts provide the basis for interpretation and analysis of signs and symptoms within a framework of health and illness. (Offered fall semesters)

NURN 303. Professional Identity in Nursing (3-0-3)

Prerequisites: Admission to RN-BSN Completion Track.

This course focuses on the evolution of nursing as a distinct discipline and profession. Emphasis is placed on the impact of nursing within a dynamic healthcare environment. Students explore a breadth of perspectives of historians and current writers to critically analyze the position of contemporary nursing. (Offered fall semesters)

NURN 304. Nursing Concepts & Theories in Health and Illness (3-0-3)

Prerequisites: Admission to RN-BSN Completion Track.

This course is designed to facilitate the development of a theory-based practice in caring for patients and families in health and illness. Emphasis is placed on the application of research findings and frameworks for nursing practice. Selected concepts and theories across the life span will be explored. (Offered fall semesters)

NURN 305. Health Assessment

(2.5-1.5-3)

Prerequisites: Admission to RN-BSN Completion Track.

This course examines multiple dimensions of holistic and culturally sensitive assessment by building upon and enriching prior knowledge and clinical experience. Emphasis is on refining therapeutic communication, systematic strategies, frameworks, and skills used to conduct health assessments of individuals across the lifespan. Analysis of physical findings, health behaviors, and health risk factors associated with lifestyle, genetic, and environmental influences serve as a basis for clinical decision making. (Offered spring semesters)

NURN 306. Health Policy for Professional Nursing Practice

(2-0-2)

Prerequisites: Admission to RN-BSN Completion Track.

This course examines legislative and regulatory healthcare policies and regulations that influence scope of practice nursing practice and patient care services. Emphasis is placed on nursing's role in quality and safety, social and public policies, access and equity with consideration for vulnerable populations, and healthcare finances. Legal and ethical implications will be analyzed in relation to professional and patient advocacy. (Offered fall semesters)

NURN 401. Leadership in Nursing

(3-0-3)

Prerequisites: Admission to RN-BSN Completion Track.

This course focuses on the leadership and management theories and responsibilities inherent in the roles of the registered nurse as designer, manager, coordinator, and provider of patient care. Content emphasizes the synthesis of concepts basic to organizational and systems leadership, clinical reasoning, interprofessional communication, patient safety, quality improvement, and evidence based practice. (Offered spring semesters)

NURN 402. Leadership in Nursing Practicum

(0-3-1)

Prerequisites: Admission to RN-BSN Completion Track.

Co-requisite: NURN 401.

This course focuses on the clinical application of leadership and management theories and responsibilities inherent in the roles of the registered nurse as designer, manager, coordinator, and provider of patient care. Emphasis is placed on the demonstration of organizational and systems leadership, clinical reasoning, interprofessional communication, patient safety, quality improvement, and evidence based practice. (Offered spring semesters)

NURN 403. Population and Global Health

(4-0-4)

Prerequisites: Admission to RN-BSN Completion Track.

This course focuses on the role of the nurse in community assessment, health promotion, and disease prevention for optimizing the health of communities and populations. Emphasis is placed on determinants of health, vulnerable populations, epidemiologic principles, emerging and infectious diseases, and emergency preparedness. (Offered summer semesters)

NURN 404. Population and Global Health Practicum

(0-3-1)

Prerequisites: Admission to RN-BSN Completion Track.

Co-requisite: NURN 403.

This course focuses on the clinical application of community assessment, health promotion, and disease prevention strategies for optimizing the health of communities and populations. Emphasis is placed clinical decision making related to determinants of health, vulnerable populations, epidemiologic principles, emerging and infectious diseases, and emergency preparedness. (Offered summer semesters)

NURN 405. Methods & Critical Appraisal for Evidence Based Practice (3-0-3)

Prerequisites: Admission to RN-BSN Completion Track.

This course focuses on the development of an evidence-based practice. Based on a basic understanding of nursing research processes, students appraise research findings from nursing and other disciplines for clinical practice. Emphasis is placed on examination of current nursing practice problems from an evidence perspective with the potential to affect both quality and safety, and to improve patient outcomes. (Offered spring semesters)

NURN 406. Informatics for Quality and Safety (3-0-3)

Prerequisites: Admission to RN-BSN Completion Track.

This course explores the application of clinical information systems, information management, and patient care technologies to improve patient care outcomes and create a safe care environment. Emphasis is placed on the concepts of health analytics, health literacy, confidentiality, telecommunication technology, error prevention, and interprofessional care coordination in clinical decision making for nurses. (Offered spring semesters)

NURN 410. Nurse as a Scholar II (1-0-1)

Prerequisites: Nurse as a Scholar I.

The purpose of this course is to provide opportunities to integrate concepts from the BSN curriculum and apply to professional practice. Emphasis is placed on the development and implementation of a baccalaureate capstone project. (Offered fall, spring, and summer semesters)

Elective Nursing Courses

NUR 309. Critical Thinking in Nursing I (2-0-2)

Prerequisites: Admission to the undergraduate nursing program.

The purpose of this course is to promote professional development by improving critical thinking and study skills for successful matriculation through the nursing program. This course is structured to assist the student with personal, professional and academic development. It focuses on the transition from core academic preparation to professional nursing courses. Emphasis is on facilitating student use of appropriate resources to foster success in test-taking, critical thinking, professional development and overall academic success. (Offered in fall semester)

NUR 311. Critical Thinking in Nursing II (2-0-2)

Prerequisites: None

The purpose of this course is to promote professional development by improving critical thinking and study skills for successful matriculation through the nursing program. This course is structured to assist the student with personal, professional and academic development. It focuses on the transition from core academic preparation to professional nursing courses. Emphasis is on facilitating student use of appropriate resources to foster success in test-taking, critical thinking, professional development and overall academic success. (Offered in fall and spring semesters)

NUR 415. Global Health Practices (3-0-3)

Prerequisite: Acceptance to Mercer on Mission.

This course introduces global health concepts and the network of organizations collaborating to advance health care internationally. Emphasis will include the global burden of disease, determinants of health, and importance of an interprofessional approach to health care delivery. The impact of global health care delivery systems, health care economics, and the political process on the health of individuals and populations will be explored within the context of an experiential learning opportunity involving members of the community. (Offered in summer semester)

NUR 416. Health Systems and Policies

(3-0-3)

Prerequisite: Acceptance to Mercer on Mission.

The purpose of this course is to provide the student with an overview of global health systems, the influence on health outcomes, and the relevance to the evolving health system within the United States. The student will examine contemporary health care issues related to access and disparity, health care professions, health care facilities, and government health care programs as well as policy changes that have historically impacted U. S. healthcare. Outcomes will focus on providing culturally competent care. The student will examine health trends, issues, policies, and practices within the context of a hands-on experiential learning opportunity. (Offered in summer semester)

NUR 499. Independent Study

(variable credit hours)

Course outcomes and content are developed by the student in collaboration with a nursing faculty member having expertise and interest in the student's desired area of study.

The Stetson-Hatcher School of Business

Julie A. Petherbridge, Ph.D., *Dean/Associate Professor*

Jeremy Bennett, Ph.D., *Associate Dean/Associate Professor, Atlanta Campus*

Vijaya Subrahmanyam, Ph.D., *Associate Dean/ Professor, Atlanta Campus*

Tammy N. Crutchfield, Ph.D., *Associate Dean/Professor, Macon Campus*

Charles H. Andrews, Walt W. Austin, G. Russell Barber, Jr., William Carl Joiner, M. B. Neace, Austin C. Schlenker, and Lloyd J. F. Southern, *Professors Emeriti*

Jordan M. Blanke, James. L. Hunt, Allen K. Lynch, Gina L. Miller, Etienne Musonera, Faye A. Sisk, *Professors*

Elizabeth Chapman, Marko Horn, Nicholas Marudas, Arnab Nayak, Geoffrey Ngene, Myriam Quispe-Agnoli, Robi Ragan, Antonio Saravia, and Nikanor Volkov, *Associate Professors*

Andrés Marroquín, *Associate Professor of Practice in Economics*

Ehsan Ahmadi, Laura Boman, Blake D. Bowler, Juanita K. Forrester, Charles A. Lambert, Greg McAmis, Agnieszka Shepard, Briana Stenard, Rui Sun, Kenneth Tah, and Ronald Tsang, *Assistant Professors*

Jasna Marker, *Assistant Professor of Practice in Finance and Accounting*

Sean S. Chen, John W. Gordon, Stephanie Howard, and Stephanie B. Morris, *Lecturers*

The Mission of Mercer University's School of Business

Mission Statement

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

The fulfillment of SHSB's mission is guided by its strategic plan, SHSB Aspires! In short, SHSB aspires to be a highly respected professional school of Mercer University, known for its work in entrepreneurship and economic development, its unique experiential offerings to students, and its top-quality academic programs. We foresee that our committed and engaged faculty, staff and alumni, in combination with attentive student services, make SHSB an excellent choice for high caliber business students – and our graduates, a top choice for employers.

Accreditation

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

Code of Conduct

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

Undergraduate Degrees

The School of Business offers the Bachelor of Business Administration (BBA) degree, with majors in Accounting, General Business, Human Resource Management, Management, Marketing, and Supply Chain Management.

Graduate Degrees

Information on the **Master of Business Administration, Professional Master of Business Administration for Innovation, Master of Accountancy, Master of Science in Business Analytics and Master of Science in Integrative Business** programs and **Graduate Certificates in Compliance, Regulation and Analytics in Fintech; Diversity, Equity and Inclusion Management; Entrepreneurship and Innovation; Healthcare Business Management and Analytics; and Women in Leadership** programs are published in the Graduate Section of this catalog.

Study Abroad Program

The School of Business Study Abroad Program offers students an excellent opportunity to study different cultural and organizational perspectives and to explore their effects on business concepts and practices. This international experience, taken as BUS 413 (for undergraduate students) or BUS 620 (for graduate students)-Business Studies Abroad, which carries three (3) hours of credit in International Business. The study abroad program includes lectures in international management, marketing, finance, and law; cross-cultural simulations; and visits to varied public and private sector organizations in locations around the world. Interested students should contact the program director for specific information.

International Student Services

The SHSB provides information to international students about government regulations concerning F-1 Student Visas. International Students are encouraged to seek assistance from the International Student and Scholar Advisor in the Office of International Programs and the Office of International Recruitment and Student Success which coordinates regular advising and activities for international students.

The Special Consideration Programs for School of Business

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

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

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

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

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

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

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

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

SCP for the Juris Doctor/Evening MBA. To be considered for Juris Doctor/Evening MBA SCP, a student must be enrolled at the Walter F. George School of Law as a 1L (first-year) student, and must have an overall law school grade point average of 3.78 or higher.

UNDERGRADUATE PROGRAMS POLICIES AND PROCEDURES

Bachelor of Business Administration (BBA) Program

Admission

On Atlanta's Cecil B. Day campus, the School of Business offers the Bachelor of Business Administration (BBA) program. Selected general education courses usually taken in the freshman and sophomore years are available to students enrolled in SHSB.

Freshmen

Included in this category are applicants who have never previously attended a technical school, college, or university. Applicants must have received a high school diploma from a regionally accredited high school or passed the Test of General Educational Development (GED). Applicants who have passed the GED examination with a minimum score of 250 (exams taken prior to Jan. 1, 2002) or 2500 (exams taken after Jan. 1 2002) may be considered for admission. The following materials are required from applicants for admission:

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

Please note that only official transcripts and test scores are acceptable. Official documents must be received by the Admissions Office in a sealed envelope directly from a high school or testing agency. Test scores received on an official high school transcript are acceptable. An academic transcript from high school is required of each freshman applicant, regardless of the year of high school graduation. Generally, high school transcripts may be requested by contacting the board of education in the county where the high school is/was located. Official GED transcripts can be obtained by contacting the department of adult education in the state in which the exam was taken.

All entering first-time undergraduate freshmen must complete proficiency assessments conducted by the Office of Admissions. Accepted GED recipients with little or no previous college credit will be required to take UNIV 110 (The Culture of the University), FDLS 115 (Introductory Algebraic Procedures for Problem-Solving), and FDLS 130 (Language and Communication). If, as a result of the proficiency assessment scores, first-time freshmen are judged by their mentor to be ready for a higher-level writing or mathematics course, these courses may substitute for FDLS 115 or FDLS 130. All first-time freshmen must enroll in UNIV 110. First semester freshmen are limited to nine (9) hours for the first semester of enrollment.

All first-time freshmen will be assigned a faculty mentor, selected for his/her ability to work effectively with students new to the college experience. Financial counseling of entering first-time freshmen by the Financial Planning Office will continue as it relates to early draw down of/request for loan support. Please note that first-time freshmen on the Atlanta Campus and in the Regional Academic Centers may only enter the University during the fall and spring semesters.

Transfer Students

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

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

Students who do not meet the cumulative grade point average of 2.5, as stated above, but do have at least a 2.25 cumulative grade point average may be eligible for qualified admission status. Those students who have not completed all of the 36 hours in General Education requirements should work closely with the Office of Academic Affairs 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- 6300) to discuss options for completing the general education requirements.

Remedial or sub-collegiate courses are not accepted for transfer. The maximum credit allowable from all two-year colleges attended is 90 quarter hours or 64 semester hours. The maximum credit allowable from all institutions combined is 96 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 undergraduate Application for Admission.
2. A non-refundable application fee of \$25. \$100 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 institution accredited by an agency recognized by the U.S. Department of Education. (This includes students who already have a bachelor's degree but wish to work toward another undergraduate degree.)

Materials needed:

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

II. International Applicants

Students from countries other than the United States are an important part of the University community and are encouraged to apply. Merit-based and talent-based scholarships for international students are available to full-time undergraduate students studying on the Macon Campus.

Admission Policies for International Students

International students wishing to apply for admission may apply online via the Common Application or the Mercer Application. An application may be completed in any given semester at least three months prior to the intended date of enrollment. An application fee of \$50 is required. International students must meet the admission requirements listed below. This includes freshmen or first-time students, as well as transfer students.

Definition of an International Student

An F-1 (Student) Visa is required of all students who do not already have a visa, which permits study within the United States. An I-20 Form is issued to all accepted and approved international applicants. The I-20 Form is used to obtain the F-1 Visa. The University has been authorized under federal law to enroll non-immigrant alien students and to issue I-20 Forms.

English Language Requirements

Qualified students applying for undergraduate studies whose native language is not English may be eligible for admission into the University, if they can show proficiency in English. Proficiency is demonstrated through the TOEFL, IELTS, iTEP, or Duolingo assessments. Required minimal scores are:

TOEFL	80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL)
IELTS	6.5
iTEP	4.5
Duolingo	115.

Qualified students with scores below these minimums, or who have no TOEFL, IELTS, iTEP, or Duolingo score, may be conditionally admitted contingent upon their successful completion of English Language Institute (ELI) course(s) on the Atlanta campus. Placement testing is done upon arrival for conditionally admitted students who have no TOEFL score.

Refer to individual graduate and undergraduate school programs for international admission requirements. The English language ability of all students whose native language is not English will be evaluated upon arrival, for advising purposes.

Admission Standards for International Undergraduate Students

Full Admission

- Official high school transcript with a certified, notarized English translation or apostille conducted by an accredited translation service. The Office of International Recruitment and Student Success will establish the US Equivalency of foreign transcripts to determine an Admission's decisions. The Office of International Recruitment and Student Success maintains certification under The Association of International Credential Evaluation Professionals (TAICEP) and follows industry standards and practices set by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Alternatively, foreign credential evaluations certified by either the American Association of Collegiate Registrars and Admissions Officers (ACCRAO) or the National Association of Credential Evaluation Services (NACES) are accepted.
- Letter of Recommendation in English (maximum of three) from former teachers, colleagues, or professionals who can comment on the student's academic potential.
- Proof of English proficiency as demonstrated by acceptable SAT or ACT test scores [official TOEFL scores of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), or 550 PBT (paper based TOEFL)] or IELTS score of 6.5, iTEP Academic Plus score of 4.5 or Duolingo score of 115, or successful completion of Mercer University English Language Institute course

Conditional Admission

Students who are accepted conditionally must complete the English Language Institute. To be accepted conditionally, students must submit the following.

- Official high school transcript with a certified, notarized English translation or apostille conducted by an accredited translation service. The Office of International Recruitment and Student Success will establish the US Equivalency of foreign transcripts to determine an Admission's decisions. The Office of International Recruitment and Student Success maintains certification under The Association of International Credential Evaluation Professionals (TAICEP) and follows industry standards and practices set by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Alternatively, foreign credential evaluations certified by either the American Association of Collegiate Registrars and Admissions Officers (ACCRAO) or the National Association of Credential Evaluation Services (NACES) are accepted.

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

International Transfers

International transfer applicants must submit official transcripts for university-level work completed or attempted outside the United States, as well as official transcripts for courses taken in the United States. Mercer University can evaluate certified, notarized English translation or apostille documents from an accredited translation service to produce an admissions decision but will not produce a course-by-course evaluation for credit transfer. Students seeking to transfer credits from post-secondary institutions outside of the United States must submit all transcripts along with a course-by-course certified credential evaluation from an approved foreign credential evaluation agency. Approved agencies are members of the National Association of Credential Evaluation Services (NACES) or from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Mercer will perform an evaluation based on the course-by-course evaluation report received directly from one of the approved agencies and in accordance with the same guidelines as those for accredited institutions. Note: Students will not be awarded English credit from international institutions.

Students requiring NCAA Eligibility Center approval will be required to submit official transcripts in their native language in addition to official transcripts in English.

Deposits and Insurance

Accepted international students must pay the appropriate fees, which include a \$2,000 enrollment deposit and orientation fee drawn on a U.S. bank or U.S. dollar account or from a foreign account through Flywire, which is the university's preferred remittance service. Once enrolled, all F-1 and J-1 students must participate in the University Accident and Sickness Insurance Program, the cost of which is included in tuition fees. Coverage is for a 12-month period and is available for spouses and dependents of students. Exceptions can be made only if the student can present evidence of adequate, existing coverage.

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. Applicants should apply as a Non-Degree seeking undergraduate student.

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

Undergraduate Transfer and Equivalency Credit Policies

The following policies concern academic credit transferred from other institutions accredited by an agency recognized by the U.S. Department of 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.
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, and FIN 362, taken at a two-year institution can be obtained by:
 - a. Taking the CLEP test (if available) and earning a score of 50 or above, or,
 - b. Taking an upper division course (300 or 400 level) in the same discipline and passing with a grade of C or better. This would validate the lower division course work, thereby satisfying the core requirement. Validation of the course does not reduce the number of upper division hours needed to graduate.
4. Upper division credit will be granted for BUS 346, MKT 361 and MGT 363 taken at a two-year institution.

Advanced Placement, CLEP, and International Baccalaureate Credit

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

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

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

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

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

credit greater than 30 hours. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

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 an S-U basis.
2. No course in accounting, business, computer information systems, economics, finance, management or marketing may be taken on an S-U basis, unless the course is graded on a non-optional S-U basis.

Courses taken which are graded on a non-optional 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 major. A maximum of 6 hours of additional special topics credit may be taken outside the major but within the School.

Recognition of Scholarship

President's List and Dean's List

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

	Minimum Normal Letter Graded* Hours	Required Semester GPA
President's List	12	4.00
Dean's Lists	12	3.55
Dean's Lists	8	3.66
*Letter Grades: A, B+, B, C+, C, D, or F		

Inclusion is subject to the following additional conditions:

1. No grades below C.
2. Grades of Satisfactory on all Satisfactory/Unsatisfactory graded work in excess of the minimum normal letter graded hours.
3. Students who have been found responsible for an Honor Code violation are not eligible for either list for the term in which the violation occurred.

Beta Gamma Sigma

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

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

Graduation with Honors

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

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

School Honors at Graduation

Honors may be earned independently from overall undergraduate honors (cum laude, magna cum laude, summa cum laude). The School 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 major. (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 major at Mercer and at other institutions from which credit is received.)

Academic Warning, Probation, and Suspension

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

Exceptions and Appeals

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

Academic Internships

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

Non-Degree Seeking Policy

Applicants from an institution accredited by an agency recognized by the U.S. Department of Education who wish to take courses may apply as non-degree seeking students and take courses for which they are eligible. Please be aware that non-degree students do not receive a transfer evaluation of previous coursework. Non-degree seeking students aren't planning to get a degree from the university. They may already have a degree and need some specific courses, or they might be taking courses solely for their own personal satisfaction, enrichment, or professional development. They may get assigned an adviser but there are no course requirements other than prerequisites for particular courses. Often, they are taking courses for the purpose of transferring them somewhere else immediately (transient student).

Enrollment as a non-degree student is subject to approval by the Office of Admissions provided the student is in good academic standing at the last institution attended. Registration is on a space-available basis and will require SHSB approval. Applicants who have been denied admission as a degree-seeking student or who missed the deadline for submitting a degree-seeking application will not be considered for enrollment as a non-degree student.

Coursework taken as a non-degree student carries no degree credit. Up to 12 semester hours earned as an undergraduate non-degree student may be applied toward an undergraduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification. Up to 9 semester hours earned as a graduate non-degree student may be applied toward a graduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification provided that a grade of "B" (3.0) or better has been achieved. Non-degree students must adhere to the same academic rules that govern degree-seeking students (i.e., application deadlines, fees, drop/add, withdrawals, grading, retention policies, etc.).

Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student.

Undergraduate Degree Requirements

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

1. A minimum of 120 semester hours of academic courses with a cumulative grade point average of at least 2.0.
2. A minimum cumulative grade point average of 2.25 in all business courses taken, either at Mercer or transferred from other institutions.
3. A minimum cumulative grade point average of 2.25 in the hours taken for a major, to include courses transferred from other institutions.
4. Completion of the general education requirements.
5. Completion of the mathematics, statistics, communication, and computer science courses required for the major earned.
6. Completion of the courses required in the Business Core.
7. Completion of the courses and any other requirements for a major.
8. Completion of a minimum of 32 hours from Mercer University, 30 semester hours from the School of Business. Students may count all economics courses taken in the School of Business toward meeting this requirement. Courses taken at another school or college of Mercer University, which meet the requirement of a business core curriculum course, or count toward a major in the BBA degree, will count toward meeting this minimum 30 semester hour requirement. MGT 498 must be taken in residence.
9. Students must complete a minimum of 12 credit hours at the 300-400 level between the business core and major requirements.;
10. Complete the Senior Assessment Examination.
11. The recommendation of the faculty.

CURRICULUM

Students seeking the Bachelor of Business Administration degree must successfully complete the general education requirements, two mathematics courses, one communication course, one computer science course, twelve business core curriculum courses, and major requirements.

General Education Requirements (48 hours) [SHSB Atlanta, Douglas, Henry, and Online]

Communication (12 hours):

Written Communication (6 hours): LBST 175 & LBST 180; or English Composition I & II

Oral Communication (3 hours): COMM 171; or any other comparable transfer course

Other Communication (3 hours): INSY 102; or any other comparable transfer course

Religion (3 hours):

RELG 110; RELG 120; RELG 130; RELG 220; RELG 225; RELG 356; or any other comparable transfer course

Humanities/Fine Arts (9 hours):

Literature (3 hours): LITR 207; LITR 247; LITR 277; LITR 334; or any other comparable transfer course

History (3 hours): HIST 101; HIST 102; HIST 201; HIST 202; HIST 200; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; or any other comparable transfer course

Fine Arts or Philosophy (3 hours): ARTH 101; COMM 104; LBST 250; LBST 255; MUSC 150; PHIL 215; SCLT 201; or any other comparable transfer course

Behavioral/Social Science (3 hours)

PSYC 111; SOCI 111; or any other comparable transfer course

Quantitative Reasoning (6 hours)

MATH 130 and MATH 220; or any other comparable transfer courses

Scientific Reasoning (including a lab) (3 hours)

BIOL 101; BIOL 105; ENVS 210; ENVS 215; PHYS 106; PHYS 220; PHYS 225; SCIE 215; SCIE 220; or any other comparable transfer course (excluding SCIE 100 or its equivalent)

Additional Requirements (12 hours):

Any three additional courses from those listed above; or from higher-level courses from those disciplines listed above; or any foreign language courses (9 hours)

COMM 270 (3 hours)

Business Core Curriculum (36 hours)

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

ACC 204, 205

BUS 346

BUS 349

BUS 350, MGT 382

ECN 150, 151

FIN 362

MGT 363

MKT 361

MGT 498

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

Majors**Accounting Major****(21 Hours)**

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

ACC 371 Intermediate Financial Accounting I

ACC 372 Intermediate Financial Accounting II

ACC 375 Tax Accounting
ACC 431 Auditing
ACC 436 Advanced Accounting

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

General Business Major (18 hours)

The Bachelor of Business Administration degree program enables students to develop the administrative, analytical, decision-making, communication and computer skills necessary to succeed in today's managerial driven world. The General Business Major allows students greater flexibility in selecting courses that correspond to life and career goals. Students must complete a minimum of 12 credit hours at the 300-400 level between the business core and major requirements.

Students may create their own area of study by selecting six 100-400 level courses from one or more business disciplines (ACC, BUS, ECN, FIN, MGT, or MKT). Some example areas of study are: accounting, business administration, finance, financial resources management, management, marketing, or other areas as designed by the student.

Human Resource Management Major (18 Hours)

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

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

In addition, students must complete two additional 100-400 level courses from any business discipline (ACC, BUS, ECN, FIN, MGT or MKT).

Management Major (21 hours)

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

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

In addition, students must complete two (2) additional courses, which may include 100-400 level Management (MGT) courses and/or BUS 348 Employment Law and/or FIN 471 Mergers and Acquisitions and/or MKT 475 Marketing Management and/or additional courses as approved by academic advisor.

Marketing Major (21 hours)

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

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

In addition to the four required courses, majors must choose nine additional hours from the following courses: any MKT course numbered 400 or higher, MGT 427 Entrepreneurship, or MGT 420 Event Management. Courses should be selected in

consultation with the student's academic advisor. No more than 3 credit hours can be earned in special topics or individualized research courses.

Supply Chain Management Major (24 hours)

Students may choose to major in Supply Chain. The four (5) required courses are:

MGT 382 Production Operations Management
ISE 362 Production Planning and Control
ISE 456 Supply Chain and Logistics
MGT 415 Global Operations Management
MGT 425 Logistics Management

Two additional courses from the following list

ISE 403 Modeling and Simulation
ISE 443 Project Management
MGT 477 Special Topics in Management

Free Electives (15-18 hours)
Total Graduation Requirements (120 hours)

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

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

Minors for Students Not Pursuing the B.B.A. Degree

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

The requirements for a minor in Business Administration are: ECN 150 or ECN 151, ACC 204, MGT 363, MKT 361, and one other course selected from the curriculum of the school. The fifth course should be selected in consultation with a faculty member in the school. The requirements for a minor in Marketing are: MKT 361, MKT 415, MKT 475, and MKT 442. Entry into 300- or 400-level courses normally is limited to juniors and seniors.

COURSES OF INSTRUCTION

Courses indicated by (MAC) at the end of the description normally are offered only on the Macon campus. Courses indicated by * at the end of the description are normally offered at least once during each academic year. Courses indicated by ** are offered occasionally.

ACCOUNTING (ACC)

ACC 204. Introductory Financial Accounting (3 hours)

Prerequisite: CSC 125 or INSY 102 recommended.

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

ACC 205. Introductory Managerial Accounting (3 hours)

Prerequisite: ACC 204.

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

ACC 371. Intermediate Financial Accounting I (3 hours)

Prerequisites: ACC 204 and 205.

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

ACC 372. Intermediate Financial Accounting II (3 hours)

Prerequisite: ACC 371.

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

ACC 375. Tax Accounting (3 hours)

Prerequisites: ACC 204 and 205.

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

ACC 377. Cost Accounting (3 hours)

Prerequisites: ACC 204 and 205.

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

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

Prerequisites: ACC 204 and 205.

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

ACC 421. Accounting Information Systems (3 hours)

Prerequisites: ACC 371.

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

ACC 431. Auditing (3 hours)

Prerequisites: ACC 371, MATH 220.

Corequisite: ACC 372 or consent of the instructor.

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

ACC 436. Advanced Accounting (3 hours)

Prerequisites: ACC 371, ACC 372.

A study of the theory and principles of accounting for pensions, accounting changes, leases, deferred taxes, business combinations, the preparation of consolidated financial statements, accounting for partnerships, and accounting for governmental and nonprofit organizations. *

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

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

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

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

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

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

ACC 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

BUSINESS (BUS)

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

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

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

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

Prerequisite: sophomore standing.

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

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

Prerequisite: BUS 346.

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

BUS 348. Employment Law (3 hours)

Prerequisite: BUS 346.

This course will explore the legal and ethical environment of the workplace. It will examine issues pertaining to the employment relationship, such as employment at will, wrongful discharge, arbitration agreements, covenants not to compete, nondisclosure agreements and privacy. It will discuss the many challenges regarding claims of discrimination,

including those of race, gender, affinity orientation, religion, national origin, age and disability. *

BUS 349. Management Information Systems (3 hours)

Prerequisite: CSC 125 or INSY 102.

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

BUS 350. Business Quantitative Analysis (3 hours)

Prerequisites: MATH 220 and MATH 130.

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

BUS 413. Business Studies Abroad (3 hours)

Prerequisites: ECN 441 or 444, or FIN 451, or MGT/MKT 472; or consent of the instructor. Travel to a foreign country would be required. This involves visitation to corporations, factories, banks and government organizations. Students are given a reading list and a basic book on international business as early as three months in advance and are required to attend lectures on different topics prior to the trip. A research topic will be chosen based on the student's interest or based on the itinerary presented by the coordinator of the studies abroad. Students will present their research to the class upon return to Atlanta/Macon. Usually faculty are invited to attend the presentations. Direct costs such as airfare, meals and lodging are added to normal tuition charges. *

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

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

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

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

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

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

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

Prerequisite: permission of instructor.

A study of selected topics in business and economics.**

BUS 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

ECONOMICS (ECN)

ECN 150. Principles of Microeconomics (3 hours)

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

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

ECN 151. Principles of Macroeconomics (3 hours)

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

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

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

(Cross-listed with FIN 301)

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

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

ECN 302. Intermediate Microeconomic Theory (3 hours)

Prerequisites: ECN 150, 151, MAT 191 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. (Mac)**

ECN 303. Intermediate Macroeconomic Theory (3 hours)

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

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

ECN 353. Introduction to Econometrics (3 hours)

Prerequisites: BUS 350, ECN 150, 151, MATH 220, 141 (or MATH 181 or MAT 191), and junior status (or permission of instructor).

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

ECN 432. Urban and Regional Economics (3 hours)

Prerequisites: ECN 150 and 151.

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

ECN 443. Labor Economics (3 hours)

Prerequisites: ECN 150 and 151.

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

ECN 444. International Economics and Finance (3 hours)

(Cross-listed with FIN 444)

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

The study of foreign exchange, international money markets and institutions, balance of payments problems, capital movements, foreign investment problems, and objectives of

international monetary policy. Credit for this course precludes also earning credit for either FIN 451 (International Finance) or ECN 441 (International Economics).*

ECN 452. Environmental Economics (3 hours)

Prerequisites: ECN 150 and 151.

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

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

Prerequisites: ECN 150 and 151.

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

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

Prerequisites: ECN 150 and 151.

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

ECN 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

FINANCE (FIN)

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

(Cross-listed with ECN 301)

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

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

FIN 362. Principles of Finance (3 hours)

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

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

FIN 404. Investments (3 hours)

Prerequisites: FIN 362 and MATH 220.

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

FIN 408. Financial Analysis (3 hours)

Prerequisites: FIN 362 and MATH 220.

An in-depth analysis in the application of financial tools and concepts to the problems of large corporations; emphasis on the process of decision-making as it applies to the

organization's requirements for funds and its management of those funds; extensive case analyzes required.**

FIN 444. International Economics and Finance (3 hours)

(Cross-listed with ECN 444)

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

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

FIN 451. International Finance (3 hours)

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

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

FIN 461. Security Valuation (3 hours)

Prerequisites: FIN 362 and STA 126 or MATH 220.

Valuing a firm's stock properly is one of the most challenging tasks in finance. This course provides an overview of the valuation techniques used by the security analysts. Topics covered include the fundamental common stock selection process, fundamental analysis, cash flow, relative valuation and financial forecasting. Students will be provided with an opportunity to apply their skills by valuing a firm's equity using the valuation techniques learnt in this course. (Mac)**

FIN 463. Corporate Finance (3 hours)

Prerequisites: FIN 362 and MATH 220.

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

FIN 465. Financial Institutions (3 hours)

Prerequisite: FIN 362.

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

FIN 471. Mergers and Acquisitions (3 hours)

Prerequisites: FIN 362; STA 126 or MATH 220.

This course will provide an introduction and an overview of mergers and acquisitions (M&A). Some of the topics to be covered in this course include: M&A environment, regulatory environment, corporate takeover market, M&A valuation and modeling, alternative business and restructuring strategies and financing M&A deals. (Mac)**

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

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

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

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

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

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

FIN 494. Honors Thesis

(1 hour)

Prerequisite: admission to the honors program.

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

MANAGEMENT (MGT)

MGT 363. Principles of Management

(3 hours)

Prerequisite: sophomore standing.

This course is an introduction to the critical management skills involved in planning, structuring, controlling, and leading an organization. It provides a framework for understanding issues involved in both managing and being managed. Students are introduced to the theory and practice for individual, group, and organizational influences on human behavior in relation to management in organizations. This course introduces students to specific topics such as leadership, motivation, job satisfaction, teamwork, organizational strategy, global management, innovation management, and human relations management. (Mac)**

MGT 382. Production/Operations Management

(3 hours)

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

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

MGT 420. Event Management

(3 hours)

Prerequisites: MGT 363 and MKT 361.

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

MGT 423. Organizational Behavior

(3 hours)

Prerequisite: MGT 363.

This is an advanced course which builds upon the organizational behavior topics introduced in Principles of Management (MGT 363). It enhances student's managerial and organizational skills by developing a sound understanding of organizational behavior. The focus of this course is on acquiring in-depth knowledge and developing interpersonal skills through the study and application of theories and concepts related to individual, group, and organizational dynamics. Specific topics include organizational culture, organizational commitment, job performance, leadership, motivation, job satisfaction, personality, conflict management, negotiations, stress, power, and team dynamics.*

MGT 424. Organization Theory

(3 hours)

Prerequisite: MGT 363.

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

MGT 427. Entrepreneurship (3 hours)

Prerequisites: MGT 363; MKT 361.

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

MGT 428. Leadership (3 hours)

Prerequisite: MGT 363

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

MGT 429. Human Resource Management (3 hours)

Prerequisite: MGT 363. MGT 423 recommended.

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

MGT 433. Labor-Management Relations (3 hours)

Prerequisite: MGT 363.

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

MGT 450. Total Quality Management (3 hours)

Prerequisite: MGT 363.

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

MGT 472. International Management and Marketing (3 hours)

(Cross-listed with MKT 472)

Prerequisites: MGT 363 and MKT 361.

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

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

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

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

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

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

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

MGT 494. Honors Thesis (1 hour)

Prerequisite: admission to the honors program.

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

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

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

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

MARKETING (MKT)

MKT 361. Principles of Marketing (3 hours)

Prerequisite: sophomore standing.

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

MKT 415. Marketing Research (3 hours)

Prerequisites: MKT 361; STA 126 or MATH 220.

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

MKT 417. Advertising (3 hours)

Prerequisite: MKT 361 and MKT 442.

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. (Mac)**

MKT 420. Professional Selling (3 hours)

Prerequisite: MKT 361.

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

MKT 422. Public Relations (3 hours)

Prerequisite: MKT 361.

Introduction to Public Relations for business provides practical and theoretical insights into the world of public relations. The goal of this course is to introduce students to the field

and familiarize them with fields' best practices to help organizations of any size build successful relationships with their stakeholders.**

MKT 430. Services Marketing (3 hours)

Prerequisite: MKT 361.

The U.S., as well as much of the world economy, is dominated by services. In the U.S. approximately 75% of the labor force, 70% of the GNP, 45% of an average family's budget, and 32% of exports are accounted for by services. Yet, business school courses traditionally have focused on the manufacturing sector of the economy. This course is designed for students who may be interested in working in service industries and will address the distinct needs and problems of service firms in the area of marketing. The primary theme of the course is that service organizations (e.g., banks, educational institutions, hospitals, hotels, professional services, transportation companies) require a distinctive approach to marketing strategy, both in its development and execution.

MKT 435. Marketing Promotion and Communication (3 hours)

Prerequisite: MKT 361.

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

MKT 437. Social Media Marketing (3 hours)

Prerequisite: MKT 361.

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

MKT 442. Consumer Behavior (3 hours)

Prerequisite: MKT 361.

This course examines behavioral science research findings, principles, and theories, especially those from psychology, sociology and anthropology. Specific topics include consumer motives, attitudes, expectations, involvement, culture, family influence, and consumer decision-making behavior. A variety of learning strategies are utilized to develop the skills necessary to develop creative marketing strategies that are applicable in specific consumer situations. *

MKT 472. International Management and Marketing (3 hours)

(Cross-listed with MGT 472)

Prerequisites: MGT 363 and MKT 361.

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

MKT 474. Marketing and Digital Analytics**(3 hours)**

Prerequisites: MKT 361 and MKT 415.

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

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

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

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

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

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

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

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

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

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

MKT 479. Brand Management**(3 hours)**

Prerequisites: MKT 361.

This course focuses on the study of how brands build loyalty and advocacy and how they use extendibility and expandability to strengthen their attributes while growing revenue and profitability. Special emphasis is placed on increasing the student's sensitivity to, and understanding of, consumers and their ever increasing expectations and how brands today must begin to create universes where consumers (aka "fans") can engage at will.

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

Prerequisite: admission to the honors program.

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

The Tift College of Education

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

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

Loleta D. Sartin, *Associate Dean/Associate Professor*

Mary Kay Bacallao, Penny L. Elkins, Jianhua Feng, Robert Helfenbein, and Kelly Reffitt, *Professors*

Sharon Murphy Augustine, Olivia Boggs, Lucy Bush, Sylvia Y. Cain, Carol A. Isaac, Margie W. Jones, Melissa A. Jurkiewicz, Sybil Anne Keesbury, Vicki L. Luther, Michelle Vaughn, James Vander Putten, and Jane West, *Associate Professors*

Karyn A. Allee, Cynthia Anderson, Nancy Atchison, Felicia Baiden, Flavio Campos, Susan O. Cannon, Brittney Castanheira, Deana Ford, Lucy Gitonga, Annemarie B. Kaczmarczyk, Jeffrey Keese, Sara Luke, Robbie J. Marsh, Susan Morrissey, S. Mia Obiwo, Leah Panther, Katherine Perrotta, Meenakshi Sharma, Matthew Sroka, Elaine Thurmond, and N. Jean Walker, *Assistant Professors*

Jan Johnson, Sheila Thompson, and Tracey Wofford, *Instructors*

Shannon Mitchell, *Director of Assessment*

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

April Strevig, *Director of Field Placement*

Nyesha Bowens, *Coordinator of Field Experience*

Mission

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

Goals

The College of Education will:

1. Reflect an understanding of education as a broad and lifelong process undergirded by the tradition of liberal learning.
2. Provide and promote academic programs that will respond effectively to geographic, professional, and cultural communities.
3. Cultivate a community of learning characterized by tolerance, compassion, mutual respect, and personal, social, and environmental responsibility.
4. Provide an academic environment that enhances the ability and faculty to synthesize theory and practice.
5. Develop a knowledge base and skills that enable students to interact effectively in a diverse, technologically complex society.
6. Create an environment for the development of critical thinking skills.
7. Create an environment that encourages consideration of viewpoints other than one's own, including viewpoints associated with other cultures and traditions.
8. Foster commitment to live as an engaged and informed citizen.
9. Foster reflection on one's life and learning experience.
10. Encourage a respect for intellectual and religious freedom.

College of Education Programs

Bachelor of Science in Education
Master of Arts in Teaching (see Graduate Programs)
Master of Education (see Graduate Programs)
Specialist in Education (see Graduate Programs)
Doctor of Philosophy (see Graduate Programs)

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

Undergraduate Programs

Note: Education undergraduate programs are listed as a convenience in this catalog. Students interested in enrolling must apply for admission with Mercer University's Regional Academic Centers or Macon. Please see the Regional Academic Centers catalog for additional information, including tuition and fees.

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

Early Learning and Development (Note: This program has a certification and a non-certification track for Birth-5 years of age.)

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

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

(Applications for the Middle Level BSSED in Macon are suspended for the 2022-2023 academic year.)

Secondary Education (6-12 grades certification) – Macon residential only

Non-Degree Seeking Students

Initial Teacher Certification-Only at the Undergraduate Level

Non-degree initial certification-only students are those students who have previously been awarded a bachelor's degree from a regionally accredited college or university in a major other than teacher education and plan to complete a teacher education undergraduate program of study at Mercer University in order that they might be eligible to apply for a Georgia teaching certificate. Initial certification-only programs are similar to the degree programs; however, students in the initial certification-only programs are classified as "non-degree seeking."

On the Atlanta campus, undergraduate initial certification-only programs of study are available for Elementary Education/Special Education General Curriculum.

To be admitted to the College of Education, initial certification-only students must hold a bachelor's degree from a regionally accredited university with a minimum cumulative GPA of 2.5 on a 4.0 scale. Courses necessary for meeting state certification requirements will be determined after a review of transcripts of all undergraduate work by the appropriate program coordinator/advisor. After initial certification-only students are admitted to the College of Education through the Regional Academic Centers Admissions Office, they should begin the process of seeking admission to the *Teacher Education Program* by contacting their College of Education Assistant Dean or Academic Advisor.

Satisfactory-Unsatisfactory Grading Option

Students seeking an undergraduate degree in the College of Education (regardless of grade average or year at Mercer) are permitted to take a maximum of two courses (6 credit

hours) per academic year on a satisfactory-unsatisfactory basis, in addition to those courses graded on a non-optional satisfactory-unsatisfactory basis, with the following restrictions:

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

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

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

Class Attendance

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

Declaration of a Major

Students should file a Declaration of Major Form with the registrar prior to completing 64 semester hours. Forms for declaring a major may be obtained from the Regional Academic Centers or online through the Registrar's Office.

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

Grade Appeals Policy

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. They may then appeal to the Assistant Dean of the department. If satisfaction is not achieved, the student may then wish to submit an appeal to the Grade Appeals Committee through the Associate Dean. Grade appeals must be initiated within thirty days after the grade has been issued.

College of Education General Education Requirements

General Education Requirements: General Education core requirements must include a minimum of 30 hours and at least one course (3 hrs.) in each of the six broad categories listed below.

Communication: Oral and Written (12 hrs.)

(both written and oral communication must be addressed)

LBST 175

LBST 180

COMM 171
INSY 102, LBST 275; LBST 280; COMM 370; or Any Foreign Language

Religion: (3 hrs.)

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

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

Group 1: COMM 251; GLEN 245; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; LITR 356; LITR 370

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

Behavioral/Social Sciences: (3 hrs.)

PSYC 111; SOCI 111; GEOG 301; GLEN 235

Quantitative Reasoning (3 hrs.)

MATH 129; MATH 130; MATH 140; MATH 160; MATH 220

Scientific Reasoning: (3 hrs.)

SCIE 100

Total Semester Hours: 30

NOTE: To determine students' skill levels in reading, writing, and mathematics, the University requires new students to take an advising test. Some exceptions apply. Information about the test can be obtained from the offices of the Regional Academic Centers.

FOUNDATIONS FOR LIBERAL STUDIES

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

Five courses comprise the foundations for liberal studies (course descriptions are included in the catalog under the College of Professional Advancement of Mercer University):

UNIV 110.	The Culture of the University
FDLS 115.	Introductory Algebraic Procedures for Problem-Solving
FDLS 130.	Language and Communication*
FDLS 150.	Principles of Self-Renewal
FDLS 170.	Fundamentals of Research Methods

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

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

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

TEACHER EDUCATION

The Conceptual Framework

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

TO KNOW

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

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

TO DO

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

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

TO BE

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

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

Purposes

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

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

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

CRITERIA AND PROCEDURES FOR ADMISSION TO TEACHER EDUCATION

All students must formally apply for admission to the Teacher Education Program. Because of the sequencing of courses and because of prerequisite courses for admission, a student should declare his or her specific major or certification intent in the College of Education and should meet with an advisor first semester of enrollment.

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

Admission to Teacher Candidacy

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

1. Have a cumulative undergraduate GPA of 2.5
2. Have taken and have earned no grade below a "C" in LBST 175 and LBST 180.

3. Have taken and have earned no grade below a "C" in the math core class.
4. Have passed all unrestricted education courses taken and have earned no grade below a "C" in any courses required for the major, including courses required for areas of concentration in middle level education.
5. Have completed the GACE Educator Ethics Assessment. (see www.gapsc.com).
6. Have declared a major in teacher education.
7. Have submitted an application for admission to Teacher Candidacy prior to registering for any restricted 300 and 400 level education courses.

Progression Policy

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

1. Maintain a cumulative GPA of 2.5 or higher.
2. Maintain a 2.75 GPA or higher in all education courses required for the major. In addition, candidates in the middle grades or secondary programs must maintain a 2.75 GPA or higher in area(s) of concentration.
3. Earn a "B" or higher in EDUC 283 Fundamentals of Special Education (3 hour) course.
4. Earn a Satisfactory "S" in all field experience courses. Please note that field experience placements must meet all diversity and grade band criteria.
5. Earn a "C" or higher in all other education courses. Candidates who receive a grade below "C" in more than two (2) education courses will be dismissed from the program. Only two (2) education courses with grades below "C" may be repeated, and no education course may be repeated more than one time. A candidate may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.
6. Apply for or hold a Georgia Professional Standards Commission (GaPSC) certificate (PreService, Waiver, or Non Renewable) by the end of the first semester.
7. Adhere to the Georgia Code of Ethics for Educators. Violations will be reported to the GaPSC.
8. Successfully complete all education courses and all content courses required for certification prior to being recommended for student teaching. Further, in order to be recommended for student teaching, a student may have no more than nine (9) hours of general education coursework to be completed in the term following student teaching.
9. Attempt the appropriate GACE Content Assessments:
 - Candidates must attempt the appropriate GACE content assessments (resulting in an official score on all parts of the assessments) before midterm in the final semester of program completion. A passing score is not required for program completion; however, a passing score is required for state certification.
10. Adhere to Program Key Assessments.

- Throughout the program, candidates are expected to complete a series of assessments that demonstrate their knowledge, skills, and dispositions. Each “key assessment” has criteria that must be mastered for a candidate to move forward and complete the program. Therefore, passing the program courses does not guarantee your continuance in the program; you must also meet the required criteria for the key assessment to continue to progress toward graduation in this certification program. More information about each key assessment will be provided in the respective course syllabus.

Recommendation for Certification

In order to be recommended for certification, a candidate must have:

1. Successfully met all Progression Policy criteria.
2. Successfully completed all program/degree requirements.
3. Passed the appropriate GACE Content Assessments.
4. Met all state requirements for certification.

Prior Learning Assessment

Mercer University will award Georgia public or private high school graduates who successfully completed the Georgia Department of Education’s approved program of study for Teaching as a Profession Pathway or Early Childhood and Care Education II Pathway up to four (4) college credit hours toward completing the B.S.Ed. coursework associated with the applicable degree program(s) identified below.

Information about the Teaching as Profession or Early Childhood and Care Education II Pathways is available at:

<https://www.gadoe.org/Curriculum-Instruction-andAssessment/CTAE/Pages/Education>.

Atlanta and Regional Academic Center Working Adult Undergraduate Programs

Elementary/Special Education

EDUC 220 – Foundations of Education (3 credits)

EDUC 398 – Fieldwork I (1 credit)

Early Learning and Development Program (hours may be earned from the Teaching as a Profession Pathway or the Early Childhood and Education II Pathway)

EDUC 220 – Foundations of Education (3 credits)

EDUC 398 – Fieldwork I (1 credit)

Middle Grades Education

EDUC 220 – Foundations of Education (3 credits)

EDUC 398 – Fieldwork I (1 credit)

Successful completion is defined as:

1. Passing one of the pathways three courses with a C or better: Teaching as a Profession Pathway: Examining the Teaching Profession, Contemporary Issues in Education, and Teaching as a Profession Practicum or Early Childhood and Care Education II Pathway: Early Childhood Education I, Early Childhood Education II, and Early Childhood Education Practicum

2. Completion of a portfolio as part of the Pathway's course requirements.
3. Passing of the approved statewide End of Pathway Assessment.

Credit will be awarded through Tift College of Education. Students without the required documentation should contact their high school and request the information be made available to the Mercer University Registrar.

Repeating Courses

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

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

Transfer Student Admission Policy

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

Teacher Education Field Experience

Field experience is an integral part of the Teacher Preparation Program. Each candidate is expected to complete field experiences in diverse settings and meet cluster requirements of their individual program plan. (See program plans for specific number of field experiences and cluster requirement information.) Field experiences are coordinated through the Office of Field Placement, and additional fees will be assessed for each field experience.

Candidates must do the following to be considered eligible for any field experience course:

- Meet with Advisor prior to applying for field experience courses.
- Obtain full admission to teacher education candidacy.
- Apply for field experience during the application period.
(The application system is open during specified dates each semester. Candidates are responsible for being aware of the application period and must apply during the semester PRIOR to the actual field experience. Check listserv messages and the Office of Field Placement section on the webpage often.)
- Hold a Pre-Service, Non-Renewable, or Waiver Certificate from the Georgia Professional Standards Commission (GaPSC).
- Obtain Tort Liability Coverage.
(All school systems with which Mercer University maintains a partnership for field experiences require a clear criminal history and liability insurance before the student may be placed in a school. Securing criminal history clearance and insurance coverage and maintaining both are the candidate's responsibility.)

Pre-Service Certification and Background Check (additional information)

Validity

The Pre-Service certificate is valid for as many as 5 years and may be extended at the request of the educator preparation provider. It is invalidated upon program completion, or if the candidate withdraws, transfers, or is removed from the program. A former candidate who re-enrolls in an educator preparation program may be issued a new 5-year Pre-Service certificate at the request of the provider. A current background check is required in this case.

Additional Notes

- The Pre-Service certificate is **not** a professional educator certificate. It allows the holder to participate in supervised field experience, clinical practice, student teaching, or residency work in Georgia schools;
- Holding a Pre-Service certificate does not automatically lead to Induction educator certification.
- Holding a Pre-Service certificate is not a pre-requisite to qualify for any other Georgia certificate. If you have already completed the student teaching portion of an educator preparation program, or if you will complete it outside of the state of Georgia, you need not apply for a Pre-Service certificate.

Liability Insurance

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

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

ELEMENTARY EDUCATION AND SPECIAL EDUCATION GENERAL CURRICULUM

The Elementary Education and Special Education General Curriculum Program is designed to prepare teachers to teach all students in grades P-5. Students participate in a variety of field-based experiences that provide experience in a range of P-5 grade levels.

Goals

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

parents, schools, and communities. An embedded reading endorsement is offered (EDUC 355, EDUC 380, and EDUC 463).

Program Outcomes

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

- I. TO KNOW: Content and Process**
 - 1. Understand the young child from a holistic perspective with an emphasis upon the cognitive, affective, and psychomotor domains as well as the child's environment. (Understanding)
 - 2. Acquire a knowledge base about various curriculum models and best practices. (Understanding)
 - 3. Appreciate the importance of community in working with all children and their diversity, including ethnic, language, cultural, socio-economic, disabilities, and gender. (Diversity)
- II. TO DO: Application**
 - 1. Construct and implement an integrated, developmentally appropriate curriculum for all areas of a child's development, including cognitive, emotional, social, and physical. (Practicing and Engagement)
 - 2. Demonstrate competency in developing and implementing a wide variety of diagnostic and assessment techniques and strategies. (Practicing)
 - 3. Integrate technological advances as a routine part of the curriculum. (Engagement)
- III. TO BE: Attitude**
 - 1. Know self as an individual and recognize one's point of growth along the continuum of teaching as an emerging, developing, and transforming educator. (Reflecting)
 - 2. Advocate for young children and their families. (Collaboration)
 - 3. Collaborate with other professionals, families and the broader community in planning and implementing instructional programs. (Collaboration)

**ELEMENTARY EDUCATION AND SPECIAL EDUCATION
GENERAL CURRICULUM**

B.S.Ed. Degree
120 Semester Hours
Requirements

General Education Requirements:..... 30 hours
Professional and Pedagogical Studies: 29 hours

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

Content Studies:..... 51 hours

EDUC 210.	Instructional Technologies for Teaching and Learning
EDUC 226.	Health, Nutrition, and Safety
EDUC 330.	Exploration of Learning Creative Arts
EDUC 358.	Nature of Learners with Special Needs
EDUC 375.	Language Arts and Literature
EDUC 378.	Children's Literature Across the Curriculum
EDUC 380.	Teaching Effective Reading and Writing Methods
EDUC 403.	Connecting the Home, School, and Community
EDUC 405.	Classroom Management
EDUC 421.	Science for All Learners
EDUC 428.	Content and Learning Social Studies
EDUC 450.	Intervention Strategies for Learners with Special Needs
EDUC 451.	Assessment and Evaluation in SPED and Elem Education
EDUC 463.	Literary Assessment, Diagnosis, and Intervention
EDUC 457.	Teaching Mathematics for Elementary Education: Number Sense & Operation
EDUC 458.	Teaching Mathematics for Elementary Education: Geometry, Measurement, & Data Analysis
EDUC 459.	Integrated Curriculum and Instruction

Electives: 10 hours

Portfolio 0 hours

TOTAL 120 semester hours

EARLY LEARNING AND DEVELOPMENT PROGRAM

The Bachelor of Science in Education degree, with a major in Early Learning and Development, is designed for individuals who wish to be non-certified to teach children from birth through five years of age or certified to teach birth to kindergarten in various settings. The certified track includes a Special Education Endorsement. The Early Learning and Development program will assist the student in acquiring a broad educational foundation that will prepare him or her for a profession in early learning and development. In addition to the broad educational foundation, the student will complete studies in Child Development, Observation and Assessment, and Child Care Administration. The Child Development studies will focus on knowledge of how typical and atypical infants, toddlers, and young children grow, develop, and learn. The Observation and Assessment studies will provide opportunities to know and use systematic observations, documentation, and other effective assessment strategies. The Child Care Administration studies will serve to provide education in the theory and practice of leadership/ management and human resource issues in child care centers and other early care and education settings.

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

1. To prepare early learning and development professionals.

Graduates of the Early Learning and Development program will be qualified for administrative, certified or non-certified teaching, or social service positions with childcare centers, Head Start programs, Pre-Kindergarten and kindergarten programs, infant/toddler care, social services agencies, and other facilities designed for the care and development of young children.

2. To help meet the growing demand for highly trained early learning and development education professionals in Georgia.

Leaders in the early care and education profession in Georgia consistently indicate the need for a larger body of educated professionals to fill teaching and administrative positions.

3. **To provide an alternative for early care and education employees seeking an undergraduate degree.**

Mercer University's Early Learning and Development degree program will provide opportunities for those employed in early care and education settings to achieve personal and professional growth as they pursue a Bachelor of Science in Education degree.

4. **To develop partnerships with early care and education settings, professional organizations, and community agencies.**

Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve the educational development of the community and state.

Early Learning and Development Program Outcomes

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

1. using understanding of typically and atypically developing young children's characteristics, needs, and multiple interacting influences on children's development and learning to create environments that are healthy, supportive, and challenging for all young children. **To Know, To Do**
2. understanding and valuing the importance and complex characteristics of children's culturally diverse families and communities; and using this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. **To Know, To Do**
3. influencing positively children's development and learning by understanding the goals, benefits, and uses of assessment; and knowing about and using systematic observations, documentation, and other effective assessment strategies in a responsible way and in partnership with families and other professionals. **To Know, To Do**
4. knowing, understanding, and using positive relationships and supportive interactions as the foundation for work with young children. **To Know, To Do**
5. knowing, understanding, and using a wide array of developmentally effective approaches, strategies, and tools to influence children's development and learning in positive ways. **To Know, To Do**
6. understanding the importance of each content area in young children's learning; knowing the essential concepts, inquiry tools, and structure of content areas, including academic subjects; and identifying resources to deepen understanding. **To Know, To Do**
7. using knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for all young children. **To Know, To Do**
8. using knowledge and resources to design and administer quality programs that encourage and support collaboration between families, child care professionals,

and community agencies concerned with the positive growth and development of all young children. **To Know, To Do**

9. identifying and conducting themselves as members of the elementary profession; knowing and using ethical guidelines and other professional standards related to elementary practice; becoming continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives of their work; making informed decisions that integrate knowledge from a variety of sources; and serving as informed advocates for sound educational practices and policies. **To Be**

Admission to the Early Learning and Development Program

To be fully admitted to teacher candidacy in the ELAD program, a student must:

1. Have a cumulative undergraduate GPA of 2.5
2. Have taken and have earned no grade below a "C" in LBST 175 and LBST 180.
3. Have taken and have earned no grade below a "C" in the math core class.
4. Have passed all unrestricted education courses taken and have earned no grade below a "C" in any courses required for the major,
5. Have completed the GACE Educator Ethics Assessment. (see www.gapsc.com).
6. Have declared a major in teacher education.
7. Have submitted an application for admission to Teacher Candidacy in the semester prior to registering for any restricted 300 and 400 level education courses.
8. Submit Bright from the Start Comprehensive Background Check.

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

1. Maintain a cumulative GPA of 2.5 or better.
2. Maintain a 2.75 or better in all education courses required for the major.
3. Successfully complete all education courses. An ELAD student who receives a grade below "C" in more than two (2) education courses will be dismissed from the Teacher Education Program. Only two (2) education courses with grades below "C" may be repeated, and no education course may be repeated more than one time.
4. Have positive recommendations from each field experience in order to advance in the sequence of field experiences. Please note that field experience placements must meet all diversity criteria, i.e., placement in a variety of settings, and placement in required grade clusters.

Progression Policy

Once a student is admitted in the ELAD Program; he/she must:

1. Maintain a cumulative GPA of 2.5 or higher.
2. Maintain a 2.75 GPA or higher in all education courses required for the major. In addition, candidates in the middle grades or secondary programs must maintain a 2.75 GPA or higher in area(s) of concentration.
3. Earn a "B" or higher in EDUC 283 Fundamentals of Special Education (3 hour) course.

4. Earn a Satisfactory "S" in all field experience courses. Please note that field experience placements must meet all diversity and grade band criteria.
5. Earn a "C" or higher in all other education courses. Candidates who receives a grade below "C" in more than two (2) education courses will be dismissed from the program. Only two (2) education courses with grades below "C" may be repeated, and no education course may be repeated more than one time. A candidate may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.
6. Apply for or hold a Georgia Professional Standards Commission (GaPSC) certificate (PreService, Waiver, or Non Renewable) by the end of the first semester.
7. Adhere to the Georgia Code of Ethics for Educators. Violations will be reported to the GaPSC.
8. Successfully complete all education courses and all content courses required for certification prior to being recommended for student teaching. Further, in order to be recommended for student teaching, a student may have no more than nine (9) hours of general education coursework to be completed in the term following student teaching.
9. Attempt the appropriate GACE Content Assessments:
 - Candidates must attempt the appropriate GACE content assessments (resulting in an official score on all parts of the assessments) before midterm in the final semester of program completion. A passing score is not required for program completion; however, a passing score is required for state certification. (For certification track only).
10. Adhere to Program Key Assessments.
 - Throughout the program, candidates are expected to complete a series of assessments that demonstrate their knowledge, skills, and dispositions. Each "key assessment" has criteria that must be mastered for a candidate to move forward and complete the program. Therefore, passing the program courses does not guarantee your continuance in the program; you must also meet the required criteria for the key assessment to continue to progress toward graduation in this certification program. More information about each key assessment will be provided in the respective course syllabus.

Recommendation for Certification

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

1. Successfully met all Progression Policy criteria.
2. Successfully completed all program/degree requirements.
3. Passed the appropriate GACE Content Assessments.
4. Met all state requirements for certification.

EARLY LEARNING AND DEVELOPMENT

B.S.Ed. Degree

120 Semester Hours

Requirements

General Education Requirements:**30 hours**

Professional and Pedagogical Studies:**45 hours**

EDUC 205	Preparing the Elementary Environment
EDUC 210	Instructional Technologies to Improve Teaching and Learning
EDUC 220	Foundations of Education

EDUC 226	Health, Nutrition, and Safety	
EDUC 283	Fundamentals of Special Education	
EDUC 378	Children's Literature	
ELAD 230	Learning Through Play and Exploration	
ELAD 240	Inquiry-Based Curriculum for Infants and Toddlers	
ELAD 300	Integrated Curriculum: Preschool through Kindergarten	
ELAD 310	Emergent Literacy in Young Children	
ELAD 422	STEM and the Youngest Learner	
ELAD 410	Kindergarten Language Arts and Reading	
ELAD 420	Kindergarten Numeracy, Spatial Sense, and Measurement	
ELAD 460	Characteristics and Methods for Young Children with Autism Spectrum Disorder	
Child Development Studies:		10 hours
EDUC 257	Psychology and Development of the Learner	
ELAD 330	Creative Arts for Young Children	
ELAD 210	Characteristics of Typical and Atypical Child Development	
ELAD 485	Child Development Pre-Practicum/Fieldwork (1hr) (Age/Grade band: B-2)	
Observation and Assessment Studies:		18 hours
ELAD 401	Assessment and Instruction for Exceptional Learners (Age Bands: 3-5 years)	
ELAD 487	Observation and Assessment of Young Children & Pre-Practicum/Fieldwork (Age/Grade bands: Birth – 5 years)	
ELAD 489	Student Teaching (12hrs) Grade bands: Pre-K - Kindergarten Certification	
ELAD 490	Capstone Teaching (12hrs) (Birth through Five) Non-Certification	
Child Care Administration Studies:		9 hours
ELAD 402	Classroom Management with Positive Guidance	
ELAD 403	Building Home, Early Learning, and Community Partnerships in Early Learning and Development Settings	
ELAD 488	Program Administration in Diverse Settings & Pre-Practicum/Fieldwork (B-5 years)	
Approved Electives		5 hours
Portfolio		0 hours
Total		120 semester hours

Field Experience for Early Learning and Development (ELAD)

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

Teacher Education Minor

The minor in teacher education is available to all Mercer undergraduate students; however, receiving a minor in teacher education does not fulfill the requirements for teacher certification. The teacher education minor consists of 18 semester hours of education courses, of which at least six hours must be at or above the 300-level and must be completed with Mercer. Students who have not been fully admitted to candidacy in teacher education but wish to complete a minor must choose the 18 hours from among unrestricted courses (any 100- or 200-level EDUC or ELAD course, plus EDUC 356, 357, 360, 378, 379, and ELAD 330). Students who have been fully admitted to teacher education and decide to minor in teacher education may include restricted courses in the 18-hour requirement for the minor.

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

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

- A. Mercer University will offer the opportunity for eligible students to earn a Bachelor's degree and a Master of Arts in Teaching (MAT) degree in either Elementary Education, Middle Grades Education, or Secondary Education over the course of approximately five years of full-time study.
- B. In the 4+1 Bridge Program in Education, students will have three phases of study:
 - a. Phase 1: Beginning Study Solely during Undergraduate Student Status
 - i. Before the Junior year
 - ii. Before admission to this 4+1 Bridge program
 - b. Phase 2: Advanced Study in MAT Coursework while in Undergraduate Student Status
 - i. During the Junior and/or Senior years
 - ii. After admission to this 4+1 Bridge program
 - iii. Candidates seeking an MAT in Middle Grades, Secondary, or P-12 Education should pass their appropriate content GACE prior to starting Phase 3 (target timeframe: spring semester senior year)
 - c. Phase 3: Graduate Study Solely in Graduate Status
 - i. After completion of the Mercer undergraduate degree
 - ii. After admission to the MAT program.
- C. The up-to-four courses that students may take during Phase 2 are:
 - a. EDUC 220. Foundations of Education
 - b. EDUC 356. Psychology and Development of the Adolescent Learner– OR – EDUC 257. Psychology and Development of the Learner
 - c. EDUC 283. Fundamentals of Special Education
 - d. EMAT 604. Planning for Instruction and Assessment in Elementary Education – OR – EMAT 606. Planning & Organizing Instruction in MGE – OR – EMAT 607. Planning and Organizing Instruction in SEC

Tift College 4 + 1 Bridge Requirements

- A. The 4+1 Bridge Program in Education shall only be open to Mercer students who:
 - 1. Have earned at least Junior class standing or 90 earned credits,
 - 2. Have earned a cumulative undergraduate grade-point average (GPA) of 2.75 or higher
 - 3. Have completed the online, self-paced module "GACE Educator Ethics Assessment"

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

The Special Consideration Program for Tift College of Education

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

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

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

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

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

GPA requirements must be maintained through graduation to qualify.

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

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

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

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

GPA requirements must be maintained through graduation to qualify.

COURSES OF INSTRUCTION

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

EARLY LEARNING AND DEVELOPMENT (ELAD)

ELAD 210. Characteristics of Typical and Atypical Child Development (3 hours)

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

ELAD 230. Learning through Play and Exploration (3 hours)

An in-depth study of play and its relationship to the physical, social, emotional, cognitive and language development of children ages birth through five. Includes an examination of the theories of play, types of play, and play materials and environments which form the basis of developmentally appropriate curriculum for children in the early years. A variety of play observations will be required. There will be an emphasis on play advocacy. (Every Fall in at least one location)

ELAD 240. Inquiry-based Curriculum for Infants and Toddlers (3 hours)

This course will focus on the development, design, and implementation of inquiry-based curriculum for infants and toddlers. Topics to be studied include: quality early childhood curriculum models, learning environments, developmentally appropriate practices, diverse learners, home/school/community curricular connections, and methods for documenting learner outcomes (birth to three years of age). (Every Fall in at least one location)

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

Prerequisites: Full teacher candidacy admission status; ELAD 230 and ELAD 240.

This course is designed to survey developmentally appropriate curriculum for early childhood settings preschool through kindergarten. Topics to be studied include: curriculum structure, content, instructional goals and objectives, state and national standards, integration of the curriculum, and methods of assessing student performance (3-5 years). (Every Spring in at least one location)

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

Prerequisite: Full teacher candidacy admission status.

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

ELAD 330. Creative Arts for the Young Child (3 hours) (Cross-listed with EDUC330)

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

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

ELAD 400. Curriculum and Intervention for Exceptional Young Children (Ages 3-5) (3 hours)

Prerequisites: Full Teacher Candidacy Admission Status. ELAD 210. (3 hours)

This course is designed to assist early learning educators in the use of evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum. Emphasis will be given to identification of young children with disabilities and other diverse learners in the early learning classroom. Students will incorporate teaching and learning strategies to create and support learning experiences in inclusive early learning settings that address developmental and content domains. Emphasis is given to modifications and strategies to best serve all young children.

ELAD 401. Assessment and Instruction for Exceptional Learner (Ages 3-5) (3 hours)

This course focuses on the process of assessment for young children, ages three through five. Attention will be placed on procedures, techniques and tools available to educators for evaluating the strengths and needs of early learners with an emphasis on application of developmentally appropriate assessment. The relevance of assessment and evaluation for the design and implementation of successful educational practices will be explored within the context of the family, school and community.

ELAD 402. Classroom Management with Positive Guidance (3 hours)

This course is an introduction to theory, knowledge, and strategies associated with classroom management and guidance for educators and young children in early learning and development settings. Emphasis will be placed on the examination of cultural responsiveness, interventions, and the creation of a supportive environment in which young children will learn and thrive. Key aspects of the course will include organizing the classroom, developing routines and procedures, and managing student behavior. The course includes an in-depth study of guidance versus discipline to support social and emotional development of children ages birth through kindergarten.

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

Prerequisite: ELAD310.

Candidates explore the importance of collaboration among the home, early learning, and broader community in the education of young children. Ways in which young children's learning, behaviors, viewpoints, and habits are affected by family members, by Early Care Administrators, and by members of the immediate and larger community will be addressed. Candidates grasp the range of situations professionals encounter as they work with children in a diverse society. (Every fall in at least one location)

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

Prerequisites: Full admission status; ELAD 300 and ELAD 310.

This course focuses on how kindergartners develop reading and writing skills. Particular emphasis is placed upon a balanced approach that includes research-based content and instructional strategies designed to support language and literacy development in kindergarten. Effective methods for assessing and documenting young children's growth

in literacy are included to plan and adapt instruction to meet the needs of diverse learners. (Every Fall in at least one location)

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

Prerequisite: Full teacher candidacy admission status.

This course addresses the development of early numeracy, spatial sense, and measurement in Kindergarten. It includes appropriate pedagogy for early learners such as the use of visual representations, questioning strategies, problem solving context, and hands-on experiences. This course incorporates music, technology, and manipulatives to enhance and develop number sense, concepts of measurement and spatial reasoning for Kindergarten learners. (Every Fall in at least one location)

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

Prerequisites: Full teacher candidacy admission status; ELAD 300.

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

ELAD 460. Characteristics and Methods for Young Children with Autism Spectrum Disorder (3 hours)

This course reviews foundational studies related to the identification of students with Autism Spectrum Disorder [ASD]. Typical versus autistic characteristics are examined across cognitive and neurological, social emotional, physical, and adaptive behavior domains. Implications for teaching and social functioning are discussed across each identifying factor. Trends and practices in the field of ASD along with services, networks, and organizations that support students with ASD are discussed. Specialized curriculum, instructional and learning practices relevant to working with students with developmental disorders and Autism Spectrum Disorder are explored, including an investigation of behavioral techniques and applied behavior analysis for working with students with developmental disorders and Autism Spectrum Disorders.

ELAD 485. Child Development Pre-Practicum/Fieldwork (Age/Grade bands: B-2 Years) (1 hour)

Prerequisites: Full Teacher Candidacy admission status. ELAD 485. Application required. This course provides a field-based teaching/observation experience in early childhood/childcare settings infancy through toddlers (B-2) for Early Learning and Development majors. Each student is expected to observe, assist, plan and implement developmentally appropriate activities under the supervision of a master teacher and an assigned college supervisor. Requirements for this field-based experience are outlined in the Early Learning and Development Field Experience Handbook. Students will spend a minimum of 35 clock hours in the experience during the semester. All field experiences must be completed in a Quality Rated or NAEYC Early Learning Center. Graded: S (Satisfactory) and U (Unsatisfactory). Special Fee. Application required.

ELAD 487. Observation and Assessment of Young Children and Pre-Practicum/Fieldwork (Age/Grade Bands: (B-5 Years) (3 hours)

Prerequisites: Full Teacher Candidacy admission status. ELAD 487. Application required. This course focuses on the study and practicum experience of observation, documentation and other forms of assessment of the development and learning of preschool children (3&4 years old) in the early learning and education setting, with particular emphasis on

understanding and application of developmentally and educationally appropriate assessment tools and strategies for every child from the holistic child perspective. The assessment process takes into account the whole child: cognition, communication, sensory, perceptual, motor, social/moral development within the context of family, school and cultural environments. Students are required to attend eight professional development seminars and field experience. Requirements for seminars and field-experience are outlined in the Early Learning and Development Field Experience Handbook. Students will spend a minimum of 80 clock hours in the field experience during the semester. All field experiences must be completed in a Quality Rated or NAEYC Early Learning Center. Graded: S (Satisfactory) and U (Unsatisfactory). Special Fee. Application required.

ELAD 488. Program Administration in Diverse Settings and (3 hours) Pre-Practicum/Fieldwork (Age/Grade bands: B-5 Years)

Prerequisites: Full Teacher Candidacy admission status. ELAD 488. Application required. This course will focus on the various types of local, state and federal childcare programs/resources/partnerships that can be accessed to improve the quality of early learning and education programs. Topics of exploration will include childcare program development and administration, licensing/accreditation, budgeting, community partnerships, grant writing, public/private donations, foundations, and fundraising. Also, this course provides a field-based teaching/observation/administration experience in Early Learning and Development settings. Each student is expected to observe, assist, plan and implement developmentally appropriate activities and perform assigned administrative duties under the supervision of a master teacher, program administrator, and an assigned college supervisor. Students are required to attend eight professional development seminars and field experience. Requirements for seminars and field-experience are outlined in the Early Learning and Development Field Experience Handbook. Students will spend a minimum of 80 clock hours in the field experience during the semester. All field experiences must be completed in a Quality Rated or NAEYC Early Learning Center. Graded: S (Satisfactory) and U (Unsatisfactory). Special Fee. Application required.

ELAD 489. Student Teaching (Age/Grade bands: (12 hours) Pre-K-Kindergarten) Certification

Prerequisites: Full Teacher Candidacy admission status and successfully completed all required education and middle-level concentration courses. Online FE application required. This course provides candidates with a semester-long, full-day teaching experience for certification candidates. Candidates will be assigned to diverse kindergarten classroom settings or Georgia Pre-K programs and will gradually assume all responsibility for their assigned classroom. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teacher(s) and university supervisor. Each student teacher will teach full-time for a minimum of three to five weeks. Required seminars will be held in conjunction with these experiences and will address various topics. All students are required to attend orientation and Field Experience seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. (Fall and Spring)

ELAD 490. Capstone Teaching (Age/Grade bands: B-5 years) (12 hours) Non-Certification

Prerequisites: Full Teacher Candidacy admission status. ELAD 490. Application required. The capstone teaching experience will consist of two segments:

Segment 1: Focus on Child Development

This segment provides full-day teaching experience for Early Learning and Development candidates. Candidates will be assigned to diverse early care and education settings and

will gradually assume all responsibility for the classroom to which they are assigned. Capstone Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other early care and education-related experiences with guidance provided by the Cooperating Teacher/Director(s) and College Supervisor. Each capstone teacher will teach full-time for a minimum of three weeks. Seminars will be held in conjunction with these experiences and will address a variety of topics. Capstone Teachers will refer to the Early Learning and Development Field Experience Handbook for specific policies and requirements. Note: Grades of Satisfactory (S) or Unsatisfactory (U). Special Fee.

Segment 2: Focus on Child Care Administration

This segment provides full-time experience in administrative roles for Early Learning and Development candidates. Candidates will be assigned to diverse early learning and development settings and will serve as apprentices under program directors or other educational leaders. Capstone Teachers will observe, assist, plan and implement developmentally appropriate activities and perform assigned administrative duties with guidance provided by the assigned program director/educational leader as well as the College Supervisor. Seminars will be held in conjunction with these experiences and will address a variety of topics. Capstone teachers will refer to the Early Learning and Development Field Experience Handbook for specific policies and requirements. Note: Grades of Satisfactory (S) or Unsatisfactory (U). Special Fee.

EDUCATION (EDUC)

EDUC 205. Preparing the Elementary Environment (3 hours)

This course provides an introductory study of the fundamentals of teaching and learning in elementary education, including program models, curriculum development, resources and materials, instructional planning, and trends and issues in the field with emphasis on developmentally effective and individually appropriate practices that meet the needs of diverse learners in elementary programs. (Every year in at least one location)

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

This course will cover technologies utilized in the classroom. Emphasis is placed on organizing, planning and assessing learning while using various technological tools. (Every semester in at least one location)

EDUC 220. Foundations of Education (3 hours)

This course provides a comprehensive overview and critical analysis of historical, political, legal, socio-cultural, and philosophical foundations of education, to include the study of federal and state educational policies, laws related to education, and international education. This course will also include an introduction to the teaching profession and the trends and issues confronting American education today. (Every year in at least one location)

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

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

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

This course will provide an overview of the principles of growth and development from conception through early adolescence. Attention will be paid to various influences on all

aspects of development: physical maturation, cognitive and linguistic development, social skills, learning styles, and personality development. Focus will be on individual student differences and learning theories. (Every year in at least one location)

EDUC 283. Fundamentals of Special Education (3 hours)

This course explores the fundamentals of special education in America's schools. Emphasis is given to the historical development of special education, relevant legislation and litigation, educational policy, and contemporary trends and issues. This course satisfies the requirement for Georgia certification and must be completed with a grade of B or higher. (Every year in at least one location)

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

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

EDUC 357. Psychology of Learning (3 hours)

The discipline of psychology is used to address educational issues and learning theory. Particular attention will be paid to individual student differences. The focus will be on variations in styles of learning while acknowledging gender and diversity. (Every year in at least one location)

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

Prerequisite: Full teacher candidacy admission status.

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

EDUC 375. Content and Learning through the Language Arts (3 hours)

Pre-requisite: Full admission status.

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

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

This course provides a survey of children's literature and its effective integration across the elementary curriculum. Topics of focus include the genres of children's literature, multicultural literature, selection and analysis of quality literature, and response theory in literature. (Every year in at least one location)

EDUC 380. Teaching Effective Reading and Writing Methods (3 hours)

Pre-requisites: Full admission status; EDUC 375.

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

This course will focus on the reading process, the developmental patterns of literacy, the special education general curricula of reading and writing, the role of reading in the content areas, and phonemic awareness. Emphasis will be placed on the integration of literacy across the curriculum; multimedia resources and materials; and diversity in children and families. In addition, students will learn strategies in decoding and comprehension,

constructing meaning from a variety of texts, literacy assessments, and the conventions of language. (Every Spring in at least one location)

EDUC 390. Special Topics (1-3 hours)

Prerequisite: consent of program director and department chair.

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

EDUC 398. Fieldwork I (1 hour)

Prerequisites: Online FE application required; full teacher candidacy admission status.

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

EDUC 399. Fieldwork II (1 hour)

Prerequisites: Online FE application required; full teacher candidacy admission status; EDUC 205 or 360.

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

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

Prerequisites: Full teacher candidacy admission status; EDUC 380 or EDEC 310.

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

EDUC 405. Classroom Management (3 hours)

Prerequisites: Full teacher candidacy admission status; EDUC 459.

Co-requisite: EDUC 492.

This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with elementary and special needs students. Focus is on organizing the classroom, rules and procedures, and student behavior in three areas: general, problems, and special groups. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom. (Every year in at least one location)

EDUC 410A. Refining Teaching and Learning Performance (1 hour)

Prerequisites: application required; full teacher candidacy admission status; consent of site chair.

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

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

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

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

EDUC 421. Science for All Learners (3 hours)

Prerequisites: Full teacher candidacy admission status; EDUC 364.

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

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

Prerequisite: Full teacher candidacy admission status.

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

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

Prerequisites: Full teacher candidacy admission status; EDUC 358, EDUC 364, EDUC 375.

Emphasis will be given to helping the Transforming Practitioner understand and apply research-based intervention strategies and instructional principles in the classroom with special needs learners. Curriculum-based assessment techniques will be studied with an emphasis upon the decision-making process for developing instructional objectives for students with Specific Learning Disabilities, Intellectual Disabilities and Emotional/Behavioral Disorders. Educational strategies for diverse learners and students considered to be at Risk will also be presented. (Every Spring in at least one location)

EDUC 451. Assessment and Evaluation in Special Education and Elementary Education (3 hours)

Prerequisites: Full teacher candidacy admission status; EDUC 450.

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

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

Prerequisites: Full teacher candidacy admission status; EDUC 377.

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

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

Prerequisites: Full teacher candidacy admission status; EDUC 364.

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

EDUC 457. Teaching Math for Elementary: (3 hours) Number Sense and Operations

Prerequisites: Must meet Junior Year Progression criteria; C or better in general education mathematics courses.

Study includes developmentally appropriate methods focusing on problem solving and the development of mathematical concepts and procedures, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades P-5. The content will include number systems, number sense and number operations, and algebraic concepts. (Spring)

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

Prerequisites: Must meet Senior Year Progression criteria; C or better in general education mathematics courses; C or better in EDUC 457.

Study includes developmentally appropriate methods focusing on problem solving and the development of mathematical concepts and procedures, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades P-5. The content will include geometry, measurement, and data analysis. (Fall)

EDUC 459. Integrated Curriculum and Instruction (3 hours)

Prerequisites: Full teacher candidacy admission status; EDUC 365, EDUC 375, EDUC 421.

This course will focus on the development, design, and implementation of integrated, developmentally appropriate curriculum for all areas of a child's development, including: cognitive, social, emotional, and physical. Topics to be studied include: curriculum structure and content, instructional goals and objectives, content integration, developmentally appropriate practices, diverse learners, home/school/community

curricular connections, and methods for assessing student performance. (Every Fall in at least one location)

EDUC 463. Literacy Assessment, Diagnosis, and Intervention (3 hours)

Pre-requisites: Full Teacher Candidacy admission status; EDUC 380.

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

EDUC 485. Professional Practicum (3 hours)

Prerequisites: Online FE application required; full teacher candidacy admission status and successful completion of EDUC 398 and 399.

This course provides a semester-long school-based teaching experience for education students. Students will be assigned to diverse schools, and are required to spend a minimum of 80 clock hours in the classroom during the semester. See course syllabus for weekly schedule. Students are required to attend orientation and practicum seminars. Successful completion of the Practicum is required for entry into student teaching. Note: grades of satisfactory (S) or unsatisfactory (U). Special fee. (Fall and Spring)

EDUC 488. Mentored Practicum (3 hours)

Prerequisite: Full teacher candidacy admission status. Successful completion of EDUC 399. Online FE application required.

The mentored practicum is designed for those students who are employed in an approved accredited school setting on a non-renewable teaching certificate and in a setting appropriate to the certification that the candidate is seeking. The candidate will complete this course in his or her own classroom, under the mentorship of a teacher assigned by the school and by a Mercer supervisor. Candidates are required to attend seminars, including orientation. The mentored practicum is evaluated on a satisfactory (S) or unsatisfactory (U) basis. A special fee is assessed. Additional application paperwork required. (Fall and Spring)

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

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

This course is designed for candidates who are employed in an accredited and approved public or private school setting and are teaching on a non-renewable teaching certificate in an appropriate setting for which the candidate is seeking clear renewable status. Certification-only and M.A.T. candidates who are employed as educators upon enrollment into Tift must attempt the state-approved content pedagogy assessment (edTPA) by the end of the third semester of concurrent employment and program enrollment. FEES: edTPA \$300; Field Placement \$360.

EDUC 492. Student Teaching (12 hours)

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

This course provides a semester-long, full-day teaching experience for certificate candidates. Candidates will be assigned to diverse schools and will gradually assume all

responsibility for the classroom to which they are assigned. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teacher(s) and university supervisor. Each student teacher will teach full-time for a minimum of three to five weeks. Required seminars will be held in conjunction with these experiences and will address a variety of topics. All students are required to attend orientation and FE seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. (Fall and Spring)

EDUC 498. Internship

(12 hours)

Prerequisites: Full teacher candidacy admission status; successful completion of all required education and middle level concentration courses. Online FE application required. Additional application paperwork required.

This internship is designed for candidates who are employed in an approved accredited school setting and who are teaching on a non-renewable teaching certificate in the appropriate certification field and in a classroom setting appropriate for the field for which they are seeking certification. Students are required to attend internship orientation and FE seminars. Specific policies and requirements are included in the Student Resource Guide. Note: Grades of satisfactory/unsatisfactory basis. Special fee. (Fall and Spring)

EDUC 499. Clinical Experience III

(6 Hours)

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

The course is designed for those candidates who are employed in an approved accredited school setting on a non-renewable teaching certificate, and in a setting appropriate to the certification that the candidate is seeking. The candidate will complete this course in his or her own classroom, under the mentorship of a teacher assigned by the school and by a Mercer supervisor. Additional clock hours in other school settings may be assigned in order for the candidate to meet diversity requirements for certification. Candidates are required to attend orientation and all seminars. Special Fee. (Fall and Spring)

College of Professional Advancement

Faculty

Priscilla R. Danheiser, *Dean/Professor*

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

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

Duane E. Davis, J. Colin Harris, Ian C. Henderson, Laurie L. Lankin, Kyra L. Osmus, Charles H. Roberts, and Arthur J. Williams, *Professors Emeriti*

Karen O'Neill Lacey, *Associate Professor Emerita*

Fred W. Bongiovanni, Lynn W. Clemons, Margaret H. Eskew, Hani Q. Khoury, W. David Lane, Feng Liu, Suneetha B. Manyam, Richard H. Martin, Karen D. Rowland, V. Lynn Tankersley, Clinton W. Terry, and Zipangani Vokhiwa, *Professors*

Wesley N. Barker, Vikraman Baskaran, Greg A. Baugher, J. Thompson Biggers, Caroline M. Brackette, Marna L. Burns, John J. Carroll, Timothy D. Craker, Cameron A. Miller, Melanie R. Pavich, Hollis Phelps, Donald B. Redmond, Kenneth W. Revels, Morgan E. K. Riechel, Stephen E. Ruegger, Jeffrey A. Waldrop, Sabrina L. Walthall, R. Tyler Wilkinson, and Andrea L. Winkler, *Associate Professors*

Nadia G. Barnett, Awatef Ben Ramadan, Arla G. Bernstein, Jared N. Champion, Carrie L. Elder, Forouzan L. Farnia, Rui Gong, Steve N. Hamilton, Kristina M. Henderson, Adriana C. Labarta, Tri M. Le, Zhiling Long, Steven J. Miller, Merrin C. Oliver, Brittany L. Prioleau, Dina M. Schwam, Paul H. Smith, Jacqueline S. Stephen, Carol W. Upshaw, Samantha M. Waters, and Kevin B. Williams, *Assistant Professors*

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

Mission

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

College of Professional Advancement Programs

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

Counseling. The College also offers a Doctor of Philosophy degree in Counselor Education and Supervision. The graduate programs offered at Mercer's Regional Academic Centers may be found in the catalog for the Regional Academic Centers.

Degree Programs

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

Bachelor of Arts

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

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

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

Bachelor of Science

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

Health Informatics *(Atlanta and Online)*

Healthcare Leadership *(Henry County)*

Homeland Security and Emergency Management *(Online)*

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

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

Information Technology and Informatics *(Atlanta and Online)*

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

Psychology *(Atlanta and Online)*

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

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

Master of Science

Applied Data Intelligence and Machine Learning *(Atlanta and Online)*

Clinical Mental Health Counseling *(Atlanta)*

Clinical Rehabilitation Counseling *(Atlanta)*

Criminal Justice and Public Safety Leadership *(Online)*

Health Informatics *(Online)*

Human Services *(Henry County)*

Organizational Leadership *(Online)*

School Counseling *(Atlanta)*

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

Divinity, Pastoral Care and Counseling

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

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

Master of Science, Organizational Leadership/Master of Arts in Christian Ministry, Leadership for the Nonprofit Organization *(Atlanta and Online)*

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

Master of Divinity, Leadership for the Nonprofit Organization

Doctor of Philosophy

Counselor Education and Supervision *(Atlanta)*

Undergraduate Admission Policies and Procedures

NOTE: The College of Professional Advancement undergraduate programs are listed as a convenience in this catalog. Students interested in enrolling must apply for admission with Mercer University's Regional Academic Centers. Please see the Regional Academic Centers catalog for additional information, including tuition and fees.

Applicants seeking admission to the College of Professional Advancement must also meet the following criteria.

Freshmen

Included in this category are applicants who have never previously attended a technical school, college, or university. Applicants must have received a high school diploma from a regionally accredited high school or passed the Test of General Educational Development (GED). Applicants who have passed the GED examination with a minimum score of 250 (exams taken prior to Jan. 1, 2002) or 2500 (exams taken after Jan. 1 2002) may be considered for admission. The following materials are required from applicants for admission:

- A completed Undergraduate Application for Admission.
- A non-refundable application fee of \$25.
- An official high school or GED transcript.

Please note that only official transcripts and test scores are acceptable. Official documents must be received by the Admissions Office in a sealed envelope directly from a high school or testing agency. Test scores received on an official high school transcript are acceptable. An academic transcript from high school is required of each freshman applicant, regardless of the year of high school graduation. Generally, high school transcripts may be requested by contacting the board of education in the county where the high school is/was located. Official GED transcripts can be obtained by contacting the department of adult education in the state in which the exam was taken.

All entering first-time undergraduate freshmen must complete proficiency assessments conducted by the Office of Admissions. Accepted GED recipients with little or no previous college credit will be required to take UNIV 110 (The Culture of the University), FDLS 115 (Introductory Algebraic Procedures for Problem-Solving), and FDLS 130 (Language and Communication). If, as a result of the proficiency assessment scores, first-time freshmen are judged by their mentor to be ready for a higher level writing or mathematics course, these courses may substitute for FDLS 115 or FDLS 130. All first-time freshmen must enroll in UNIV 110. First semester freshmen are limited to nine (9) hours for the first semester of enrollment.

All first-time freshmen will be assigned a faculty mentor, selected for his/her ability to work effectively with students new to the college experience. Financial counseling of entering first-time freshmen by the Financial Planning Office will continue as it relates to early draw down of/request for loan support. Please note that first-time freshmen in the Regional Academic Centers may only enter the University during the fall and spring semesters.

Transfer Students

Included in this category are applicants who received credit for college-level work at any college, university, or technical school accredited by an agency recognized by the U.S. Department of Education. Applicants cannot have been dismissed, excluded, or suspended from any other accredited institution within the past twelve months.

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

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

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

Credit for Prior Learning

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

Undergraduate Transfer and Equivalency Credit Policies

The following policies concern academic credit transferred from other institutions of higher education accredited by an agency recognized by the U.S. Department of Education and courses taken in other units and at other locations within the University.

- Mercer does not accept full degrees from institutionally accredited institutions, but will complete a course-by-course review of any potential credits from institutionally accredited institutions.
- Semester credits transfer into the University on a one-for-one basis. Each quarter hour credit is awarded 2/3 of a semester hour of credit. Credits taken in any school or college of the University are recognized in all other schools and colleges of the University.
- To fulfill any science general education requirement, transferred courses must include a laboratory component.

Department Challenge Examinations

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

- To be eligible to apply for a departmental challenge examination, a student must be actively enrolled in the semester in which the examination is to be taken or the learning experiences are evaluated. The student must submit an application to the appropriate program coordinator who will forward the request for approval to the department chair. The chair will forward the request to the Dean's Office for approval.
- Students must pay the appropriate fee to the Bursar's Office prior to sitting for the exam.
- A non-refundable administrative fee of \$275.00 is assessed for each examination taken. If a student fails to achieve a passing score and requests to take the exam again, an additional fee will be assessed. Only the dean may waive the examination fee. A different exam will be administered for re-takes.
- The chair of the department will designate a faculty member to compile the examination questions. The chair will approve the exam prior to administration, after which the chair will designate a person to monitor the exam. Results will be forwarded to the Dean's Office. If approved, a Dean's Office representative will forward the approval form to the registrar. Application forms are available in the Office of the Registrar or at the Regional Academic Centers.

- Students will receive a grade of Satisfactory or Unsatisfactory for the examinations. A satisfactory score must be equivalent to C level work or higher. The grade will not carry quality points and therefore will not affect the cumulative grade point average. Credit earned through a departmental challenge examination will be posted to the permanent academic record in the transfer credit area. This credit will carry the annotation that identifies it as credit-by-examination. An "unsatisfactory" grade will not be reflected on the student's transcript.

Portfolio Assessment

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

- To be eligible to receive credit through Portfolio Assessment, a student, in consultation with a fulltime faculty member from the appropriate discipline, identifies a particular College of Professional Advancement course to challenge for which the student believes through experience he/she has met each of the stated student learning outcomes.
- Students submit to the Dean's Office an application to challenge a course through the portfolio assessment method with a nonrefundable \$275 application fee for each course. Only the dean may waive the portfolio assessment fee.
- The student collects and assembles, in a portfolio format documentation/evidence of attainment of each of the College of Professional Advancement course's learning outcomes. Documentation may include a combination of the following among other kinds of supporting evidence: letters of recommendation from former employers detailing accomplishments and abilities specifically related to one or more of the learning outcomes; examples of work/projects completed within a job or volunteer assignment; job descriptions; certificates of completion for professional development training; honors/recognition received for projects completed related to the learning outcomes of the course identified for challenge; oral or written presentations of knowledge gained through experience; other documents related to the outcomes of the particular course targeted that will assist students in making the argument that they have already met the learning outcomes of the course identified.
- The student submits the portfolio to the faculty member who reviews and approves the portfolio as effectively demonstrating that each learning outcome is met or determines that the evidence is not sufficient and revision of the portfolio or withdrawal from the challenge is needed.
- Once the faculty member approves the portfolio as demonstrating that each of the course learning outcomes has been met, the faculty member forwards the portfolio to the Chair of the department offering the course. The department chair will either approve the portfolio as effectively demonstrating that all learning outcomes for the course have been met or determine that revision of the portfolio or withdrawal from the challenge is needed.
- Once the department chair approves the portfolio, the chair presents the portfolio to the Prior Learning Assessment Committee, a subcommittee of the College of Professional Advancement's Curriculum Committee, for consideration. The Prior Learning Assessment Committee determines through

a vote whether the student will receive credit for the course and the number of credits he/she will receive, be asked to revise the portfolio for reconsideration, or be denied credit for the challenge.

- The decision of the Prior Learning Assessment Committee is final and communicated to the Dean's Office and Registrar.
- Students will receive a grade of Satisfactory or Unsatisfactory for the course identified in the portfolio. The grade will not carry quality points and therefore will not affect the cumulative grade point average. Credit earned through the portfolio assessment will be posted to the student's permanent academic record in the transfer credit area. This credit will carry the annotation that identifies it as portfolio assessment. Denial of credit for the challenge will not be reflected on the student's transcript.

Satisfactory-Unsatisfactory Grading Option

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

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

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

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

Class Attendance

College of Professional Advancement students are expected to attend all scheduled classes and field events. Online and hybrid courses may require regularly scheduled synchronous virtual class meetings. Failure to participate in these required synchronous meetings may result in an absence. Since absence from class may have an adverse effect upon the student's grade, each instructor is expected to outline the attendance requirements at the beginning of the course and to include these requirements in the syllabus provided to the student. If stated in the syllabus, faculty members have the discretionary authority to assign the student an F because of excessive absences. However, the authority of academic departments to set standardized attendance policies is not abridged.

Course Load

In the College of Professional Advancement, the maximum course load in which an undergraduate student may enroll without approval of the advisor or dean is 12 credit hours per semester, 6 credit hours per eight-week session. Students who wish to take 15

credit hours per semester or 9 credit hours per session may do so with the permission of the academic advisor and may take more than 15 credit hours per semester or 9 credit hours per session only with the approval of the dean, associate dean, or assistant dean. Students requesting an overload must complete the Course Overload Request form.

Declaration of a Major

Students should file a Declaration of Major form with the registrar prior to completing 60 semester hours. Forms for declaring a major may be found at the Registrar's Office and the Regional Academic Centers. Declaring or changing a major in the college requires the approval of an advisor or program coordinator in the new major.

College of Professional Advancement General Education Requirements

General Education core requirements must include at least one course (3 credit hours) in each of the six broad categories listed below, and sum to at least 30 hours. Each school/college may select its own general education requirements from among the list of approved courses in each category and may choose to require more than the minimum number of hours and courses. Individual schools/colleges may also include additional college core requirements. Students transferring in with a bachelor's degree or 30 or more general education credits may be exempt from the undergraduate general education religion requirement by individual schools/colleges. Students should consult the requirements of their respective college to determine which courses are needed for graduation.

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

Written Communication: LBST 175 and LBST 180

Oral Communication: COMM 171

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

Religion 3 hours
RELG 110; RELG 115; RELG 120; RELG 130; RELG 200; RELG 215; RELG 220;
RELG 225; RELG 320; RELG 356

Humanities/Fine Arts 9 hours
Each course must have a different prefix
Humanities: COMM 251; GLEN/HUMA 245; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; HUMA 215; LBST 250; LBST 255; LBST 302; LBST 303; LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; LITR 356; LITR 370; PHIL 215; SCLT 201; SCLT 304; WGST 320
Fine Arts: ARTH 101; COMM 104; HUMA 115; HUMA 205; MUSC 150

Behavioral/Social Science 3 hours
GLEN/SOCI 235; GLEN 301; LBST 305; ORGL 210; POLS 100; PSYC 111; SOCI 111; SOCI 356; WGST 210

Quantitative Reasoning 3 hours
MATH 129; MATH 130; MATH 140; MATH 160; MATH 220

Scientific Reasoning (including a laboratory) 6 hours
BIOL 101; BIOL 105; BIOL 210; CHEM 103 and CHEM 105; CHEM 104 and CHEM 106; ENVS 210; ENVS 215; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 200; SCIE 215; SCIE 220; SCIE 230; SCIE 250

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

College of Professional Advancement General Education Vision Statement

The College of Professional Advancement seeks to prepare citizens for the 21st century. This vision of general education is grounded in the university-wide aim of enabling students “to lead richer, fuller lives of citizenship in a world where different cultures, social institutions, and technologies intersect in multiple and diverse ways.” Achieving this broad aim requires fostering capacities for intellectual growth, cultural understanding, civic responsibility, and moral discernment, and more particularly requires that citizens, in cross-cultural/global settings, be able to:

- I. Interpret the worlds of meaning constituted by texts, practices, and artifacts;
- II. Explain how the world works using analytic and systemic reasoning;
- III. Communicate in an informed manner in various public squares and spheres;
- IV. Engage issues of ethics and social justice across cultures and disciplines.

Students will do the following to accomplish the general education I-IV outcomes:

I. Interpretation and Citizenship

Students will interpret various texts, practices, and/or artifacts that constitute the world by:

- a. Practicing recursive and reflective “close reading” of texts, practices, or artifacts to develop an interpretation supported by details and a consideration of the work as a whole;
- b. Explaining similarities and differences among texts, practices, or artifacts in relation to other texts, practices, or artifacts;
- c. Articulating the meaning of a text, practice, or artifact in relation to theories of interpretation;
- d. Mapping a text, practice, or artifact in relation to a field or multiple fields of study;
- e. Engaging in dialogue with a text, practice, or artifact in relation to selves/others.

II. Explanation and Citizenship

Students will use analytic and systemic reasoning to explain the world empirically, experimentally, and/or mathematically by:

- a. Using and critiquing scientific methods while demonstrating an understanding of the difference(s) among fact, scientific law, theory, and hypothesis;
- b. Using mathematical terminology, notation, and symbolic processes;
- c. Designing and implementing a multi-step mathematical process, appropriately employing mathematical and technological tools, to solve problems and assess the reasonableness of results within different contexts, including the human as well as natural world;
- d. Practicing experimental/observational science by collecting, analyzing, and interpreting empirical data;
- e. Analyzing observed phenomena within the human and natural world through the use of qualitative and quantitative scientific reasoning;

- f. Analyzing underlying concepts of analytic and systemic reasoning within different contexts including the human and natural world.

III. Communication and Citizenship

Students will communicate in an informed manner in the public squares and spheres through which they engage the world by:

- a. Using communicative practices (including, but not limited to, reading/writing, listening/speaking, verbal/non-verbal, or using/designing digital communication) as recursive, reflective processes of substantive revision;
- b. Exploring and discussing how different modes of communication embody different ways of relating to others;
- c. Demonstrating consideration of context, audience, and purpose in the focus of the assigned communicative task(s);
- d. Demonstrating consistent use of important conventions particular to a specific discipline and/ or communicative task(s), including organization, content, presentation, and stylistic choices;
- e. Articulating specific positions (perspectives, theses/hypotheses) that take into account the complexities of an issue and that acknowledge others' points of view;
- f. Articulating conclusions and making persuasive arguments that are logically tied to a range of information, including opposing viewpoints, and in which related outcomes are identified clearly;
- g. Using research to develop ideas, ensuring that information is taken from a source (or sources) with enough interpretation/evaluation to develop a coherent analysis or synthesis in which viewpoints of experts are subject to questioning.

IV. Engagement and Citizenship

Students will engage issues of ethics and social justice across cultures and disciplines by:

- a. Interpreting ways of seeing ourselves with others in communicative or social actions;
- b. Explaining differences in access to power and citizenship among social groups;
- c. Communicating diverse perspectives in a coherent and knowledgeable way;
- d. Articulating how one might act ethically and responsibly in light of what one has learned.

General Education Structure

Successful completion of courses listed below will enable students to accomplish the general education I-IV outcomes.

Total hours: 39

Next to each outcome are the required hours to be completed for that outcome.

Outcome I. Interpretation and Citizenship: 12 hours

To be able to situate an interpretation within and across fields of study, students shall successfully complete courses in a variety of areas. Each course counted toward general education requirements in Interpretation and Citizenship must have a different prefix, one

of which must be RELG, and at least one course must be taken from each of the following four areas:

- Texts: (What does the written or spoken text say, and how does it say it?)
 - GLEN/HUMA 245. Interpreting Narratives Across Cultures and Around the World (prerequisites: LBST 175, 180; corequisite GLEN 301)
 - LITR/RELG 115. Readings in World Literature, Religion, and Citizenship
 - LITR 207. Topics in World Literature (prerequisites: LBST 175, 180)
 - LITR 247. Topics in British Literature (prerequisites: LBS 175, 180)
 - LITR 277. Topics in U.S. Literature (prerequisites: LBST 175, 180)
 - LITR 334. Forms and Figures of Literature (prerequisites: LBST 175, 180)
 - LITR 356. Literature of the South (prerequisites: LBST 175, 180)
 - LITR 370. Interdisciplinary Approaches to Literature (perquisites: LBST LBST 175, 180)
 - RELG 120. Readings in the Hebrew Bible
 - RELG 130. Readings in the New Testament
 - RELG 215. Topics in Biblical Studies (prerequisites: LBST 175, 180)
 - SCLT 201. Search for Meaning (prerequisites: LBST 175, 180)
- Practices: (How are socio-cultural practices developed, and what do they mean?)
 - COMM 251. Communication and Society (prerequisites: LBST 175, 180)
 - HIST 101. Civilization of the Western World I
 - HIST 102. Civilization of the Western World II
 - HIST 200. Topics in World History (prerequisites: LBST 175, 180)
 - HIST 201. The United States from Colonization to 1877
 - HIST 202. The United States from 1877 to the Present
 - HIST 210. Topics in American History (prerequisites: LBST 175, 180)
 - HIST 220. Topics in European History (prerequisites: LBST 175, 180)
 - HIST 366. The Civil War and Reconstruction (prerequisites: LBST 175, 180)
 - HIST 367. The South after Reconstruction (prerequisites: LBST 175, 180)
 - HIST 368. Georgia History (prerequisites: LBST 175, 180)
 - RELG 200. Topics in the History of Christianity (prerequisites: LBST 175, 180)
 - RELG 225. Religion in the United States (prerequisites: LBST 175, 180)
- Artifacts: (What do material/aural/visual cultural objects mean, and how do they mean it?)
 - ARTH 101. Art Appreciation
 - COMM 104. Understanding Theatre
 - HUMA 115. Interpreting Artifacts Across Cultures and Around the World
 - HUMA 205. Film and Culture
 - MUSC 150. Music Appreciation
- Connections: (How are texts, practices, and artifacts connected, and how do we interpret their inter-relations?)
 - HUMA 215. Interpreting Texts, Practices, and Artifacts Across Cultures and Around the World: (prerequisites: LBST 175, 180)
 - LBST 250. Arts and Ideas I: Ancient and Medieval Culture (prerequisites: LBST 175, 180)
 - LBST 255. Arts and Ideas II: Modern Culture (prerequisites: LBST 175, 180)
 - PHIL 215. Foundations of Ethics
 - RELG 110. Introduction to Religion

RELG 220. World Religions (prerequisites: LBST 175, 180)
 RELG/SOCI 356. Sociology of Religion (prerequisites: LBST 175, 180)
 RELG/WGST 320. Topics in Women, Gender and Religion (prerequisites: LBST 175, 180)

Outcome II. Explanation and Citizenship: 12 hours

To be able to situate an explanation within and across fields of study, students shall successfully complete courses in a variety of areas. At least one course must be taken in each of the "Axiomatic Explanation" and "Explanation of the Human World" areas. Two courses must be taken from the "Explanation of the Natural World" area:

- Axiomatic Explanation: (How do we logically describe the ordering of relationships in a system, and what are the consequences--theorems--that result from different mathematical orders?)
 - MATH 129. Modeling Function with Graphs and Tables (prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
 - MATH 130. Topics in Precalculus (prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
 - MATH 140. Reasoning, Sense Making and Practical Applications of Mathematics (prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
 - MATH 160. Investigations in Geometry (prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
 - MATH 220. Applied Statistical Methods (prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score)
- Explanations of the Natural World: (How do we explain the workings of the natural world in such a way that we can move toward making reasonable predictions about what will happen?)
 - BIOL 101. Introduction to Biology and Evolution (prerequisite: SCIE 100)
 - BIOL 105. Life Forms and Functions (prerequisite: SCIE 100)
 - BIOL 210. Biology of Diseases (prerequisite: SCIE 100)
 - CHEM 103 & 105. General Chemistry I and Laboratory (prerequisite: MATH 120)
 - CHEM 104 & 106. General Chemistry II and Laboratory (prerequisite: CHEM 103)
 - ENVS 210. Physical Aspects of the Environment (prerequisite: SCIE 100)
 - ENVS 215. Environmental Impacts and Living Systems (prerequisite: SCIE 100)
 - PHYS 106. Earth Systems Science (prerequisite: SCIE 100)
 - PHYS 220. Astronomy and the Universe (prerequisite: SCIE 100)
 - PHYS 225. Meteorology (prerequisite: SCIE 100)
 - SCIE 100. Methods of Scientific Investigation (prerequisite: MATH 120)
 - SCIE 200. Topics in Science (prerequisite: SCIE 100)
 - SCIE 215. Life Systems (prerequisite: SCIE 100)
 - SCIE 220. Physical Systems (prerequisite: SCIE 100)
 - SCIE 230. Introduction to Bioinformatics (prerequisite: SCIE 100)
 - SCIE 250. Applied Forensic Criminalistics (prerequisite: SCIE 100)
- Explanations of the Human World: (How do we explain the interactions of humans in such a way that we can move toward making reasonable predictions about what will happen?)

GLEN/SOCI 235.	Globalization and Social Change (prerequisites :LBST 175, 180; corequisite GLEN 301)
ORGL 210.	Foundations of Leadership
POLS 100.	American Government
PSYC 111.	Introduction to Psychology
SOCI 111.	Introduction to Sociology
WGST 210.	Women, Gender, and Identity

Outcome III. Communication and Citizenship: 12 hours

To be able to communicate effectively in various public squares and spheres, students shall successfully complete the courses listed in “Public Square”, “Public Sphere”, and one course from “Public Square and Sphere”:

- Public Square: (How do we effectively communicate with fellow citizens in the public square?)
COMM 171. Introduction to Public Speaking
- Public Sphere: (How do we effectively communicate with fellow citizens in the public sphere?)
LBST 175. Academic Writing I
LBST 180. Academic Writing II (prerequisite: C or better in LBST 175)
- Public Square and Sphere: (including digital communication): (How do we continue to refine our effective participation in public squares and spheres?)
COMM 370. Intercultural Communication in a Globalized Society
(prerequisites: LBST 175, 180)
GLEN 225. Languages in Contact
(prerequisites: LBST 175, 180; corequisite: GLEN 301)
INSY 102. Introduction to Digital Communication
(prerequisite: Basic keyboarding skills or equivalent)
LBST 275. Argument: Social Thought and Citizenship
(prerequisites: LBST 175, 180)
LBST 280. Argument: Public Discourse and Citizenship
(prerequisites: LBST 175, 180)

Outcome IV. Engagement and Citizenship: 3 hours

To be able to integrate the practices of interpretation, explanation and communication while articulating how best to act in light of what one has learned, students shall successfully complete one of the following courses:

GLEN 301.	Globalization and Engagement Practicum (prerequisites: LBST 175, 180; corequisite one of: GLEN 225; GLEN/SOCI 235; GLEN/HUMA 245)
LBST 302.	Studies of Cultures in Contact (60 credits; prerequisites: LBST 175, 180)
LBST 303.	Issues of Justice in a Global Community (60 credits; prerequisites: LBST 175, 180)
LBST 305.	Globalization and Citizenship (60 credits; prerequisites: LBST 175, 180)
SCLT 304.	Ways of Worldmaking (60 credits; prerequisites: LBST 175, 180)

COLLEGE OF PROFESSIONAL ADVANCEMENT ORIENTATION AND STUDENT SUCCESS COURSE

UNIV 110, The Culture of the University course is designed to provide a foundation for student success in the College of Professional Advancement. The course is designed to orient students to the academic expectations, academic programs, and academic support services of the College and the University.

UNIV 110. The Culture of the University 3 credit hours
(Required course for all new College of Professional Advancement undergraduate students)

Students in this course will demonstrate knowledge of the history, traditions, protocol, and demands associated with the participation in the academic community of Mercer University. Students as adults-in-college will develop effective skills and strategies for succeeding in college, and will learn to access human and technological resources to assist in learning. This course is designed to be taken at the onset of the student's academic work at Mercer University; students may take this course only within the first academic year in the college. Exceptions to this schedule and to the course requirement will only be made with permission of the associate dean or dean.

Student Learning Outcomes:

At the end of the course, students will be able to:

- Demonstrate basic habits that contribute to their capacity to read, write, think, listen, and to reason quantitatively on a level consistent with college academic work.
- Demonstrate effective use and apply technology effectively, including Canvas, MyMercer, Mercer library, and related academic technology.
- Identify and apply basic skills that facilitate library research.
- Demonstrate use of style guides for research papers and other projects.
- Articulate life-management skills and basic study skills necessary for college success.
- Demonstrate the ability to locate and apply Mercer University academic policies and procedures outlined in the Mercer University Catalog.
- Demonstrate the ability to access and use Mercer University's student support systems – Center for Career and Professional Development, Access, Academic Resources Center, Handshake, Wellness, etc.
- Identify crucial components of Mercer University's organizational structure, culture and history.
- Demonstrate the ability to practice ethical decision-making, including application of the Mercer Honor Code.

All new students entering the College of Professional Advancement are required to complete this course successfully in their first semester of enrollment.

FOUNDATIONS FOR LIBERAL STUDIES (FDLS)

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

Four courses comprise the foundations for liberal studies:

FDLS 115.	Introductory Algebraic Procedures for Problem-Solving (students enrolled in FDLS 115 must receive a grade of C or better in order to register for MATH 120.)
FDLS 130.	Language and Communication (students enrolled in FDLS 130 must receive a grade of C or better in order to register for LBST 175 and 180.)
FDLS 150.	Principles of Self-Renewal
FDLS 170.	Fundamentals of Research Methods

UNIV 110, FDLS 115, and FDLS 130 are designed to be taken at the onset of the student's academic work at Mercer University. Students may take these courses only within the first academic year in the college or with permission of the department chair or a College of Professional Advancement administrator. The Director of Undergraduate Admissions and the Academic Standards and Student Success Committee may require some entering students to enroll in and successfully complete one or more of the foundation courses as part of their admissions process, specifically, provisionally admitted students, and all international students.

DEPARTMENT OF HUMAN SERVICES AND PSYCHOLOGY

Cameron A. Miller, *Chair/Associate Professor*

Laurie L. Lankin and Kyra L. Osmus, *Professors Emerita*

Priscilla R. Danheiser, *Professor*

Marna L. Burns, *Associate Professor*

Nadia G. Barnett, Steve N. Hamilton, Gail W. Johnson, Merrin C. Oliver, and Dina M. Schwam, *Assistant Professors*

Ming L. Hii, *Instructor*

Mission Statement

The Department of Human Services and Psychology offers an undergraduate program in human services, and minors in human services and applied psychology in the Regional Academic Centers and online. The Department offers an undergraduate program in Psychology on the Atlanta campus and online. A master's degree program in human services is offered at the Henry County Regional Academic Center.

The Human Services and Psychology Department maintains a commitment to student learning:

- Through effective teaching, service, and research;
- By striving to facilitate critical thinking and a life-long interest in learning;
- By establishing an environment of intellectual and spiritual freedom that encourages compassion, understanding, and responsibility;
- By offering a set of graduate and undergraduate programs to meet the needs of students interested in the fields of human services and psychology.

Department Goals

- To create an environment that facilitates the development of critical-thinking skills by utilizing a number of teaching approaches that promotes active analysis and synthesis of various concepts and material.
- To develop a knowledge base and skill set that enable students to interact in a multicultural society by emphasizing the relationship between theory and practice.
- To cultivate a community of learning characterized by high ethical standards and an understanding of diversity.

- To provide and promote academic programs that will respond effectively to professional communities.
- To provide and encourage opportunities for faculty development in consultation, teaching, service, and research.
- To integrate the principles and theories of human services and psychology in an applied setting.

PSYCHOLOGY

Merrin C. Oliver, *Program Coordinator/Assistant Professor*

Priscilla R. Danheiser, *Professor*

Marna L. Burns and Cameron A. Miller, *Associate Professors*

Nadia G. Barnett and Dina M. Schwam, *Assistant Professors*

Ming L. Hii, *Instructor*

Consistent with the mission of Mercer University and the College of Professional Advancement, the Psychology program offers undergraduate learning opportunities for adults who seek to discover and develop fully their unique combination of talents and gifts by exploring the field of psychology. Students learn to think critically about the science of psychology and its practice as they develop a working knowledge of psychology's content domains.

Student Learning Outcomes

Upon completion of the Bachelor of Science degree in Psychology, students will be able to:

- Describe key concepts, principles, and overarching themes in psychology; develop a working knowledge of psychology's content domains; and describe applications of psychology.
- Use scientific reasoning to interpret psychological phenomena; demonstrate psychology information literacy; engage in innovative and integrative thinking and problem solving; interpret, design, and conduct basic psychological research; and incorporate sociocultural factors in scientific inquiry.
- Apply ethical standards to evaluate psychological science and practice; build and enhance interpersonal relationships; and adopt values that build community at local, national, and global levels.
- Demonstrate effective written communication and effective presentation skills for different purposes; and interact effectively with others.
- Apply psychological content and skills to career goals; exhibit self-efficacy and self-regulation; refine project-management skills; enhance teamwork capacity; and develop meaningful professional direction for life after graduation.

B.S. Degree

120 Semester Hours

Requirements*

Prerequisites (a grade of C or better is required)

MATH 220.	Applied Statistical Methods
PSYC 111.	Introduction to Psychology
SCIE 100.	Methods of Scientific Investigation

General Education Requirements39 hours

Core in Major27 hours

PSYC 210.	History and Systems of Psychology
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PSYC 215.	Cognitive Psychology
PSYC 227.	Lifespan Development
PSYC 299.	Careers in Psychology
PSYC 315.	Research Methods I
PSYC 316.	Research Methods II
PSYC 333.	Social Psychology
PSYC 360.	Psychopathology
PSYC 498.	Capstone Research Project

Electives in the Major12 hours

Choose 4 courses from the following electives:

PSYC 225.	Prenatal through Adolescent Development
PSYC 226.	Adult Development
PSYC 275.	Learning and Behavior
PSYC 361.	Group Process and Practice
PSYC 365.	Current Psychotherapies
PSYC 371.	Psychology of Women
PSYC 373.	Psychology of Men
PSYC 380.	Forensic Behavior
PSYC 388.	Human Sexuality
PSYC 390.	Special Topics in Psychology
PSYC 395.	Independent Study in Psychology

Electives42 hours

TOTAL 120 semester hours

*Students must earn a "C" or better in MATH 220, PSYC 111 and SCIE 100. Students must earn a "C" or better in LBST 175, 180 to enter or continue in the psychology major.

Grade Requirements

A student seeking a major in psychology must maintain a cumulative grade point average of 2.75 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major.

DEPARTMENT OF INFORMATICS AND MATHEMATICS

Feng Liu, *Chair/Professor*

Hani Q. Khoury, *Professor*

Charles H. Roberts, *Professor Emeritus*

Vikraman Baskaran, Greg A. Baugher, and Kenneth W. Revels, *Associate Professors*

Awatef Ben Ramadan, Rui Gong, Tri M. Le, and Zhiling Long, *Assistant Professors*

The core values of the Department of Informatics and Mathematics are knowledge, quantitative reasoning, innovation, and ethical citizenship. The mission of the department is to support discovery and equip students with skillsets and tools they can use creatively to solve problems. To achieve our mission, the department faculty engage students through study and research on theory and practice within interdisciplinary contexts. Students will have the opportunity to participate in project-based learning, internships, service-learning activities, and community-based research.

The Department offers general education curriculum in mathematics and technology, five degree programs, two minors, and a for-credit graduate certificate program. The three bachelor's degree programs in Health Informatics, Information Technology and Informatics, and Software Application Development and Human-Computer Interaction are

offered online and on Mercer’s Atlanta campus. The Master of Science degree program in Health Informatics is offered fully online, alongside the for-credit graduate certificate program in Health Informatics. The Master of Science degree in Applied Data Intelligence and Machine Learning is also currently offered fully online.

Department Goals

The Department is committed to fostering a learning and teaching environment that will:

- Provide state of the art curriculum in the technology degree programs and general education.
- Improve logical reasoning and problem-solving skills by using evidence-based arguments to address problems.
- Grow the capacity to work creatively by integrating knowledge and skills across disciplines.
- Expand ethical reasoning skills in the application of knowledge and tools of informatics and mathematics.

HEALTH INFORMATICS

Vikraman Baskaran, *Program Coordinator/Associate Professor*

Hani Q. Khoury and Feng Liu, *Professors*

Greg A. Baugher and Kenneth Revels, *Associate Professors*

Awatef Ben Ramadan, Rui Gong, Tri M. Le, and Zhiling Long, *Assistant Professors*

The Bachelor of Science, Health Informatics offers students the opportunity to learn and practice how to ethically apply technology in healthcare environments. Students will gain knowledge in developing software applications requirements, and in the design, development and validation of software specifically applied in healthcare settings. Students will study the effective conversion of data into information and knowledge in healthcare. Graduates will be able to pursue specialized professional positions such as business analyst, clinical information systems analyst, healthcare data analyst, healthcare human-computer interaction designer, hospital IT analyst, or clinical systems engineer.

Student Learning Outcomes

Upon successful completion of the B.S., Health Informatics requirements, students will be able to:

- Support critical clinical decision-making using data and information technology.
- Employ techniques useful in the management of clinical data, information and knowledge.
- Communicate effectively to implement health information technology.
- Apply professional ethics in health informatics practice.

B.S. Degree

120 Semester Hours

General Education*39 hours

**We recommend PSYC 111. Introduction to Psychology as a general education course because it is a required prerequisite to INFM 372, one of the major required courses.*

Major Requirements39 hours

MATH 220. Applied Statistical Methods
INFM 115. Introduction to Informatics in Healthcare

INFM 204.	Digital Logic and Programming	
INFM 205.	Survey of Health Informatics	
INFM 215.	Computerized Information Technology in Healthcare	
INFM 225.	Health Informatics Standardization	
INFM 312.	Data Base Design and Data Processing	
INFM 316.	Data Analytics	
INFM 335.	Basic Biostatistics, Health Data Processing and Literature	
INFM 355.	Systems Analysis and Design	
INFM 372.	Human-Computer Interaction and Design	
INFM 415.	Research Methods and Project Planning/Management for Health Informatics	
INFM 485.	Capstone Project for Health Informatics	
Major Electives (Choose any two INFM or INSY courses).....		6 hours
General Electives		36 hours
TOTAL		120 hours

Graduation Requirements

A student seeking a major in health informatics must maintain a cumulative Mercer grade point average of 2.5 or higher for courses required in the major to qualify for graduation.

INFORMATION TECHNOLOGY AND INFORMATICS

Awatef Ben Ramadan, *Program Coordinator/Assistant Professor*

Feng Liu, *Professor*

Vikraman Baskaran and Kenneth Revels, *Associate Professors*

Rui Gong, Tri M. Le and Zhiling Long, *Assistant Professors*

In the Bachelor of Science, Information Technology and Informatics program, students will discover how technology can be used to innovate processes in organizations, fields of study, social and civic institutions, or other settings that match their interests.

Students will analyze information systems and data processing technology to improve knowledge creation to support innovative practices. Students will study and use programming, data base design, and systems analysis while developing skills to effectively design and integrate computer and information systems into organizational operations. Students will learn how to address the ethical and social aspects of complex information systems through application of insights based on human-computer interaction. Students will develop effective decision theory and project management skills through project-based coursework and a culminating capstone experience in the chosen area of interest. In this major, students will customize a curriculum to fit their personal or job-related goals by choosing courses to complete a cognate area.

Graduates of the program can go on to work as professionals in positions including: information systems analyst, data analyst, IT analyst, computer systems analyst, business analyst, quality assurance analyst, system architect, technical consultant.

Student Learning Outcomes

Upon successful completion of the Information Technology and Informatics program requirements, students will be able to:

- Analyze existing technology applications to improve efficiency and effectiveness in an organization, field of study, or social/civic institution.
- Design and develop solutions that innovate the ways technology shapes information flow and use to improve information system performance in organizations and benefit society.

- Articulate ethical and social change aspects of innovating complex information systems.

B.S. Degree

120 Semester Hours

General Education Requirements*39 hours

Major Requirements30 hours

INFM 110.	Introduction to Informatics
INFM 204.	Digital Logic and Programming
INFM 312.	Data Base Design and Data Processing
INFM 325.	Management of Computer and Information Systems
INFM 331.	Decision Theory
INFM 340.	IT Innovation and Informatics
INFM 355.	Systems Analysis and Design
INFM 372.	Human-Computer Interaction and Design
INFM 400.	Research Methods and Project Planning/Management for Information Technology and Informatics
INFM 480.	Capstone Project for Information Technology and Informatics

Cognate Requirements15 hours

(15 credit hours from a coherent disciplinary area or field of study)

General Electives.....36 hours

TOTAL120 hours

**We recommend PSYC 111. Introduction to Psychology as a general education course because it is a required prerequisite to INFM 331, one of the required major courses.*

Cognate Options

Students should consult with their academic advisor to develop a cognate in a coherent disciplinary area or issue within one semester (or four months) from when they begin this program. Students must complete the "Cognate Approval Form" and include a rationale for how the study of this discipline or issue is important to them, how this cognate can enhance their informatics degree, and how informatics can contribute to the chosen discipline or issue. The Cognate Approval Form is available from the academic advisor.

- Up to 15 transfer credit hours may be counted towards the cognate.
- Students must receive a minimum grade of C in each cognate course and a cumulative GPA of 2.0 or higher in the cognate.
- Cognate area courses do not count as Information Technology and Informatics major requirements courses.
- A minor, concentration, or certificate can count towards the cognate. Courses in the cognate may count toward a minor, concentration, or certificate in another field or general education requirements. The cognate is not listed on the transcript.

The following are examples of options for a cognate area: Social Sciences, Leadership and Human Resources, Humanities, and Cyber Security. Students may choose other cognates through consultation and approval by their academic advisor and completion of the "Cognate Approval Form". Prerequisites for chosen courses may be required.

Social Sciences

This cognate focuses on the use of technology to support assessment methods in psychological research, design of projects to study how modern wearable technology

might improve health across life-span development. Students may choose a minor in Applied Psychology or Human Services as their cognate.

Leadership and Human Resources

This cognate focuses on the challenge of developing more user-friendly interfaces to improve internal organizational decision-making or to promote the social mission of an office. Advances in technology are being fully embraced in the human resource industry from recruitment to retirement. Students identify five courses in Organizational Leadership or Human Resources Administration and Development. Prerequisites for chosen courses may be required. Students may choose a minor in Human Resources Administration and Development as their cognate.

Humanities

This cognate addresses questions such as how archival materials are digitized for posterity; how technology is used to help people collaborate across disciplines and methodologies such as history, literature, religious studies or gender studies; how technology can be used to make human communication processes more effective and more personal. Minors in Communication Studies, Historical Studies, Literary Studies, Religious Studies, or Women's and Gender Studies can fulfill a cognate in humanities.

Cyber Security

This cognate focuses on common vulnerabilities in integrated devices and remotely connected networks, risk management planning to secure and monitor IT systems, and securing and defending computer networks from intrusion and attack. Students will learn how to use some of the tools of cyber security while keeping to professional standards of ethics and privacy in information systems. The following list of courses is a prescribed option for a Cyber Security cognate area. Students must still consult and get approval from their academic advisor and complete the "Cognate Approval Form".

Cyber Security Cognate

INFM 350.	Digital Networks and Cyber Security
INFM 353.	Network Defense
INSY 391.	Information Privacy, Crime, and Security
or	
CRJS 393.	Cybercrime
DGTF 390.	Digital Forensics I
DGTF 490.	Digital Forensics II

Graduation Requirements

A student seeking a major in information technology and informatics must maintain a cumulative Mercer grade point average of 2.5 or higher for courses required in the major to qualify for graduation.

SOFTWARE APPLICATION DEVELOPMENT AND HUMAN COMPUTER INTERACTION

Feng Liu, Program Coordinator/Professor

Hani Q. Khoury, Professor

Vikraman Baskaran, Greg A. Baugher, and Kenneth Revels, Associate Professors

Awatef Ben Ramadan, Rui Gong, Tri M. Le, and Zhiling Long, Assistant Professors

The Bachelor of Science in Software Application Development and Human Computer Interaction is designed for students interested in combining knowledge of human behavior

with theory and skills in computer science, programming and design. Students will learn how to develop, create and modify software applications. Students will learn how to apply user experience and user interface (UX/UI) theories and tools to analyze user needs and develop software solutions. Students will use project-based learning throughout courses in the program to practice how large, multi-faceted projects are developed, from client interview to sketch to proof-of-concept and client presentation for final review.

Graduates of the program can go on to work as professionals in positions including: application developer, software developer, mobile app developer, web developer, IT analyst, software architect, software development engineer, technical consultant, business analyst, data analyst, quality assurance analyst, and human-computer interaction designer.

Student Learning Outcomes

Upon successful completion of the B.S., Software Application Development and Human Computer Interaction requirements, students will be able to:

- Design and develop platform independent digital applications by applying computerized information systems and user-centered system interface design principles.
- Use data-driven and human-centered evaluation processes to assess the efficiency and effectiveness of digital applications.
- Articulate practitioner and user responsibilities in employing the principles of application development and human-computer interaction in an ethical manner.

B.S. Degree

120 Semester Hours

General Education*39 hours

Major Requirements45 hours

MATH 225.	Topics in Discrete Mathematics
INFM 201.	Introduction to Software Application Development and Human-Computer Interaction
INFM 202.	Graphics and Interface Design
INFM 204.	Digital Logic and Programming
INFM 210.	Introduction to Programming Concepts
INFM 212.	Web Development
INFM 310.	Advanced Programming Concepts
INFM 312.	Data Base Design and Data Processing
INFM 313.	Data Base Design and Data Processing II
INFM 322.	Introduction to Multimedia and Web Design Tools
or	
INFM 332.	Client-Server Development
INFM 355.	Systems Analysis and Design
INFM 372.	Human-Computer Interaction and Design
INFM 382.	Mobile Applications Development
INFM 412.	Agile Methodology and Usability Study/Testing
INFM 482.	Capstone Project for Software Application Development and Human Computer Interaction

General Electives.....36 hours

TOTAL120 hours

**We recommend MATH 130. Topics in Precalculus and PSYC 111. Introduction to Psychology as general education courses because they are required prerequisites to required courses in the major.*

Graduation Requirements

A student seeking a major in software application and development and human computer interaction must maintain a cumulative Mercer grade point average of 2.5 or higher in courses required for the major to qualify for graduation.

Minor in Digital Forensics

18 Semester Hours

Required Courses

CRJS 375.	Criminal Investigation
CRJS/INSY 391.	Computer Privacy, Ethics, Crime and Society
DGTF 390.	Digital Forensics I
DGTF 490.	Digital Forensics II
INFM 204.	Digital Logic and Programming
INFM 210.	Introduction to Programming Concepts

Student Learning Outcomes

Students completing a minor in Digital Forensics will be able to:

- Define the discipline of Digital Forensics and contextually relate it to their major field of study.
- Describe techniques and procedures required to investigate, secure, and document digital evidence related to criminal activity.

Minor in Informatics

18 Semester Hours

Required Courses (12 Hours)

INFM 110.	Introduction to Informatics
INFM 204.	Digital Logic and Programming
INFM 331.	Decision Theory
INFM 372.	Human Computer Interaction and Design

Elective Courses (6 Hours)

Choose two of the following:

MATH 220.	Applied Statistical Methods
Any 300/400 level INFM or INSY course except INFM 331 and INFM 372	

Student Learning Outcomes

Students completing a minor in Informatics will be able to:

- Define the discipline of Informatics and contextually relate it to their major field of study.
- Describe and employ techniques available for the acquisition, storage, and processing of data in their major discipline.

Define information within their major disciplinary context and demonstrate how it may be created and transmitted by processing discipline-relevant data.

DEPARTMENT OF LEADERSHIP STUDIES

Lynn W. Clemons, *Chair/Professor*

Laurie L. Lankin, *Professor Emerita*

Richard H. Martin and V. Lynn Tankersley, *Professors*

John J. Carroll and Stephen E. Ruegger, *Associate Professors*

Forouzan L. Farnia, Gail W. Johnson, Jacqueline S. Stephen, and Kevin B. Williams,
Assistant Professors

Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals. As such, the mission of the Department of Leadership Studies is to help students learn to think more effectively as leaders. To achieve this goal, students generate and evaluate empirical evidence while considering theoretical perspectives of the discipline. Students actively engage with a rigorous academic program that includes comprehensive coursework, leadership projects, internships, and student-faculty research. Ultimately, and in an ethical manner, our students will contribute to the knowledge base of leadership and apply leadership principles to everyday life.

The Department of Leadership Studies offers undergraduate programs in criminal justice leadership, healthcare leadership, human resources administration and development, organizational leadership, and minors in public safety and human resources administration and development in the Regional Academic Centers. The undergraduate majors in criminal justice leadership and organizational leadership are also offered on the Atlanta Campus. The undergraduate majors in criminal justice leadership, homeland security and emergency management, and organizational leadership are offered online. A Master of Science degree program in criminal justice and public safety leadership is offered online. A Master of Science degree program in organizational leadership is also offered online.

Operational Outcomes

- Faculty will engage in appropriate scholarly and professional activities on an annual basis.
- Faculty will continue to develop and implement the assessment and evaluation processes of each program's curriculum.
- Students will graduate in a timely manner.
- Faculty will provide effective academic advising to its students.

Student Learning Outcomes

Upon completion of a major in the Department of Leadership Studies, students will be able to:

- Conceptualize and rework problems, and to generate solutions to those problems that open up new worlds of knowledge.
- Analyze and define issues.
- Develop an appreciation for multiple viewpoints.
- Generate well-crafted arguments.
- Find useful information, ideas, concepts, and theories, to synthesize them and build on them, and apply them in the workplace as well as personal life.
- Analyze options and outcomes for decisions in terms of their values and effects and to make decisions that are rational, legal, and ethical.
- Read, write, and speak effectively; make presentations that are persuasive and engaging; and argue to powerful effect.

- Think deeply about their lives, their goals, and the importance of learning to learn in meeting leadership challenges by becoming lifelong learners.

Department Goals

- To develop the capacity for critical thinking related to analytic and critical written expression and effective verbal communication.
- To encourage professionalism and opportunities for undergraduate participation in leadership, which allows for meaningful participation in professional events and activities of their discipline.
- To encourage the development of attitudes and predispositions among students that contributes to effective and responsible leadership and citizenship and to foster healthy maturation and self-growth more generally.
- To provide the opportunity for engagement with classic and contemporary knowledge, issues, research, questions, and problems related to leadership effectiveness in specific professions.
- To develop ethical reasoning related to leadership.

CRIMINAL JUSTICE LEADERSHIP

V. Lynn Tankersley, *Program Coordinator/Professor*

Richard H. Martin, *Professor*

John J. Carroll and Stephen E. Ruegger, *Associate Professors*

The Bachelor of Science, Criminal Justice Leadership program is designed to develop in students the ability to think critically, the ability to make ethical decisions, and the ability to act ethically and professionally within the field of criminal justice. The program strives to produce in its graduates a commitment to and enthusiasm for life-long learning. Graduates of the criminal justice leadership program are able to demonstrate deep knowledge and understanding of the philosophical, theoretical, and structural aspects of the criminal justice system. The curriculum incorporates field experiences through which students can connect theory with practice and through which they can explore and gain greater understanding of the criminal justice system at work.

Student Learning Outcomes

Students will be able to:

- Solve ethical dilemmas arising in the criminal justice system.
- Develop and defend positions on current issues in criminal justice.
- Evaluate and apply theories of criminal behavior.
- Dramatize effective interpersonal communication and leadership skills.
- Design a research project.
- Assess, construct, and critique options and solutions to crisis situations.

B.S. Degree

120 Semester Hours

Prerequisites (a grade of C or above is required)

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

General Education Requirements..... 39 hours

Core in Major 36 hours

- COMM 350. Organizational Communication
- CRJS 260. Introduction to Criminal Justice
- CRJS 305. Contemporary Policing
- CRJS 350. Theoretical Forensic Criminalistics
- CRJS 359. The Judicial Process
- CRJS 368. Victimology
- CRJS 380. Forensic Behavior
- CRJS 470. Field Experience
- CRJS 498. Senior Seminar
- ORGL 210. Foundations of Leadership
- ORGL 380. Applied Research Methods
- PSFT 435. Ethics and Public Safety

Electives in the Major..... 6 hours

Choose two of the following courses:

- CRJS 315. Supervision in Criminal Justice
- CRJS 361. Criminal Offender
- CRJS 370. Current Trends in Criminal Law and Procedure
- CRJS 390. Special Topics in Criminal Justice
- CRJS 393. Cybercrime
- CRJS 401. Issues in Interpersonal Violence

Electives..... 39 hours

TOTAL 120 semester hours

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

Grade Requirements

A student seeking a major in criminal justice leadership must maintain a cumulative grade point average of 2.5 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major other than CRJS 470 and 498.

HOMELAND SECURITY AND EMERGENCY MANAGEMENT

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

Richard H. Martin, *Professor*

John J. Carroll and Stephen E. Ruegger, *Associate Professors*

The Bachelor of Science in Homeland Security and Emergency Management program is designed to provide students a strong foundation of knowledge regarding current issues facing various public safety entities including: homeland security and emergency response. The degree is targeted towards adult learners who may or may not be working in the field of homeland security and emergency response and provides students the opportunity for service-based learning. In addition, the coursework assists students in developing critical thinking skills regarding important issues in public safety. Finally, the degree aims to develop students' leadership skills and abilities to communicate effectively and efficiently in various high-risk situations.

Student Learning Outcomes

Students will be able to:

- Develop and defend positions on current issues in homeland security and emergency management;
- Dramatize effective interpersonal communication and leadership skills;
- Design policies and procedures geared towards responding to national security threats;
- Apply critical decision making skills to determine how to inform and manage public responses to critical incidents;
- Distinguish how the various components of the public safety system interact.

B.S. Degree

120 Semester Hours

Prerequisites (a grade of C or better is required)

PSYC 111. Introduction to Psychology

SOCI 111. Introduction to Sociology

General Education Requirements..... 39 hours

Core in Major 36 hours

- COMM 350. Organizational Communication
- CRJS 305. Contemporary Policing
- CRJS 380. Forensic Behavior
- ORGL 210. Foundations of Leadership
- ORGL 380. Applied Research Methods
- PSFT 365. Introduction to Homeland Security and Emergency Management
- PSFT 370. Terrorism
- PSFT 375. The Effects of Disaster on Society
- PSFT 380. Intelligence Gathering and Dissemination
- PSFT 435. Ethics and Public Safety
- PSFT 470. Field Experience
- PSFT 498. Senior Seminar

Electives in the Major..... 6 hours

Choose two of the following courses:

- CRJS 393. Cybercrime
- DGTF 390. Digital Forensics I
- DGTF 490. Digital Forensics II

ORGL 330.	Budgeting for Nonfinancial Leaders
PSFT 390.	Special Topics in Public Safety

Electives..... 39 hours
TOTAL 120 semester hours

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

Grade Requirements

A student seeking a major in homeland security and emergency management must maintain a cumulative grade point average of 2.5 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major.

ORGANIZATIONAL LEADERSHIP

Lynn W. Clemons, *Program Coordinator/Professor*

John J. Carroll, *Associate Professor*

Forouzan L. Farnia, Gail W. Johnson, and Kevin B. Williams, *Assistant Professors*

The Bachelor of Science (B.S.), Organizational Leadership is offered, in a blended format, at the Regional Academic Centers in Douglas County and Henry County and on the Atlanta and Macon campuses. The program is also offered fully online. The program is designed to give students the opportunity to develop the skills needed to be effective leaders in team and group settings within organizations. It is intended to help students move from an authoritarian paradigm to one of collaboration and integration. The program prepares students to lead others effectively and to identify innovative solutions to challenges in a variety of professional settings, including the nonprofit, public, healthcare, military, and technology sectors.

General Requirements for the Degree

The Bachelor of Science in Organizational Leadership is a 120-credit hour program consisting of 39 hours in general education, 39 hours in the major, and 42 hours of free electives. The 39 hours in the major include 33 hours of organizational leadership core courses and 6 hours from the major electives.

Student Learning Outcomes

In addition to meeting Mercer University's general education practical competencies, graduates of the organizational leadership program will be able to:

- Demonstrate goal-setting strategies through the development of a personal leadership action plan;

- Articulate a personal philosophy of leadership to lead by example by answering the question, "Should anyone be led by me?";
- Apply research and statistical techniques to improve problem-solving and decision making;
- Employ leadership theories in a variety of leadership situations;
- Analyze organizational situations using ethical approaches to decision-making.

Curriculum

The interdisciplinary social science focus of the organizational leadership program provides professionals with an understanding of leadership practices in the 21st century. Courses provide a practical approach to leadership and the implementation of change in a world that is increasingly interconnected. Students may not earn any grades lower than C in any courses in the major and may not take any course on a S/U basis. To qualify for graduation, students must attain an overall grade point average of 2.5 for the required courses in the major.

B.S. Degree

120 Semester Hours

A. General Education.....39 hours

MATH 220 is required

B. Required Major Core.....33 hours

- COMM 350. Organizational Communication
- HRAD 245. Introduction to Human Resources
- ORGL 210. Foundations of Leadership
- ORGL 320. Human Behavior in Organizations
- ORGL 330. Budgeting for Nonfinancial Leaders
- ORGL 335. Contemporary Global Issues
- ORGL 350. Values, Ethics, and Leadership Practice
- ORGL 380. Applied Research Methods
- ORGL 460. Strategic Leadership
- ORGL 470. Organization Development and Change
- ORGL 498. Organizational Leadership Senior Seminar

C. Electives in the Major.....6 hours

Choose 2 courses from the following list:

- COMM 270. Communication for Business and the Professions
- HRAD 250. Training and Development
- HSCL 310. Leadership in Healthcare Systems
- HSRV 380. Grant Proposal Development
- ORGL 215. Women and Leadership
- ORGL 329. Leadership and Civic Engagement
- ORGL 334. Governance and Advocacy
- ORGL 339. Mentoring and Networking
- ORGL 355. Leadership in Nonprofit Organizations
- ORGL 390. Special Topics in Organizational Leadership
- ORGL 445. Dimensions of Servant Leadership
- WGST 210. Women, Gender, and Identity

Electives.....42 hours

Total Requirements.....120 semester hours

Grade Requirements

Students may not earn any grades lower than C in any courses in the major and major electives and may not take any course on a S/U basis. Students must attain an overall grade point average of 2.5 in courses required for the major to qualify for graduation.

MINORS

Digital Forensics
18 Semester Hours
Requirements

CRJS 375.	Criminal Investigation	3 hours
CRJS/INSY 391.	Computer Privacy, Ethics, Crime and Society	3 hours
DGTF 390.	Digital Forensics I	3 hours
DGTF 490.	Digital Forensics II	3 hours
INFM 204.	Digital Logic and Programming	3 hours
INFM 210.	Introduction to Programming Concepts	3 hours

Public Safety
18 Semester Hours
Requirements

CRJS 260 or PSFT 365	
5 public safety/criminal justice courses	18 hours
At least 6 credits must be 300-400 level and taken at Mercer.	

Criminal justice or public safety courses used for a student’s major may not be used toward a public safety minor.

DEPARTMENT OF LIBERAL STUDIES

Fred Bongiovanni, *Chair/ Professor*
Duane E. Davis, J. Colin Harris, and Ian C. Henderson, *Professors Emeriti*
Karen O'Neill Lacey, *Associate Professor Emerita*
Margaret H. Eskew and Clinton W. Terry, *Professors*
Wesley N. Barker, J. Thompson Biggers, Timothy D. Craker, Melanie R. Pavich, Hollis Phelps, Jeffrey A. Waldrop, and Andrea L. Winkler, *Associate Professors*
Arla G. Bernstein, Jared N. Champion, and Steven J. Miller, *Assistant Professors*
Jason R. Holloway, *Instructor*

Mission Statement

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

Department Goals

- The department is committed to:
- Providing a learning environment that is personal, challenging, respectful, and supportive of each student’s academic goals.

- Assisting students in the refinement of their thinking, writing, and speaking skills.
- Providing a liberal arts foundation/connection to the professional programs offered in the Regional Academic Centers.
- Providing students with the opportunity to pursue in conjunction with an academic advisor, a Bachelor of Arts degree in either Liberal Studies or Communication.
- Enabling students to gain the personal and academic resources to serve them as life-long learners.
- Fostering a perspective that will nurture responsible vocation, relationships, and citizenship, both locally and globally.
- Ensuring students experience a creative, supportive, challenging, and respectful learning environment.

Student Learning Outcomes

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

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

COMMUNICATION

Arla G. Bernstein, *Program Coordinator/Assistant Professor*

Ian C. Henderson, *Professor Emeritus*

Lynn W. Clemons and Feng Liu, *Professors*

J. Thompson Biggers, *Associate Professor*

Kevin B. Williams, *Assistant Professor*

The Bachelor of Arts, Communication degree provides a broad-based understanding of the process of communication, as well as specialization in two concentrations: organizational communication and public relations. Effective communication is essential to the success of every organizational sector and industry.

Student Learning Outcomes

- Students will learn communication theories that are relevant to understanding information exchange (both verbal and nonverbal).
 - a. Students will demonstrate their understanding of the literature that forms the theoretical basis for understanding human and machine communication.
 - b. Students will apply theoretical constructs to relational, organizational, and societal contexts.
- Students will recognize the impact of social and cultural determinants in our communication with others:
 - a. Students will demonstrate how textual meaning is necessarily connected with the culture or society of which those texts are a part (i.e. whether generated within, or received by, that culture).

- b. Students will apply and evaluate contemporary communication theories to expose "hidden" meanings in cultural/societal texts.
- c. Students will practice the art of rhetoric in persuading others to change or to learn and to critique their own and the behavior of others in attempting to achieve these ends.
- d. Students will identify the differential impacts of the various media of communication (oral, written, print or electronic) on our communication practices and texts.
- e. Students will describe the ways our individual behavior is necessarily tied to culture and will show how our texts and behaviors reflect this connection.
- Students will recognize how the social/cultural and personal/psychological determinants blend in our communication within organizations:
 - a. Students will apply the principles of group dynamics (both social and psychological) to the task-oriented group that underlies so much of contemporary organizational practice.
 - b. Students will describe the ways our individual behavior is necessarily gendered and will show how our texts and behaviors reflect this connection.
 - c. Students will apply and evaluate contemporary public relations theories to provide a foundation for strategies and tactics.
 - d. Students will describe how a successful organizational life combines conventional societal rules with individual psychological determinants.
- Students will demonstrate an understanding of the basic methods, techniques, and procedures of applied research:
 - a. Students will apply both quantitative and qualitative methods employed in conducting applied research projects.
 - b. Students will prepare an applied research proposal.

B.A. Degree

120 Semester Hours

Prerequisites (a grade of C or better is required)

COMM 171. Introduction to Public Speaking

LBST 175. Academic Writing I

LBST 180. Academic Writing II or equivalent

General Education Requirements**39 hours**

Core in Major**27 hours**

COMM 240. Topics in Popular Culture and Society

or

COMM 251. Communication and Society

COMM 253. Gender Relations

COMM 309. Communication and Information Theory

COMM 330. Elements of Persuasion

COMM 340. Public Relations

COMM 350. Organizational Communication

COMM 360. Digital Media and Analytics

COMM 370. Intercultural Communication

ORGL 380. Applied Research Methods

NOTE: COMM 390 may be substituted as approved for any of the above courses except for COMM 309 and ORGL 380.

Concentrations**12 hours**

Students may choose Concentration A, B or C

A. Organizational Communication Concentration:

- COMM 255. Virtual Working Group Communication
- COMM 270. Communication for Business and the Professions
- COMM 325. Nonverbal Communication
- COMM 498. Organizational Communication Assessment

B. Public Relations Concentration:

- COMM 341. Public Relations Writing for Traditional and Digital Media
- COMM 342. Public Relations Leadership
- COMM 345. Mass Media and Society
- COMM 495. Public Relations Cases and Campaigns

C. Digital Media Communication Concentration:

- COMM 341. Public Relations Writing for Traditional and Digital Media
- COMM 345. Mass Media and Society
- or
- INFM 322. Introduction to Multimedia and Web Design Tools
- INFM 372. Human-Computer Interaction and Design
- COMM 499. Social Media Management and Ethics

Electives.....42 hours
TOTAL 120 hours

Grade Requirements

A student seeking a major in communication must maintain an overall cumulative grade point average of 2.5 for all courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required courses in the major.

Student Learning Outcomes for Organization Communication Concentration

Students will learn how to be better communicators. Students will learn to make reasoned choices among media and generate effective messages using verbal and nonverbal means within the context of the groups and institutions in which they find themselves. Students will also become critical interpreters of the messages that bombard them daily in their personal and professional lives. These connected and basic outcomes will be achieved through the following:

- Students will recognize the impact of relational (psychological) determinants in our communication with others:
 - a. Students will use the principles of interpersonal communication to show how our individual relationships and our communication with others are tied to individual psychology.
 - b. Students will describe how the meaning of our individual verbal communication is contextualized by nonverbal cues.
- Students will recognize how the socio-cultural and personal/psychological determinants blend in our communication within organizations:
 - a. Students will engage and critique conventional organizational communication to generate effective and persuasive messages for both individual and group.
 - b. Students will practice the art of rhetoric in persuading others to change or to learn and to critique their own and the behavior of others in attempting to achieve these ends.
 - c. Students will engage and critique conventional organizational communication to generate effective and persuasive messages for both individual and group.

- Students will describe how a successful organizational life combines conventional societal rules with individual psychological determinants.
- Students will act professionally and ethically in their organizational life and practices
 - a. Students will be able to practice communication and relationship-building skills while exhibiting standards of professional behavior.
 - b. Students will demonstrate sensitivity to ethical behavior, while developing leadership and managerial skills to prepare for advancement in the profession.

Student Learning Outcomes for Public Relations Concentration

Students will learn how to be better communicators. On the one hand, they will learn to make reasoned choices among media and generate effective messages using verbal and nonverbal means within the context of the groups and institutions in which they find themselves. On the other hand, students will also become critical interpreters of the messages that bombard them daily in their personal and professional lives. These connected and basic outcomes will be achieved through the following:

- Students will recognize the impact of social and cultural determinants in our communication with others:
 - a. Students will apply and evaluate contemporary public relations theories to provide a foundation for strategies and tactics.
 - b. Students will identify the differential impacts of the various media of communication (oral, written, print or electronic) on our communication practices and texts.
- Students will recognize how the social/cultural and personal/psychological determinants blend in our communication within organizations:
 - a. Students will practice the art of rhetoric in persuading others to change or to learn and to critique their own and the behavior of others in attempting to achieve these ends.
 - b. Students will engage and critique conventional organizational communication to generate effective and persuasive messages for both individual and groups.
- Students will demonstrate an understanding of the basic methods, techniques, and procedures of applied research, while applying both quantitative and qualitative methods employed in conducting applied research projects in the field of public relations.
- Students will act professionally and ethically in their public relations practice.
 - a. Students will be able to practice communication and relationship-building skills while exhibiting standards of professional behavior.
 - b. Students will demonstrate sensitivity to ethical behavior, while developing leadership and managerial skills to prepare for advancement in the profession.
 - c. Students will demonstrate an understanding of the importance of civic responsibility.

Student Learning Outcomes for Digital Media Communication Concentration

- Students will reflect upon the nature of digital technology, the Internet and the various types of online media platforms and communication environments.

- Students will utilize social media and Internet-connected applications to create, write and communicate content with individuals, groups, and large audiences.
- Students will comprehend digital media messages and internet-connected content through application of critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of message creation.
- Students will apply social responsibility, legal and ethical principles to one's own digital communication behavior and conduct.
- Students will value representations of marginalized groups and diverse perspectives afforded by digital media.
- Students will employ best practices and strategy behind effective utilization of social media.
- Students will utilize data analytics and metrics to measure and evaluate the reach and effectiveness of social media and Internet-connected content.

LIBERAL STUDIES

Fred Bongiovanni, *Chair/ Professor*

Duane E. Davis, J. Colin Harris, and Ian C. Henderson, *Professors Emeriti*

Karen O'Neill Lacey, *Associate Professor Emerita*

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Arla G. Bernstein, Jared N. Champion, and Steven J. Miller, *Assistant Professors*

Jason R. Holloway, *Instructor*

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

Students interested in pursuing the Liberal Studies major should first contact the chair or a faculty member of the Liberal Studies Department. Following a preliminary consultation, an advisor will be assigned. The advisor and the student will develop a proposal for the specific content and direction of the program. This proposal receives further development in the required LBST 210: The Idea of the University course that should be taken at the beginning of the degree program. The program of study is subject to the approval of the Liberal Studies Department. Once approved, the program statement will be filed with the Registrar's office with the standard Declaration of Major form and will become the official statement of the student's program. Modifications in the approved plan, due to schedule limitations or curricular changes, may be made with the approval of the department chair or advisor.

The Bachelor of Arts degree, Liberal Studies focuses on several general student learning outcomes that are consistent with all of the individualized programs of studies. As specific programs of study are developed for each student, additional student learning

outcomes may be specified by a student's degree program advisor. Upon the completion of the degree, the successful student should be able to:

- Students will construct an individual degree program articulating their own "stories," including the idea of the university and their program of study within it.
- Students will employ methods of interdisciplinary interpretation, research, and writing to develop a research topic in the liberal studies major.
- Students will apply critical approaches to interdisciplinary inquiry that use the principles and practices of interpretation that cut across disciplines, different areas of concentration, and fields of inquiry.
- Students will develop and articulate interdisciplinary interpretations of the arts and the humanities with a focus on particular texts, places, artists, populations, and ideas.
- Students will critically engage and respond to arguments in primary texts from social thought or public discourse and through making arguments of their own.
- Students will create an effective research-focused synthesis between selected concentrations and required Liberal Studies core courses.

All students pursuing this major must take six specific core courses: LBST 210 - The Idea of the University, LBST 250 - Arts and Ideas I: Ancient and Medieval Cultures or LBST 255 - Arts and Ideas II: Modern Culture (students choose one) LBST 275 - Argument: Social Thought and Citizenship or LBST 280 - Argument: Public Discourse and Citizenship (student choose one), LBST 310 - Liberal Studies Thinking and Writing, LBST 360 – Critical Approaches to Interdisciplinary Inquiry and LBST 498 – Liberal Studies Capstone. Beyond these six courses, students will develop, in consultation with an advisor, a program of study involving two concentrations of four courses (12 semester hours) each or one concentration of eight courses (24 semester hours). Students selecting the two concentration option must complete a minimum of one course (3 credit hours) in each concentration in the College of Professional Advancement. Students selecting the one concentration option must complete a minimum of two courses (6 credit hours) in that concentration in the College of Professional Advancement. During the final term in residence, students will enroll in LBST 498 – Liberal Studies Capstone seminar team taught by members of the faculty over the course of a full semester. During the seminar, the final research project and synthesizing essay will be completed.

LIBERAL STUDIES

B.A. Degree

120 Semester Hours

General Education Requirements39 hours

Major Requirements42 hours

Core in Major (18 hours)

LBST 210.	The Idea of the University
LBST 250.	Arts and Ideas I: Ancient and Medieval Culture
or	
LBST 255.	Arts and Ideas II: Modern Culture
LBST 275.	Argument: Social Thought and Citizenship
or	
LBST 280.	Argument: Public Discourse and Citizenship
LBST 310.	Liberal Studies Thinking and Writing
LBST 360.	Critical Approaches to Interdisciplinary Inquiry
LBST 498.	Liberal Studies Capstone

Required Concentrations (24 hours)

In addition to the core course requirements listed above, all Liberal Studies students will, in consultation with their advisor and in conjunction with LBST210, **Idea of the University** course, develop a program of study following the concentration options below.

- A. **Standard Concentrations** - Students may choose two of the following areas of concentration for the two concentration option (12 hours per concentration) or one area of concentration for the one concentration option (24 hours).
- | | |
|-----------------------|----------------------------|
| American Studies | Mathematics |
| Communication Studies | Religious Studies |
| Education Studies | Science |
| Historical Studies | Social Science |
| Humanities | Women's and Gender Studies |
| Literary Studies | Writing |
- B. **Individualized Studies** – In consultation with an advisor, a student may design a program of study in a concentration not included in A above. This concentration may be either a 12-hour concentration to be combined with a concentration in A or B or a single 24-hour concentration. (12 or 24 hours)
- C. **Concentrations in other College of Professional Advancement departments** – In consultation with an advisor, a student may select four course concentrations from course offerings in other College of Professional Advancement departments. Students may not complete an eight course concentration in another major offered in other College of Professional Advancement departments or in other schools of the University. (12 hours)

Electives39 hours
TOTAL 120 semester hours

Grade Requirements

A student seeking a major in liberal studies must maintain an overall cumulative grade point average of 2.5 for all courses (core and concentration courses) required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required courses in the major.

MINORS

Communication Studies

18 Semester Hours

Student Learning Outcomes

The student who completes a minor in Communication Studies will be able to:

- Describe in detail the human communication process.
- Describe and explain in detail a model of human communication.
- Apply that model to various contexts; interpersonal, organizational, and societal depending on which courses they have completed.

Students should select 18 hours from communication courses not counted as general education requirements or as requirements in their major. At least 6 of the 18 hours must be at the 300-400 level and completed at Mercer.

Historical Studies

18 semester hours

Student Learning Outcomes

The student who completes a minor in Historical Studies will be able to:

- Apply historical reasoning to study of political, cultural, religious, social, economic, or ideological topics in history.
- Explain historical change and continuity.
- Develop a clear argument using recognized historical methods.
- Interpret and use primary sources.

Students should select 18 hours from history courses of 200 or above not counted as general education requirements or requirements in their major. At least 6 hours must be 300-400 level and completed at Mercer.

Literary Studies

18 Semester Hours

Student Learning Outcomes

The student who completes the minor in Literary Studies will be able to develop the habits of mind of readers of literature through:

- Reading (and re-reading) carefully and critically, paying attention to patterns and themes that emerge as well as to the language and form of the literacy work.
- Formulating questions and responses to what you read.
- Making connections to other texts and contexts.
- Asking how various forms of literature, in their historical contexts, reflect and shape the ways we imagine ourselves with others.

Students should select any 18 hours of 200 level or above listed in the English or Literature subject area that are not counted as general education requirements or as requirements in their major. At least 6 hours must be 300-400 level and completed at Mercer.

Religious Studies

18 Semester Hours

Student Learning Outcomes

The student who completes a minor in Religious Studies will be able to:

- Compare and contrast different methodological approaches to understanding religion.
- Demonstrate competency in the critical reading and interpretations of religious texts and representations.
- Delineate the key features of a religious tradition and discuss how they interact for adherents to that religious tradition.
- Describe the way in which lived religion as practiced in everyday life affects the social relationship of individuals in either historical or contemporary contexts.
- Develop written and oral communication skills for the study of diverse religious traditions that demonstrate balanced and unbiased analysis.

Students should select any 18 hours from the religious studies area or, with departmental approval, related or special topics courses that are not counted as general education requirements or as requirements in the major. At least 6 hours must be 300-400 level and completed at Mercer.

Women's and Gender Studies

18 semester hours

Student Learning Outcomes

The student who completes a minor in Women's and Gender Studies will be able to:

- Identify social, cultural, historical, aesthetic, and/or discursive norms regarding gender
- Recognize manifestations of sex and gender in politics and practice
- Explain relationships between societal constructions of sex and gender and claims of oppression and marginalization
- Analyze the consequences of common assumptions about sex, gender, and sexuality
- Articulate the ways in which perceptions of sexuality empower and/or limit human lives, work, and freedom

Required Courses (6 hours):

WGST 210. Women, Gender, and Identity

WGST 320. Topics in Women, Gender, and Religion

Select four additional courses, at least one course must be at the 300 level (12 hours):

COMM 253. Gender Relations

HIST 210. Topics in American History (Topic related to WGST)

HIST 220. Topics in European History (Topic related to WGST)

LITR 334. Forms and Figures (Topic related to WGST)

LITR 370. Interdisciplinary Approaches to Literature (Topic related to WGST)

ORGL 215. Women and Leadership

PSYC 371. Psychology of Women

PSYC 373. Psychology of Men

PSYC 388. Human Sexuality

NOTE: Courses counted for the minor cannot be applied to a major or general education requirement.

Bachelor of Arts, Liberal Studies/Master of Divinity

Accelerated Special Consideration Program between College of Professional Advancement and the School of Theology-Bachelor of Arts in Liberal Studies degree and Master of Divinity degree

Mercer University's Accelerated Special Consideration Program (ASCP) offers highly qualified students enrolled in the College of Professional Advancement B.A. in Liberal Studies degree with a religious studies concentration the opportunity to earn both the B.A. in liberal studies and M.Div. degree (School of Theology) in a reduced time frame. Students admitted to the ASCP based on the Admission Requirements will be able to complete the B.A. in Liberal Studies (religious studies concentration) by enrolling in the School of Theology foundational level courses that align with the Graduate Certificate in Theological Studies. These courses will be applied toward the completion of the B.A. in liberal studies degree (religious studies concentration). These same foundational courses will also count toward the completion of the M.Div. degree. In this way, students will be

able to complete the M.Div. degree in two rather than three years, based on full-time enrollment.

The following courses offered through the School of Theology may be completed and applied to the required course work for the religious studies concentration in the B.A. Liberal Studies degree:

Course	Credits
THOT 500 Foundations in Old Testament	3
THNT 500 Foundations in New Testament	3
THCH 500 Foundations in Church History	3
THCH 510 Baptist History and Polity	3
THTP 500 Foundations in Theology	3
THXX xxx Cultural Context Elective	3

(Students will choose one: THNT 701/THOT 701, The Bible and Popular Culture, or THPT 604, Whatever Happened to Abram's Children? Judaism, Christianity, and Islam Today, or THPT 605, Why Did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies or THPT 652, Gender and Sexuality or THTP 601, Christian Theology and Culture)

THXX xxx Comparative Religions Elective	3
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(Students will choose one: THPT 602, Judaism: History, Thought, and Practice, or THPT 603, Islam: History, Thought, and Practice, or THPT 604, Whatever Happened to Abram's Children? Judaism, Christianity, and Islam Today, or THPT 605, Why Did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies)

THET 500 Ethics	3
THSP 511 Spiritual Formation 1	1
THSP 512 Spiritual Formation 2	1

Total Required Hours: 26

Only College of Professional Advancement students who are fully admitted to the B.A. in Liberal Studies (religious studies concentration) to M.Div. ASCP program may enroll in the above School of Theology courses as undergraduate majors.

Admission Requirements

This ASCP program allows students currently enrolled in College of Professional Advancement and who are completing the B.A. in Liberal Studies to complete an eight-course religious studies concentration through enrollment in courses in the School of Theology. Students admitted to the program will be 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 Christian ministry.

Candidates for admission will be College of Professional Advancement students with a declared major in liberal studies and who have indicated a desire to enroll in the School of Theology M.Div. degree program. Applicants must complete a minimum of 60 credit hours, to include:

- All general education requirements (39 hrs.)
- The following LBST major core courses (15 hrs.):
 - LBST 210 The Idea of the University
 - LBST 250 Arts and Ideas I: Ancient and Medieval Cultural
or
 - LBST 255 Arts and Ideas II: Modern Culture
 - LBST 275 Argument: Social Thought and Citizenship

- or
 - LBST 280 Argument: Studies in Public Discourse
 - LBST 310 Liberal Studies Thinking and Writing
 - LBST 360 Critical Approaches to Interdisciplinary Inquiry
- Electives to reach the 60-hour minimum (6 hrs.)

Please refer to this catalog's section on Accelerated Special Consideration Program under College of Professional Advancement, as well as the School of Theology's M.Div. Degree Admissions section, for complete information on admissions requirements. Successful applicants must complete and submit application materials to the School of Theology Admissions Office.

A minimum grade point average of 2.75 overall and 3.0 in Mercer University courses is required. The School of Theology Dean gives final approval for admission to the ASCP program and to the School of Theology.

Program Requirements

1. Students must have completed a minimum of 60 credit hours toward the B.A. in Liberal Studies degree, to include all of the general education requirements and the B.A. degree core classes (with the exception of the LBST 498 capstone), before application to the ASCP B.A./M.Div. degree. A minimum of 15 undergraduate hours (to include the five BA/LBST degree core requirements listed above) must be completed at Mercer University prior to application to the ASCP. A student may also need to complete any outstanding general education requirements. A 3.0 GPA for all Mercer University courses is required at the time of application.
2. To complete the requirements for the B.A. in Liberal Studies, students will complete the LBST 498 Senior Capstone course in the semester in which they complete the religious studies concentration (eight courses) required for the B.A./Liberal Studies degree with a religious studies concentration. These concentration courses will align with the courses in the School of Theology Graduate Certificate in Theological Studies.
3. Students must meet all admission requirements (see above) for the School of Theology M.Div. degree with exception of the completion of their B.A. degree.
4. Students applying for B.A./M.DIV. ASCP program will be interviewed by the School of Theology and the College of Professional Advancement Department of Liberal Studies prior to admission into the program. The interview team will be constituted by faculty members from both schools.
5. If a student does not continue with the School of Theology, any courses completed in the School of Theology with a grade of C or higher will count toward the B.A. Liberal Studies degree with a concentration in Religious Studies.
6. Students in the ASCP program will enroll in the approved foundational courses as offered by the School of Theology in their Graduate Certificate in Theological Studies and taught by the School of Theology faculty. The School of Theology will offer these courses in an online format or face to face in day/time format accessible to a working adult student.
7. The foundational courses will count toward the B.A. in Liberal Studies with a concentration in Religious Studies and will allow the student to receive advance standing at the School of Theology upon fulfilling the requirements for the B.A. in Liberal Studies at the College of Professional Advancement.

The B.A., Liberal Studies requires a total of 120 hours and the M.Div. degree requires 74 hours. Six (18 hours of credit) to eight (24 hours of credit) courses taken at the graduate level will be applied toward completion of the B.A. degree. The approved foundational courses are those offered by the School of Theology in their Graduate Certificate. These credits will provide the student with advanced standing per the School of Theology's standards, accelerating the pace at which students will go on to earn the M.Div.

Certificate in Globalization and Engagement

The Globalization and Engagement Certificate program is a strategic initiative for cross-cultural and global approaches to the curriculum, creating real opportunities for students seeking knowledge across cultures, across disciplines, and around the world while demonstrating capacities for global learning and intercultural competency. The 12-credit hour certificate includes four cross-disciplinary, experience-based courses that focus on one or more of the following learning outcomes.

Student Learning Outcomes

Upon successful completion of the certificate program, students will be able to:

- *Communicate* effectively with others across cultures and around the world;
- *Explain* how global systems change the world and our cross-cultural relations in it;
- *Interpret* the cross-cultural and global texts, practices, and artifacts that constitute our worlds of meaning; and
- *Engage* the values that are at stake in relationships across cultures and around the world.

Required Certificate Courses:

Course		Credits
GLEN 225.	Languages in Contact	3
GLEN/SOCI 235.	Globalization and Social Change	3
GLEN/HUMA 245.	Interpreting Narrative Across Cultures and Around the World	3
GLEN 301.	Globalization and Engagement Laboratory	3

The hybrid courses that make up the certificate are built around a 9 – 10 day immersion experience. When not engaged in the immersion experience or in online instruction, students will meet face-to-face one night a week (12 – 16 weeks).

DEPARTMENT OF SCIENCE

Colleen P. Stapleton, *Chair/Professor*

Zipangani Vokhiwa, *Professor*

Sabrina L. Walthall, *Associate Professor*

Carol W. Upshaw and Samantha M. Waters, *Assistant Professors*

The mission of the Department of Science is to provide curriculum that students find relevant to their own lives and career pathways, that is accessible to modern students, and that enhances the capacity of students to reason scientifically. The Department offers courses in online, blended, and face-to-face learning environments. In laboratory coursework, students have opportunities to study in laboratories on campus and at home with science equipment and supplies provided by the Department. Student support in the Department includes academic advisors, workshops in pre-health pathways, laboratory coordinators, and open access laboratories to study outside of scheduled class time.

Students have access to equipment such as incubators, anatomical models, greenhouses, weather stations, drones, and VR/AR hardware.

The Department offers general education curriculum that reflects the expert areas of the faculty in disciplines of cellular biology, genetics, microbiology, neurobiology, molecular biology, ecology and environmental science, geology, and archaeological science. The Department also offers pre-health science curriculum that is designed to prepare students for successful admission to schools of nursing, pharmacy, and other health programs. Additional courses in other departments may be required pre-requisites for the specific health program. Completion of the pre-requisite curriculum does not guarantee admission to any program. However, students who complete the curriculum will position themselves as stronger candidates for admission into their desired program.

Department Goals

The Department is committed to fostering a learning and teaching environment that will:

- Increase the knowledge, skills, and tools used in science and the healthcare field.
- Improve logical reasoning skills by using evidence-based arguments to address problems in healthcare.
- Grow the capacity to work creatively by integrating knowledge and skills across disciplines.
- Enhance ethical reasoning skills in the application of knowledge and tools of science.

Pre-Health Curriculum

Sabrina L. Walthall, *Coordinator/Associate Professor*

Colleen P. Stapleton and Zipangani M. Vokhiwa, *Professors*

Carol W. Upshaw and Samantha M. Waters, *Assistant Professors*

Pre-Accelerated B.S. Nursing (pre-ABSN) Track Courses

- BIOL 256 Microbiology for Allied Health (3 hours)
- BIOL 256L Microbiology for Allied Health Laboratory (1 hour)
- BIOL 245 Human Anatomy & Physiology I (3 hours)
- BIOL 245L Human Anatomy & Physiology I Laboratory (1 hour)
- BIOL 246 Human Anatomy & Physiology II (3 hours)
- BIOL 246L Human Anatomy & Physiology II Laboratory (1 hour)
- BIOL 325 Pathophysiology (3 hours)
- NUTR 206 Nutrition (3 hours)

Pre-Nursing Related Courses

- BIOL 245 Human Anatomy and Physiology I (3 hours)
- BIOL 245L Human Anatomy and Physiology I Laboratory (1 hour)
- BIOL 246 Human Anatomy and Physiology II (3 hours)
- BIOL 246L Human Anatomy and Physiology II Laboratory (1 hour)
- BIOL 256 Microbiology for Allied Health (3 hours)
- BIOL 256L Microbiology for Allied Health (1 hour)
- BIOL 325 Pathophysiology (3 hours)
- NUTR 306 Nutrition (3 hours)

Pre-Pharmacy Track Courses

- CHEM 103 General Chemistry I (3 hours)
- CHEM 104 General Chemistry II (3 hours)
- CHEM 105 General Chemistry I Laboratory (1 hour)
- CHEM 106 General Chemistry II Laboratory (1 hour)
- BIOL 101 Introduction to Biology and Evolution (3 hours)
- BIOL 105 Life Forms and Functions (3 hours)
- BIOL 245 Anatomy & Physiology I (lecture) (3 hours)
- BIOL 246 Anatomy & Physiology II (lecture) (3 hours)
- BIOL 256 Microbiology (lecture) (3 hours)
- CHEM 206 Organic Chemistry I (3 hours)
- CHEM 207 Organic Chemistry II (3 hours)
- CHEM 208 Organic Chemistry Laboratory (2 hours)
- CHEM 305 Biochemistry (3 hours)
- SCIE 215 Life Systems (3 hours)

COURSES OF INSTRUCTION

ART AND ART HISTORY (ARTH)

ARTH 101. Art Appreciation (3 hours)

Students will explore, question, analyze, and interpret works of art as they engage and study work of various artistic periods arising from a variety of cultures, and develop a general knowledge of the historical periods and events pertinent to the study. (Every year in at least one location or online)

ARTH 201. Survey of Western World Art I (3 hours)

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

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

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

BIOLOGY (BIOL)

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

Prerequisite: SCIE100.

Students will analyze biological function at the molecular level. The course will particularly emphasize and cover structure and regulation of genes, as well as the structure and synthesis of proteins. Students will discuss how these molecules are integrated into cells and how these cells are integrated into multicellular systems and organisms. The scientific concept of evolution will also be explored, specifically the development of evolutionary thought and the role of natural selection in evolution. Students will generate, collect, analyze and interpret data as part of their integrated lecture/laboratory experience. Laboratory fee. (Every year in at least one location or online)

BIOL 105. Life Forms and Functions (3 hours)

Prerequisite: SCIE100.

Students will study an overview of organismal development in form and function of living things over more than 3.5 billion years of evolutionary time. Major topics include: key characteristics of life and the major taxonomic groups belonging to six recognized

kingdoms; adaptations required for specific modes of living, and the new opportunities for speciation and diversification that these processes yielded; and an examination of the dynamic relationship between various biological forms and their functions. An integrated lecture and laboratory course. Laboratory fee. (Every year in at least one location or online)

BIOL 210. Biology of Diseases (3 hours)

Prerequisite: SCIE 100.

The course provides a general introduction to human diseases and disease processes. It covers current understanding of, and modern approaches to human disease, emphasizing the molecular and cellular basis of disease. The course will include topics on causes and mechanisms of basic tissue processes which underlie disease as well as discussion of the epidemiology of some common diseases. This is a service-learning course and will require group projects designed to benefit the student, the Mercer community, and the community at large. Laboratory Fee (Every two years in at least one location or online)

BIOL 245. Human Anatomy and Physiology I (3 hours)

Prerequisite: BIOL 101.

Students will study human anatomy as it relates to allied health professionals. Students will identify the vocabulary, overview the basic components of cells and tissues, and study how cells group and differentiate into specialized tissue. Topics will include the anatomy and physiology of the integumentary system, skeletal system and bones, muscular system and muscles, joints, and nervous system, as well as genetics and genomics. (Every year in at least one location or online)

BIOL 245L. Human Anatomy and Physiology I Laboratory (1 hour)

Prerequisite or corequisite: BIOL 245.

This laboratory course completes the Human Anatomy and Physiology I course sequence for students who intend to apply for health professions programs. Students will perform hands-on experiments designed to focus on the development of a knowledge base in anatomy and physiology. Laboratory will include body organization and respective terminology, articulated and disarticulated skeletons, histology of bones and muscles, muscle models, and virtual human cadaver dissections. Students will demonstrate the ability to collect, evaluate and interpret scientific data, and employ critical thinking to solve problems in traditional and virtual laboratory settings. Laboratory fee. (Every year in at least one location or online)

BIOL 246. Human Anatomy and Physiology II (3 hours)

Prerequisite: BIOL 245.

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

BIOL 246L. Human Anatomy and Physiology II Laboratory (1 hour)

Prerequisite or corequisite: BIOL 246.

This laboratory course completes the Human Anatomy and Physiology II course sequence for students who intend to apply for health profession programs. Students will perform hands-on experiments designed to focus on the development of a knowledge base in anatomy and physiology. Topics include review of microscope, anatomical terminology and tissues, and the study of seven out of eleven systems (endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive) that make up human body.

Students will demonstrate the ability to collect, evaluate and interpret scientific data, and employ critical thinking to solve problems in traditional and virtual laboratory settings. Laboratory fee. (Every year in at least one location or online)

BIOL 256. Microbiology for Allied Health (3 hours)

Prerequisite: BIOL 246.

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

BIOL 256L. Microbiology for Allied Health Laboratory (1 hour)

Prerequisite or corequisite: BIOL 256.

This laboratory course is designed for students who intend to apply for health profession programs. Students will perform hands-on experiments designed to focus on the development of a knowledge base in microbiology. Topics include preparing stained smears, culturing micro-organisms, conducting immunology experiments, performing tests to identify bacteria and studying microbial growth control methods. Students will demonstrate the ability to collect, evaluate and interpret scientific data, and employ critical thinking to solve problems in traditional and virtual laboratory settings. Laboratory fee. (Every year in at least one location or online)

BIOL 325. Pathophysiology (3 hours)

Prerequisites: BIOL 245, 246, 256.

Students will focus their study on understanding the physiological mechanisms altered by disease conditions that affect human beings during their lifespan. Students will examine topics that emphasize the interrelationships among organ systems and how deviations in these systems from homeostasis lead to an altered health state. Specific topics include clinical presentation, signs and symptoms, etiology and prognosis, appropriate diagnostic studies and global concepts of treatment. Students will build on prior knowledge of basic anatomy and physiology, and microbiology. A familiarity with basic concepts in chemistry, biochemistry and immunology is also suggested. (Every year in at least one location or online)

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

Prerequisite: Consent of department chair.

A study of some significant topic in the life sciences that is not available through other program offerings. Laboratory fee may apply. (As needed)

CHEMISTRY (CHEM)

In order to fulfill one course in the University General Education requirement Scientific Reasoning (including a laboratory) with a CHEM course, a student must complete one of either of the following options: CHEM 103 and CHEM 105; CHEM 104 and CHEM 106. Students who transfer in a lecture science course may complete their Scientific Reasoning (including a laboratory) by successfully completing either CHEM 105 or CHEM 106.

CHEM 103. General Chemistry I (3 hours)

Prerequisite: MATH 120 or equivalent.

This is the first course in a two-course, two-laboratory sequence for students who intend to apply for admission to pharmacy or other health profession programs. Students will study inorganic and physical chemistry and an introduction to organic chemistry, emphasizing the concepts that will provide the basis for subjects that students will encounter in future studies in pharmacy or other health professions. Students will study topics including atomic structure, covalent and ionic bonding, chemical reactions, chemical

calculations, acid, base and solution chemistry, radiochemistry and chemistry of hydrocarbons. Students will develop quantitative reasoning skills where appropriate to enhance the understanding of these concepts. Students will apply these concepts using practical examples and facilitated discussions. (Every year in at least one location or online)

CHEM 104. General Chemistry II (3 hours)

Prerequisite: CHEM 103 or equivalent.

This is the second course in a two-course, two-laboratory sequence for students who intend to apply for admission to pharmacy or other health profession programs. Students will continue to examine the principles and applications of chemistry that were begun in General Chemistry I, emphasizing concepts that will be important for and provide the basis for subjects that students will encounter in their future studies in pharmacy or other health professions. Students will study properties of solutions, acids and bases, kinetics, equilibrium thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students will apply these concepts using practical examples and facilitated discussions. (Every year in at least one location or online)

CHEM 105. General Chemistry I Laboratory (1 hour)

Prerequisite or corequisite: CHEM 103 or equivalent.

This laboratory course is the third course in a three-course sequence for students who intend to apply for admission to pharmacy or other health profession programs. Students will perform hands-on experiments designed to illustrate the chemical principles and processes studied in General Chemistry I and II. Students will practice and learn laboratory techniques and simple experimental procedures used in a chemical laboratory. Students will develop scientific reasoning skills and study the scientific concepts of each laboratory they perform in order to gain a general understanding of how these contribute to quality healthcare practice and ethical performance of healthcare professionals. Laboratory fee. (Every year in at least one location or online)

CHEM 106. General Chemistry II Laboratory (1 hour)

Prerequisite or corequisite: CHEM 104 or equivalent.

This laboratory course completes the General Chemistry II course sequence for students who intend to apply for admission to pharmacy or other health profession programs. Students will perform hands-on experiments designed to illustrate the chemical principles and processes studied in General Chemistry II. Students will practice and learn laboratory techniques and simple experimental procedures used in a chemical laboratory. Students will develop their scientific reasoning skills and study the scientific concepts of each laboratory they perform in order to gain a general understanding of how these contribute to quality healthcare practice and ethical performance of healthcare professionals. Laboratory fee. (Every year in at least one location or online)

CHEM 206. Organic Chemistry I (3 hours)

Prerequisites: CHEM 103, 104, 105, 106 or equivalent.

Organic Chemistry I is the first course in a three-course sequence for students who intend to apply for admission to pharmacy or other health profession programs. Students will study especially the concepts that will be important for and will provide the basis for the subjects the student will encounter in their studies in pharmacy or other health professions. Students will examine topics including the different classes of organic compounds and their chemical nomenclature, how the different classes of organic compounds react to form new compounds, and the theoretical basis for synthesis of more complex organic compounds from simpler precursor compounds. Students will examine organic compounds as normal constituents of metabolism and also as therapeutic agents.

Students will apply concepts using practical examples and facilitated discussions. (Every year in at least one location or online)

CHEM 207. Organic Chemistry II (3 hours)

Prerequisites: CHEM 103, 104, 105, 106, 206 or equivalent.

This is the second course in a three-course sequence for students who intend to apply for admission to pharmacy or other health profession programs. Students should enter this course with a good understanding of the different functional groups in organic chemistry and the different reactions they undergo. Students will study especially the concepts that are important for and provide the basis for the subjects the student will encounter in their future studies in pharmacy or other health profession programs. Students will examine topics including separation and purification techniques, an introduction to spectroscopy and the organic chemistry of biological pathways important to pharmacy and related health professions, including biochemistry, molecular genetics, and metabolism. Students will apply concepts using practical examples and facilitated discussions. (Every year in at least one location or online)

CHEM 208. Organic Chemistry Laboratory (2 hours)

Prerequisites: CHEM 103, 104, 105, 106, 206 or equivalent.

Prerequisite or corequisite: CHEM 207 or equivalent.

This is the third course in a three-course sequence for students who intend to apply for admission to pharmacy or other health profession programs. Using both hands-on and simulated methods, students will perform experiments in organic synthesis and qualitative analysis designed to illustrate the topics covered in Organic Chemistry I and II. Students will develop their scientific reasoning skills and study the scientific concepts of each laboratory they perform in order to gain a general understanding of how these contribute to quality healthcare practice and ethical performance of healthcare professionals. Laboratory fee. (Every year in at least one location or online)

CHEM 305. Biochemistry (3 hours)

Prerequisites: CHEM 103, 104, 105, 106, 206, 207 or equivalent.

Biochemistry is a course for students who intend to apply for admission to pharmacy or other health profession programs. Students will study especially the concepts that will provide the basis for the subjects the student will encounter in their studies in pharmacy or other health professions. Students will study topics that emphasize the chemical events that occur in living systems in terms of metabolism and structure-function relationships of biological molecules, the synthesis, degradation and transfer of major biomolecules, and how metabolic pathways are integrated at the molecular, cellular and physiological levels. (Every year in at least one location or online)

COMMUNICATION (COMM)

COMM 104. Understanding Theatre (3 hours)

Students will study the characteristics and practices of the theatre from the perspective of our experience of theatre as audiences engaged with a cultural, dynamic cultural art form. Students will practice "close reading" by examining and contextualizing selected plays/productions. (Every two years in at least one location)

COMM 171. Introduction to Public Speaking (3 hours)

Students will study and practice the basic strategies and skills necessary for preparing and delivering effective oral presentations applicable to a variety of contexts and relevant to career development and responsible citizenship. Major emphasis will be placed on topic selection, audience analysis, message organization, language and argument development, and delivery skills. Students will also learn to be critical consumers of public

oral discourse through the study and practice of effective listening, basic argument construction, and basic rhetorical criticism. (Every year in at least one location and online)

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

(Cross-listed with SOCI 240)

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

Students will analyze and interpret one or more topics addressing popular forms of culture and communication. Emphasis will be placed on understanding the ways that everyday behavior and artifacts are imbued with cultural meanings that transcend functional purpose. The topics will vary but special attention may be paid to such topics as fashion, popular music, movies, social media and popular genres of literature (science fiction, mystery, or romance). Students may enroll in additional sections of COMM 240 when different topics are addressed. (Every two years in at least one location and online)

COMM 251. Communication and Society (3 hours)

(Cross-listed with SOCI 251)

Prerequisites: LBST 175, 180 or equivalent.

Students will examine the role that communication has played in the transformation of society. Beginning with the work of Walter Ong, students will trace the impacts of oral, written, print, and electronic technologies on ancient, medieval, and modern society. This history is used to suggest how contemporary technologies will change the ways in which we organize ourselves and communicate. (Every two years in at least one location and online)

COMM 253. Gender Relations (3 hours)

(Cross-listed with SOCI 253)

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

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

COMM 255. Virtual Working Group Communication (3 hours)

Prerequisites: INSY 102; LBST 175, 180 or equivalent.

Students will demonstrate an ability to work cooperatively in group settings without face-to-face contact. Students will demonstrate an understanding of the pitfalls that can hinder group process and an ability to work with various tools that facilitate remote group performance. (Every two years in at least one location and online)

COMM 260. Interpersonal Communication (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study the theory and skills relevant to interpersonal communication. Major emphasis will be given to the development and deterioration of interpersonal relationships and the role that communication plays in these processes. Students will investigate verbal and nonverbal communication, perception, and personal disposition toward communication in the interpersonal context. (Every two years in at least one location and online)

COMM 265. Working Group Communication (3 hours)

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

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

explored, with special attention given to group leadership and group presentations. (Every two years in at least one location and online)

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

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

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

COMM 309. Communication and Information Theory (3 hours)

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

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

COMM 320. Advanced Interpersonal Communication (3 hours)

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

Students will study the theories of interpersonal communication with an emphasis on the application of relevant principles to our everyday life. Students will study transactional communication as learned, patterned and contextual, and as multifunctional and multi-channeled behavior. Major emphasis will be placed on how modern communication technology is changing traditional patterns of interaction. (Every two years in at least one location and online)

COMM 325. Nonverbal Communication (3 hours)

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

Students will develop an understanding of the role and importance of nonverbal communication in social interaction. They will learn and apply methods of understanding nonverbal communication to various social situations. (Every two years in at least one location and online)

COMM 330. Elements of Persuasion (3 hours)

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

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

COMM 340. Public Relations (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

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

COMM 341. Public Relations Writing for Traditional and Digital Media (3 hours)

Prerequisite: COMM 340.

Prerequisite or corequisite: COMM 330.

Students will develop the writing and editing skills necessary to succeed in a 21st Century public relations career. Students will generate public relations materials in a variety of formats, including fact sheets, news releases, brochures, blogs, digital media content, social media platforms, online content, and position papers and others for an existing organization in the community. Students completing effective, strategy-based copy for a wide range of tactics will meet clients' needs for persuasive, professional public relations writing skills. This course is also designed to have students think critically about current events and how they relate to public relations practice. (Every two years at one location or online)

COMM 342. Public Relations Leadership (3 hours)

Prerequisite: COMM 340 or equivalent.

Students will learn leadership perspectives and the role public relations and strategic communication play in effective leadership and management strategies. Students will explore and examine communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, and current models of leadership. Students will also explore the different leadership challenges posed by different groups and organizational types. (Every two years in at least one location or online)

COMM 343. Health Communication (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

Students will learn the role of leadership perspectives in health communication. Students will develop a growing awareness that communication is inextricably linked with issues of health and the practice of health care, as it relates to health professionals and patient outcomes. Students will analyze and describe how social, cultural, political, and cultural factors affect health communication. Students will articulate a critical understanding of basic theories, models, and assumptions about the effects of interpersonal communication and mass communication on health. Students will apply healthcare leadership concepts and coordination of multidisciplinary teams in a variety of settings, including virtual working group environments. (Annually online)

COMM 345. Mass Media and Society (3 hours)

(Cross-listed with SOCI 345)

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

Students will critically analyze the impacts and effects of mass media on contemporary society. Special attention will be given to the impact of media on social roles and relationships. (Every two years in at least one location and online)

COMM 350. Organizational Communication (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

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

COMM 359. Instructional Communication (3 hours)

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

Students will demonstrate an understanding of the dominant theories of Instructional Communication. Students will be able to describe the process through which the theories have been developed and tested and the ways in which they can be applied to their professional experience. (Every two years in at least one location and online)

COMM 360. Digital Media and Analytics (3 hours)

Prerequisites: INSY 102 or equivalent and LBST 175, 180 or equivalent.

Students will demonstrate a theoretical and applied understanding of digital media and its role in human communication and society by using social media and Internet-connected applications to create and communicate content for individuals and groups and by analyzing message quality, veracity, credibility, and point of view. Students will interpret data analytics and metrics to evaluate the reach and effectiveness of social media and Internet-connected content. (Every year in at least one location or online)

COMM 370. Intercultural Communication in a Globalized Society (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A cross-disciplinary study of communication issues which arise when cultures come into contact with each other. Conducted as a seminar, the specific area to be covered is the mechanism through which cultures exchange with each other. Students will investigate ways in which communication facilitates cultural contact and ways in which it inhibits contact. Students will analyze cultural differences in communication style and content. (Every two years in at least one location and online)

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

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

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

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

Prerequisite: Consent of advisor.

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

COMM 475. Communication Internship (3-9 hours)

Prerequisites: Senior status; consent of advisor.

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

COMM 495. Public Relations Cases and Campaigns (3 hours)

Prerequisite: Senior standing; completion of communication curriculum.

Corequisite: One required COMM course, if all other required communication courses have been completed.

Students will participate in this undergraduate seminar focusing on the role of strategic planning and management in public relations. These senior students will learn and demonstrate problem solving in public relations through (1) the strategic planning process; (2) case studies in public relations; and (3) a communication campaign project. Students will explore public relations and related theories to gain a better understanding of the

analysis of public perceptions, attitudes and behavior and how theories can be applied to "real world" cases and problems. (Every two years online or in one location)

COMM 498. Organizational Communication Assessment (3 hours)

Prerequisites: Senior standing; completion of communication curriculum.

Corequisite: One required COMM course, if all other required communication courses have been completed.

Students will learn the importance of assessing communication effectiveness. Students will explore various methods of assessing communication effectiveness. Students will become familiar with the communication assessment. Students will arrange a communication assessment to conduct with an organization. Students will analyze results of the assessment and prepare a report for the organization. Students will present the results and recommendations to the organization's leadership. (As needed)

COMM 499. Social Media Management and Ethics (3 hours)

Prerequisites: Senior standing and the completion of all other courses in the Digital Communication Concentration

Students will master basic social media skills to meet the demands of today's workplace. Students will analyze the social media landscape and its role in communication; apply fundamentals and best practices to social media use; examine the ethical and legal implications and potential risks of social media for organizations. Students will develop and apply professional skills through assignments that reflect work with clients and peers, including a capstone project that reflects work with a client organization. (Every two years in at least one location or online)

CRIMINAL JUSTICE (CRJS)

CRJS 260. Introduction to Criminal Justice (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will be provided an overview and analysis of the major components of the criminal justice system. Criminal law, law enforcement, the judicial and correctional processes, and probation and parole will be examined. The historical basis for the United States' criminal justice system, as well as emerging trends in the concept and practices of the criminal justice profession will be studied. In addition, students will examine the implication of these topics to criminal justice and foster critical thinking skills during the formulation of recommendations regarding each issue. Career opportunities in the field of criminal justice will be emphasized. (Every two years in at least one location, every year online)

CRJS 305. Contemporary Policing (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will learn about the philosophy of community policing as it permeates the entire police department. Students will pay particular attention to: community policing as an organizational strategy, problem-solving approaches within community and problem oriented policing, and comparing community policing philosophies with reactive and proactive policing. (Every two years in at least one location, every year online)

CRJS 315. Supervision in Criminal Justice (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course is intended to provide the opportunity for self-growth and development for the serious student of criminal justice organization and management. It will begin on a topical basis and progress toward an overview of the law enforcement organizations (includes correctional settings). It attempts to touch on a large number of issues involved in supervision of personnel in criminal justice organizations, and thus, is oriented toward

depth knowledge of first line supervision in law enforcement agencies. (Every two years in at least one location, every year online)

CRJS 325. Criminal Law (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will examine substantive criminal law in the courts of the United States, emphasizing law, defense, evidence, and criminal responsibility. Included is a study of the essential elements that constitute criminal offenses by state and federal statutes. There is also a survey of crimes and procedures for social control, general principles of excuses and defenses, and an examination of all major felony crimes. Emphasis is on the substantive area of law. (Occasionally)

CRJS 330. Criminal Procedure (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will explore the Bill of Rights, especially the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments, as they relate to public safety and law enforcement. Emphasis is on the evolution of constitutional criminal procedure through the development of case law and resulting selected state and federal statutes and court decisions governing the admissibility of evidence. Evidence and its admissibility will be reviewed in light of procedural considerations affecting arrests, searches, and seizures. Procedural concepts of arrest search and seizure are also discussed. (Occasionally)

CRJS 350. Theoretical Forensic Criminalistics (3 hours)

Prerequisite: CRJS 260.

Students will examine the role of science and physical evidence in the criminal justice system, including the history and scope of forensic science. Students will consider the relevant criminal and civil legal considerations pertinent to discovery at a crime scene. Students will gain an understanding of the different analytical techniques for organic and inorganic materials. Students will explore the capabilities and limitations of crime laboratories regarding the examination and analysis of various types of physical evidence including: ammunition, blood, organic and inorganic chemicals, explosives, fibers, fingerprints, firearms, hairs, paint, poison, and urine; document and voice examination; unique tool marks; and various impressions (e.g., shoe prints, fabric properties, and bloodstains). (Every year online)

CRJS 359. The Judicial Process (3 hours)

Prerequisites: LBST 175,180 or equivalent.

Students will study criminal procedure, case analysis, and the mechanics of the municipal, state, and federal judicial systems. The interaction of criminal law, judicial decision-making, and the administration of justice will be emphasized. (Every two years in at least one location, every year online)

CRJS 360. Criminology (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Criminology is an analysis of the major theories of criminal behavior, the nature and types of crime, and the relationship between crime and society. Emphasis will be placed on the scientific approach to studying the criminal offender. (Occasionally)

CRJS 361. Criminal Offender (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study in detail the dominant characteristics of criminal offenders defined by the interdisciplinary research and theory on criminal behavior. Emphasis will be placed on violent, property, and white collar offender profiles, including their demographic, social, psychological, class, and cultural elements. (Every two years in at least one location, every year online)

CRJS 362. Issues in Juvenile Delinquency (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study the nature and extent of juvenile delinquency in contemporary society. Emphasis will be placed on theories of causation of delinquency as well as current and future delinquency trends. The history, organization, and theories related to juvenile gang activity will be explored. Special emphasis will be placed on the Georgia Juvenile Court Code. (Occasionally)

CRJS 365. Alternatives to Incarceration (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will explore alternatives to prison. The history, organization, and effectiveness of diversion centers, work release programs, fines, electronic monitoring, house arrest, probation, and parole will be studied. Future trends will be addressed. (Occasionally)

CRJS 366. The Correctional Process (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will encounter a thorough examination of the correctional system in the United States. The history, analysis, and evaluation of jails and prisons will be covered. Current practices of punishment, treatment, and reform will be examined. Attention will be given to the practical, legal, and theoretical issues affecting correctional agendas. Future trends will be addressed. (Occasionally)

CRJS 368. Victimology (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study victims of violent, property, and white collar crime. Victim typology, prevention of victimization, and victim treatment are studied. The effects of Victimology on family and acquaintances are examined. (Every two years in at least one location, every year online)

CRJS 370. Current Trends in Criminal Law and Procedure (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A critical review through case studies of recent trends and developments affecting the interpretation of a major portion of the US Constitution which safeguard personal liberties and those which safeguard the public. Students will examine principle trends and changes in the judicial system in light of historical experiences. (Every two years in at least one location, every year online)

CRJS 375. Criminal Investigation (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study the practical and scientific methods of crime detection in law enforcement. Emphasis will be placed on special techniques employed in particular kinds of criminal investigation and the legal principles that apply to criminal evidence. (Occasionally)

CRJS 380. Forensic Behavior (3 hours)

(Cross-listed with PSYC 380)

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

Students will examine the aspects of human behavior directly related to the legal process and testimony, jury decision making, and criminal behavior. The professional practice of psychology within or in consultation with a legal system will be examined. Profiling, insanity and competency, risk assessment, discrimination, and interrogation and confessions will be emphasized. (Every two years in at least one location, every year online)

CRJS 390. Special Topics in Criminal Justice (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A significant topic in criminal justice which is not available through other program offerings will be studied in the classroom setting. Students may enroll in additional sections of this course when different topics are addressed. (Every two years in at least one location, every year online)

CRJS 391. Computer Privacy, Ethics, Crime, and Society (3 hours)

(Cross-listed with INSY 391)

Prerequisites: INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent. Students will examine the real and potential cyber threats faced by both organizations and individuals who are targeted by computer criminals, vandals, and hackers. Topics include a survey of "digital ethics," examination of computer resources and technologies available to law enforcement personnel, and criminal computer activities. (Every two years in at least one location, every year online)

CRJS 393. Cybercrime (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Computer crimes have grown in visibility and importance. The growing public interest in cybercrime and its consequences for businesses has been one of this country's major internal and external threat. The discipline to investigate and understand these new types of crimes are essential for all levels of law enforcement. The purpose of this course is to introduce students with the technical, social and legal aspects of cybercrime as well as expose students to theories and tools that enable scientific exploration of this phenomenon. (Every two years in at least one location, every year online)

CRJS 395. Independent Study in Criminal Justice (1-3 hours)

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

Students will study an area or subject not normally found in established courses. It may also allow the student to explore in greater detail a topic raised in established criminal justice courses. (As needed)

CRJS 401. Issues in Interpersonal Violence (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study in detail the dominant characteristics of violent criminal offenders defined by the interdisciplinary research and theory on violent offenders. Emphasis will be placed on murder, mass murder, spree murder, serial murder, aggravated assault, rape, child abuse, and elder abuse. (Every two years in at least one location, every year online)

CRJS 470. Field Experience (3-6 hours)

Prerequisites: LBST 175, 180 or equivalent; junior status, advance request and approval of both program coordinator and advisor.

Criminal Justice Field Experience is designed to provide the student with an opportunity to apply academic training in practical criminal justice settings. Field experience will be jointly supervised by college staff and officials of the participating agency. Criminal justice field experience is open only to public safety leadership majors. Note: grade of satisfactory or unsatisfactory. Special fee. (Every year online only)

CRJS 471. Field Experience (3-6 hours)

Prerequisites: CRJS 470; LBST 175, 180 or equivalent.

This course is designed to provide students with opportunities to continue using the skills and knowledge developed in CRJS 470. See the CRJS 470 course description for requirements. Note: grade of satisfactory or unsatisfactory. Special fee. (As needed)

CRJS 498. Senior Seminar**(3 hours)***(Cross-listed with PSFT 498)*

Prerequisites: CRJS 260 or PSFT 365; LBST 175, 180 or equivalent. Limited to Criminal Justice Leadership majors in their final year of their program.

Students in the criminal justice leadership degree will take this course as the culminating experience for students in the major. Varying criminal justice topics will be addressed with an emphasis on articulating, analyzing, and interpreting the ways we make decisions in our everyday interactions with others. Students will prepare written reports on a variety of topics covered throughout their undergraduate curriculum and students will then defend their position on the topic through an oral or written defense. Note: grade of satisfactory or unsatisfactory. (Every semester online)

DIGITAL FORENSICS (DGTF)**DGTF 390. Digital Forensics I****(3 hours)**

Prerequisites: CRJS 375, CRJS/INSY 391; INFM 210; LBST 175, 180 or equivalent.

Students will study procedures required to properly discover and secure digital evidence related to criminal activity. Preliminary investigative procedures and crime scene protocols will be given particular emphasis. Laboratory fee. (As needed)

DGTF 490. Digital Forensics II**(3 hours)**

Prerequisites: DGTF 390.

Students will study tools and techniques useful in the full recovery and documentation of digital evidence after its discovery and seizure. Laboratory fee. (As needed)

ENGLISH (ENGL)

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

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

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

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

Prerequisites: LBST 175, 180 or equivalent.

The history and structure of modern British and American English is traced from Indo-European beginnings through the Anglo-Saxon, Medieval, and Modern period. Emphasis will be placed on present trends in linguistic study. (Every two years in at least one location)

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

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

Students will analyze and interpret a significant topic in English language, linguistics, or writing that is not available through other program offerings. Students may enroll in additional sections of this course when different topics are addressed. (Occasionally)

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

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

The student will critically study an area or subject in writing or English language that is not available in established English courses. (Occasionally)

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 210. Physical Aspects of the Environment (3 hours)

Prerequisite: SCIE 100.

Through laboratory experiments, field observations, and/or scientific analyses of physical and chemical parameters, students will study natural and human-induced changes in Earth's atmosphere, hydrosphere and geosphere systems. Students will interpret data to determine how changes may be produced by natural events, such as earthquakes or floods, and human activity, such as mining or farming, and how changes may be mitigated or resources sustained. Integrated lecture/laboratory. Laboratory fee. (Every year in at least one location or online)

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

Prerequisite: SCIE 100.

Students will examine how human activities have changed many of the earth's life forms and ecosystems. An interdisciplinary approach including biological conservation, preservation, and protection, ecology, resource use, and environmental sustainability will be used to investigate changes to organisms and ecosystems. In case studies from around the world, consequences to living systems associated with such phenomena as deforestation, pollution, and over-exploitation of natural resources will be studied. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

ENVS 390. Topics in Environmental Sustainability (3 hours)

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

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

FOUNDATIONS FOR LIBERAL STUDIES (FDLS)

FDLS 115 and MATH 120.

FDLS 115 and MATH 120 are linked courses focused on developing the mathematics skills necessary for college. Students must register for both courses within the same semester. Students who are unable to complete MATH 120 in the same semester in which they are enrolled in FDLS 115 may enroll in MATH 120 in the following semester with the same instructor, when possible or another instructor with the approval of the Department chair or mathematics coordinator. Students who fail MATH 120 following successful completion of FDLS 115 may be allowed to repeat MATH 120 only, as reviewed on a case-by-case basis by and with the approval of the department chair or mathematics coordinator.

FDLS 115. Introductory Algebraic Procedures for Problem-Solving (3 hours)

Students will learn foundational mathematics concepts and basic algebra skills through a problem posing, questioning approach in which topics are introduced in context. Problem-solving skills and critical thinking will be advanced using topics that are meaningful to students' experiences, and that involve signed numbers, percent, fractions, decimals, basic geometric relationships, distance-rate-time relationships, and units of measure. Algebra skills, including simplifying variable and numeric expressions and solving all types of linear equations, will be integrated into problems and mastered in the course. (Every Fall and Spring semester in at least one location)

FDLS 130. Language and Communication (3 hours)

Students will develop foundational writing methods and interpretation skills needed for academic writing in the arts and sciences. Specific emphasis will be placed on reviewing writing and reading skills previously acquired and attention will be given to the development of college level expertise in using appropriate grammar, syntax, writing styles, and publication manuals. Students will preview and practice the various forms of writing and reading that will be encountered as an adult pursues a college degree. (Every semester in at least one location)

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

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

FDLS 170. Fundamentals of Research Methods (3 hours)

Prerequisites: FDLS 130 or equivalent; UNIV 110.

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

GEOGRAPHY (GEOG)

GEOG 301. Geographic Concepts (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

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

GLOBALIZATION AND ENGAGEMENT (GLEN)

GLEN 225. Languages in Contact (3 hours)

Prerequisites: LBST 175, 180.

Corequisite: GLEN 301.

Students will engage and reflect on languages in relation to one another (rather than focus on one, discrete, "national" language). In this context, students will articulate and practice principles of communication across cultures. This course includes an immersion experience in another language and culture, along with guided reflection on the ways that experience connects to the course. (Every year in at least one location)

GLEN 235. Globalization and Social Change (3 hours)

(Cross-listed with SOCI 235)

Prerequisites: LBST 175, 180 or equivalent.

Corequisite: GLEN 301.

Students will identify and define features of globalization and social change from multiple disciplinary perspectives, observe patterns of globalization and social change in at least one case study, and articulate which approach (or combination of approaches) best explains the patterns observed in the case study or studies. This course includes an immersion experience in another culture, along with guided reflection on the ways that experience connects to the course. (Every year in at least one location)

GLEN 245. Interpreting Narratives Across Cultures and Around the World (3 hours)

(Cross-listed with HUMA 245)

Prerequisites: LBST 175, 180 or equivalent.

Corequisite: GLEN 301.

Students will draw on narrative theory and colonial/post-colonial studies to develop interpretations of narratives constructed in a cross-cultural and/or global setting. Topics may include, but are not limited to: Auto-ethnographic narratives, Diasporic narratives, Place narratives, Travel writing narratives, and War narratives. Students may enroll in additional sections of this course when a different topic is addressed. (Every year in at least one location)

GLEN 301. Global Liberal Studies Practicum (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Corequisites: GLEN 225; GLEN/SOCI 235; GLEN/HUMA 245.

Students will participate in experiential learning in a cross-cultural or global setting. In addition to a guided reflection on the connection of the experiential learning to the three corequisite courses to which this laboratory is attached, students will produce an integrated portfolio of the courses that will be assessed according to a Cross-Cultural Competency and Global Learning rubric. (Every year in at least one location)

HISTORY (HIST)

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

Students will learn the major historical developments of the civilizations of the ancient Near East and Mediterranean World. On this foundation, students will be able to articulate from a more extended survey the rise of civilization in Western Europe through the period of the Reformation. As a result, students will describe the major social, intellectual, religious, and institutional development of these historical periods. (Occasionally)

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

Students will learn the Civilization of the Western World II as an introductory survey of major historical trends beginning with the 17th century and continuing to modern times. Students will be able to narrate the major political, economic, social, and cultural movements in Europe and how those developments affected non-Western areas through intercultural contacts and the establishment of the colonial system. (Occasionally)

HIST 200. Topics in World History (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will be able to analyze and interpret one or more significant political, cultural, religious, social, economic, or ideological topics in World history. As a 200 level course, this course can serve as an introduction to undergraduate study in World history. (Every year in at least one location)

HIST 201. The United States from Colonization to 1877 (3 hours)

Students will learn the history of The United States from Colonization to 1877 as an introductory survey of major trends and events. Students will analyze the continuing

struggle in U.S. history to deal with the inherent tensions between unity and diversity, chaos and order, liberty and structure. (Occasionally)

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

The course is an introductory survey of the major trends and events in the United States from Reconstruction to the present. Particular attention is placed on the continuing struggle in U.S. history to deal with the inherent tensions between unity and diversity, chaos and order, liberty, and structure. (Occasionally)

HIST 210. Topics in American History (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in American history. As a 200 level course, this course can serve as an introduction to undergraduate study in American history. (Every year in at least one location)

HIST 220. Topics in European History (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in European history. As a 200 level course, this course can serve as an introduction to undergraduate study in European history. (Every year in at least one location)

HIST 366. The Civil War and Reconstruction (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will learn the issues associated with the political, cultural, religious, social, economic, or ideological upheaval that surrounded the Civil War and Reconstruction in the United States. As a 300 level course, this course can serve as a step toward further work in the study of history at the undergraduate level and as a precursor to graduate work going forward. (Occasionally)

HIST 367. The South after Reconstruction (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will learn the issues associated with the political, cultural, religious, social, economic, or ideological upheaval that surrounded the American South since Reconstruction. As a 300 level course, this course can serve as a step toward further work in the study of history at the undergraduate level and as a precursor to graduate work going forward. (Occasionally)

HIST 368. Georgia History (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will learn the issues associated with the political, cultural, religious, social, economic, or ideological development of the State of Georgia as an individual entity and as part of the United States. As a 300 level course, this course can serve as a step toward further work in the study of history at the undergraduate level and as a precursor to graduate work going forward. (Every year in at least one location)

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

Prerequisite: Consent of program coordinator.

Special Topics in History is a study of some significant topic in history which is not available through other standard program offerings. Students may enroll in additional sections of this course when different topics are addressed. (Occasionally)

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

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

Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in American history. This course meets with HIST 210, and it will have additional reading and discussion components and will require a substantive research paper. (Students who have completed HIST 210 may enroll in HIST 410 only when a different topic is addressed.) (As needed)

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

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

Students will learn the issues of one or more significant political, cultural, religious, social, economic, or ideological topics in European history. This course meets with HIST 210, and it will have additional reading and discussion components and will require a substantive research paper. (Students who have completed HIST 220 may enroll in HIST 420 only when a different topic is addressed.) (As needed)

INFORMATICS (INFM)

INFM 110. Introduction to Informatics (3 hours)

Prerequisite: INSY102 or equivalent.

Students will complete a brief survey of intellectual and technological history using the perspectives of data creation and information processing. This survey will define informatics, outline its development, and examine the conceptual and technological preconditions necessary for its appearance as a meaningful and practical intellectual construct. Topics considered include the roles of language and mathematics in defining our environment, the logical foundations of computing architecture, and the technologies that made modern computing possible. Students will also monitor current developments in the field and relate these to their current and future professional activities. Transfer credit will not be accepted for this course. Laboratory fee. (Every semester in at least one location or online)

INFM 115. Introduction to Informatics in Healthcare (3 hours)

Students will study the application of information technology in healthcare (health informatics) to advance personal health, public health, and health education and research by improving healthcare quality, patient safety, and reducing healthcare costs. Students will explore essential subjects in health informatics including: health data acquisition, storage, security, and use; electronic health records; decision support systems; telehealth and mobile-health; and human factors in health IT applications. Students will develop capacity to maintain confidentiality and security of health information by applying health informatics ethics and regulations. Laboratory fee. (Every year in at least one location or online)

INFM 201. Introduction to Software Application Development and Human-Computer Interaction (3 hours)

Prerequisites: INSY102; LBST175, 180 or equivalent.

Students will review and plan their academic path through the Software Application Development and HCI major program. Students will examine the fundamentals of application software development life cycle and study the client-server web UI framework, front, end, full-stack application software development process with database support for multi-platform solutions. Students will practice fundamentals in human-centered interaction design. Students will engage in project-based learning to practice a simple application design and development solution with contemporary toolkits. Laboratory fee. (Every year in at least one location or online)

INFM 202. Graphics and Interface Design (3 hours)

Prerequisite: INSY102 or equivalent.

This course provides an opportunity to develop knowledge and skills required for manipulation of vector and pixel based graphics. It introduces image processing concepts and methods for optimizing the use of graphics and other multimedia components in web applications. As one of the key steps in the production cycle for web design, a prototype will be introduced and completed in high fidelity detail using software tools. Laboratory fee. (Every year in at least one location or online)

INFM 204. Digital Logic and Programming (3 hours)

Prerequisite: INSY102 or equivalent.

Students will explore the relationships among digital logic, computer architecture, and programming. Using pseudocode, students will employ structured programming techniques to create computer-based decision processes and explore logical approaches to storage, manipulation, and presentation of data to support those processes. Because course material is not specific to any one programming language, students will be able to employ a variety of available programming languages to demonstrate programming principles. Laboratory fee. (Every year in at least one location or online)

INFM 205. Survey of Health Informatics (3 hours)

Prerequisite: INSY102 or equivalent.

This course will lay the foundation for how information technology is applied to healthcare. A survey of various concepts including evidence-based medicine, Electronic Health Record, Electronic Medical Record, Personal Health Record, eHealth, and health information exchange will be conducted. Specific focus will be on evidence-based medicine, data standards, health information system architecture, patient safety and health information privacy, security and ethics, electronic prescribing, the Telemedicine and Picture Archiving and Communication System, and quality improvement strategies. Laboratory fee. (Every year in at least one location or online)

INFM 210. Introduction to Programming Concepts (3 hours)

Prerequisite: INFM 204.

An introduction to programming language concepts for problem solving, this course introduces the syntax and semantics of several programming languages. Topics include: input/output, variables and data types, expressions and operators, regular expressions, conditional statements, iteration statements, design I (pseudo code), object models, design II (stepwise refinement), functions, and arrays. Laboratory fee. (Every year in at least one location or online)

INFM 212. Web Development (3 hours)

Prerequisite: INSY102 or equivalent.

This course provides an introduction to design and development of applications for the World Wide Web, emphasizing client-side programming with an introduction to server-side programming, including an introduction to the main ideas and tools involved in designing and developing web-based applications. Students will learn to design, build, and publish web applications with special emphasis on hand coding. Laboratory fee. (Every year in at least one location or online)

INFM 215. Computerized Information Technology in Healthcare (3 hours)

Prerequisite: INFM 115 or INFM 205.

Students will study computer hardware and software used within and across healthcare facilities and also in wearable and mobile applications used outside healthcare facilities. Students will gain basic knowledge on how to implement, manage, and secure computerized applications, including knowledge in federal and state regulations, certification and security, security and confidentiality specifications, and standards of

ethics for using these hardware and software. Laboratory fee. (Every year in at least one location or online)

INFM 225. Health Informatics Standardization (3 hours)

Prerequisite: INFM 205.

This course provides an overview of information and resource sharing technology in the modern public health system, including an introduction to different standards used in the Public Health Information Network and resources available for public health research and data sharing. Emphasis will be placed on the structure and computerization of Electronic Medical Records (EMR) with common standards. Laboratory fee. (Every year in at least one location or online)

INFM 301. Issues in Technology Management (3 hours)

Prerequisites: INSY 102 or equivalent; LBST 175, 180 or equivalent.

Students will examine the impact of computer-based information technology and informatics on both individuals and the organizations in which they work. Various approaches to the direction, planning, and management of computerized information technology will be considered. Students will assess the effect of information technology and informatics on the quality of their personal lives, as well as on their productivity within an organizational context. Laboratory fee. (As needed)

INFM 310. Advanced Programming Concepts (3 hours)

Prerequisites: INFM 210; MATH 225.

An introduction to Object-Oriented programming language concepts for problem solving, this course focuses on developing and implementing problem solutions using algorithms. Topics include principles of an algorithm, data structures, and abstract data types. Laboratory fee. (Every year in at least one location or online)

INFM 312. Data Base Design and Data Processing (3 hours)

Prerequisite: INFM 204 or consent of advisor.

An introduction to database design principles that underlie the relational model of data and a consideration of their links to problem-solving and programming logic. Topics include formal query languages, SQL, query optimization, relational database design theory, data mining, and an introduction to visual tools for building database applications. Laboratory fee. (Every year in at least one location or online)

INFM 313. Data Base Design and Data Processing II (3 hours)

Prerequisite: INFM 312.

Students will carry out in-depth study on Structure Query Language (SQL) including topics in data, data mining, and SQL on Big Data. Students will use real-world project assignments to practice database design and development. Students will use SQL skills to solve problems in data management and data science. Laboratory fee. (Every year in at least one location or online)

INFM 316. Data Analytics (3 hours)

Prerequisites: INFM 312; INSY102 or equivalent; MATH 220.

Students will use computer-based techniques to capture, organize, and process data, create information, and integrate this work into various real-world problem-solving and decision-making processes. Laboratory fee. (Every year)

INFM 321. Technology and Culture (3 hours)

Prerequisites: INSY102 or equivalent; LBST 175, 180 or equivalent.

Students will examine the relationships between culture and technology while emphasizing the impact of information. Students will be exposed to a variety of perspectives and encouraged to think independently about the "Information Age" while

applying humanistic principles embodied in the course curriculum to technical aspects of data processing, information delivery, and informatics. Laboratory fee. (As needed)

INFM 322. Introduction to Multimedia and Web Design Tools (3 hours)

Prerequisites: INSY102 or equivalent; LBST 175, 180 or equivalent.

This course introduces basic concepts of multimedia presentation and website design, including use of presentational graphics programs and web design tools as well as an overview of web design processes. Students will use both basic and professional web design tools for text, graphics, webpage layout, website structure and website publishing. Laboratory fee. (Every year in at least one location or online)

INFM 325. Management of Computer and Information Systems (3 hours)

Prerequisites: INFM 110, 312 or consent of advisor.

Students will build knowledge of managerial computer and information systems and their applications in organizations, including strategic planning, risk management, security, compliance issues, data processing and information flows within these systems. Students will review issues that can arise from development and application of computer and information systems within an organization and study decision models and techniques that provide management information systems with problem solving capabilities. Students will engage in project-based learning to practice the implementation of solutions facilitated by information systems in an organizational context. Laboratory fee. (Every year in at least one location or online)

INFM 331. Decision Theory (3 hours)

Prerequisites: INFM 204; LBST 175, 180 or equivalent; PSYC 111.

Students will examine the impact of computerized information systems and modern database applications on individual and organizational decision-making processes. Decision-making will be examined from various classical theoretical and psychological perspectives and students will develop a coherent working description of the role of computerized data storage and processing in modern decision practice. Students will complete a dynamic reality-based case study using a functional computerized decision support or expert system. Laboratory fee. (Every year in at least one location or online)

INFM 332. Client – Server Development (3 hours)

Prerequisites: INFM 212, 312; LBST 175, 180 or equivalent.

This course emphasizes advanced client-server programming and introduces students to server-side administration. Students will acquire the skills necessary to implement efficient client-server communication and create databases for a dynamic web application. Laboratory fee. (Every year in at least one location or online)

INFM 335. Basic Biostatistics, Health Data Processing, and Literature Evaluation (3 hours)

Prerequisites: INSY102 or equivalent; LBST 175, 180 or equivalent; MATH 220.

Students will develop an understanding of fundamental biostatistics and the basic procedure of health informatics related research. Students will examine and evaluate published literature in terms of health related statistical data collection, data processing and research design on those data. Statistical programming techniques and contemporary data mining and statistical analysis software packages will be emphasized throughout the course for calculating, interpreting and understanding collected data sets. Laboratory fee. (Every year in at least one location or online)

INFM 340. IT Innovation and Informatics (3 hours)

Prerequisites: INFM 204, 325.

Students will study fundamental concepts and issues in informatics and innovation in information technology (IT) related to their cognate area. Students will explore new IT

innovation opportunities and conduct research on the use of a technology to improve organizational functions and/or benefit society. Students will study innovation processes in information technology from conception to the development of a proof-of-concept to implement and scale-up an idea, including identifying an opportunity, conducting user and market research, assessing professional ethics and standards, building a team, developing a solution with IT components, and applying risk management. Students will begin to formally explore opportunities for a capstone project in their cognate area. Laboratory fee. (Every year in at least one location or online)

INFM 350. Digital Networks and Cybersecurity (3 hours)

Prerequisite: INFM 204.

This course provides an overview of basic data communications theory and dominant models of computer networking architecture, including OSI (Open Systems Interconnection) and TCP/IP (Transport Control Protocol/Internet Protocol). Students will learn the operational theory of mid-level access control protocols, including Ethernet and token ring. Laboratory fee. (Every year in at least one location or online)

INFM 353. Network Defense (3 hours)

Prerequisite: INFM 350.

Students will examine commonly employed basic network defense techniques. Students will analyze different logical and physical network security protocols, study concepts such as firewalls, traffic analysis, intrusion detection/prevention, cyber-attack detection, and wireless and mobile security, and practice with the tools and methods used to detect and prevent or slow down network breaches. Laboratory fee. (Every year in at least one location or online)

INFM 355. Systems Analysis and Design (3 hours)

Prerequisites: INFM 204, 312 with grade of "C" or above; LBST 175, 180 or equivalent.

This course provides an introduction to systems design skills required for organizational information engineering. Topics include assessment of information systems performance successes and failures, preparation of preliminary systems analysis documents, and conceptual design of new information systems necessary to meet organizational needs, as well as a strong foundation in systems analysis and design concepts, methodologies, techniques, and tools. Laboratory fee. (Every year in at least one location or online)

INFM 372. Human-Computer Interaction and Design (3 hours)

Prerequisites: INSY102 or equivalent; LBST 175, 180 or equivalent; PSYC 111.

Students will explore how people interact with computers during computer operation and software task performance. Students will examine cognitive, physical, and social characteristics that affect how one approaches computer use and apply that knowledge to effective computer system design. Students will work on both individual and team projects to design, implement and evaluate computer interfaces. This course is open to students from all disciplines. Laboratory fee. (Every year in at least one location or online)

INFM 382. Mobile Applications Development (3 hours)

Prerequisites: INFM 202, 212, 210, 312, 355, 372; LBST175, 180 or equivalent.

Students will study the mobile application framework and the methodology and technical needs for user-centered mobile application software design and development. Students will analyze and design architecture for mobile application development. Students will explore a variety of software development kits (SDK) available in the market for app development. Students will engage in project-based learning to practice the design and implementation of a mobile application. Laboratory fee. (Every year in at least one location or online)

INFM 390. Special Topics in Informatics (1-3 hours)

Prerequisite: Consent of instructor or department chair.

Students will study some significant topic in any informatics discipline that is not available through some other program offerings. Laboratory fee. (As needed)

INFM 395. Directed Study in Informatics (1-3 hours)

Prerequisite: Consent of instructor and department chair.

This course allows the student to explore, in greater depth, a topic raised in established Informatics courses. Laboratory fee. (As needed)

**INFM 400. Research Methods and Project Planning/Management (3 hours)
for Information Technology and Informatics**

Prerequisites: All other Information Technology and Informatics major courses except capstone.

Students will study and use key methodological approaches employed in research projects. Students will study concepts of project planning and management that can be used to address real-world issues through the use of innovative technology and address professional standards of ethics that apply to technology project research. Students will demonstrate the ability to carry out research to design a technology solution in their approved cognate area of study by developing a proposal for a new application or an emerging technology solution to solve a real-world problem. Laboratory fee. (Every year in at least one location or online)

**INFM 405. Research Methods and Project Planning/
Management (3 hours)**

Prerequisites: INFM 355; LBST 175, 180 or equivalent.

This course will introduce key methodological approaches employed in research projects. Students will explore and learn about differing theoretical paradigms, techniques, methods and considerations that need to be addressed when designing an informatics-based research study. Students will also review some of the methodological issues associated with specific informatics research designs. Students will learn the concepts of project planning. Fundamental tools and techniques used for project planning and management will be applied to real-time case studies. Laboratory fee. (Every year in at least one location or online)

INFM 412. Agile Methodologies and Usability Testing (3 hours)

Prerequisites: INFM 355, 372; LBST175, 180 or equivalent.

Students will explore the agile mindset in software development. Students will explain the key methodology and practices for an agile software development process. Students will apply agile development framework to a practical project with real client involvement in a teamwork setting, which may potentially lead to student capstone projects. Students will use contemporary agile tools for project planning and management. Students will engage in project-based learning to practice the implementation of solutions with usability testing and delivery process. Laboratory fee. (Every year in at least one location or online)

**INFM 415. Research Methods and Project Planning/
Management for Health Informatics (3 hours)**

Prerequisite: INFM 372.

Students will study and use key methodological approaches employed in research projects. Students will explore differing theoretical paradigms, techniques, methods and considerations that need to be addressed when designing research in the context of health informatics. Students will study concepts of project planning and management and apply fundamental tools and techniques of those fields to develop a research proposal for a real-

time, real-world issue in health informatics. Laboratory fee. (Every year in at least one location or online)

INFM 475. Technology Internship (3-9 hours)

Prerequisites: Senior status and consent of advisor.

Students will apply academic training in practical technology settings. Requests for internships must be made in advance of the start of the semester and approved by the program coordinator. These internships are available only to students in the technology majors in the Department of Mathematics, Science, and Informatics. A maximum of 3 credit hours may be applied to the major. An additional 6 credit hours of internship may be counted as general electives. Note: Grade of Satisfactory or Unsatisfactory. Special Fee. (As needed)

INFM 480. Capstone Project for Information Technology and Informatics (3 hours)

Prerequisites: All other Information Technology and Informatics majors courses and consent of advisor.

Students will execute the research proposal developed in INFM 400. Laboratory fee. (Every year in at least one location or online)

INFM 482. Capstone Project for Software Application Development and Human Computer Interaction (3 hours)

Prerequisites: All other courses required for the major and consent of advisor.

Students will execute the research proposal developed in INFM 412. Laboratory fee. (Every year in at least one location or online)

INFM 485. Capstone Project for Health Informatics (3 hours)

Prerequisites: All other health informatics courses and consent of advisor.

Students will execute the research proposal developed in INFM 415. Laboratory fee. (Every year in at least one location or online)

INFM 498. Informatics Capstone (3 hours)

Prerequisites: All other Informatics courses and consent of advisor.

Students will execute the research proposal developed in INFM 405. Laboratory fee. (Every year in at least one location or online)

INFORMATION SYSTEMS (INSY)

INSY 102. Introduction to Digital Communication (3 hours)

Prerequisite: Basic keyboarding skills or equivalent.

Students will use computing hardware and software for both formal and informal communication while learning appropriate digital communication behavior. Students will design digital documents incorporating multiple ways to display data and information using personal productivity (word processing, spreadsheet, database development, and presentation) software. Laboratory fee. (Every semester in at least one location)

INSY 387. Social Services and Public Safety Information Systems (3 hours)

Prerequisites: HSRV 202 or SOCI 111 or advisor permission; INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent.

Students study information technology's uses in the social services and law enforcement, including its relevance to organizational clients, potential clients, practitioners, administrators, funding providers, and other interested stakeholders. Topics covered will include use of real-time information systems to support organizational operations and service delivery; the "global" information infrastructure used to coordinate and administer

human services, law enforcement, and public safety; and an overview of information systems development processes. Laboratory fee. (Every two years in at least one location or online)

INSY 391. Computer Privacy, Ethics, Crime, and Society (3 hours)

(Cross-listed with CRJS 391)

Prerequisites: INSY 102 or INFM 110 or advisor permission; LBST 175, 180 or equivalent. Students will examine the real and potential cyber threats faced by both organizations and individuals who are targeted by computer criminals, vandals, and hackers. Topics include a survey of "digital ethics," examination of computer resources and technologies available to law enforcement personnel, and criminal computer activities. Laboratory fee. (Every two years in at least one location or online)

LIBERAL STUDIES (LBST)

LBST 175 and 180. Writing, Education, and Vocation Seminars

LBST 175 and 180 are linked courses focused on developing the writing skills necessary for college. The writing process is taught within the context of students' personal experience and professional interests, engaging a discussion of the demands of work and culture. Combined, the seminars provide the time needed (two eight week sessions) to practice techniques ranging from writing personal narratives to research papers. Students must register for both courses within the same semester. Students who are unable to complete LBST 180 in the same semester in which they are enrolled in LBST 175 may enroll in LBST 180 in the following semester with the same instructor, when possible or another instructor with the approval of the College Writing Coordinator. Students who fail LBST 180 following successful completion of LBST 175 may be allowed to repeat LBST 180 only, as reviewed on a case by case basis by and with the approval of the College Writing Coordinator.

Note: Students must receive a grade of C or higher in FDLS 130 or an adequate writing proficiency score prior to enrollment in LBST 175.

LBST 175. Academic Writing I: Education and Experience (3 hours)

Prerequisite: FDLS 130. Students must receive a grade of C or higher in FDLS 130 or an adequate writing proficiency score prior to enrollment in LBST 175.

LBST 175 is an interdisciplinary course that emphasizes the communication of ideas while engaging students in critical thinking about the purpose and place of an education, how experience may be an education, and how we turn experience into knowledge. The writing process is emphasized through informal writing-to-learn strategies as well as formal essays, with special attention to academic research. Assignments stress the organization and development of ideas, and the conventions of written English. (Every year in at least one location)

LBST 180. Academic Writing II: Vocation and Values (3 hours)

Prerequisite: LBST 175. Students must receive a grade of C or higher in LBST 175 prior to enrollment in LBST 180.

The course continues to focus on developing proficiency in written communication while asking students to think, in an interdisciplinary way, about the intersection of personal vocation and value systems. Building on the work accomplished in LBST 175, LBST 180 focuses the writing process on argument and scholarship techniques such as summary, analysis and evaluation, documentation and citation, culminating in a research paper. (Every year in at least one location)

LBST 205. Introduction to Technical Writing (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course introduces students to conventions of technical writing. Students will learn components of text analysis and analyze texts pertinent to their academic programs (for example, public safety, leadership, human resources, human services). Students will gain competency in the construction of technical texts such as incidence reports, manuals, and procedures. (Occasionally)

LBST 210. The Idea of the University (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course introduces the different conceptions of higher education that shape our understanding of the curriculum of a university. Students will read and discuss works which address the roles of concepts such as paideia, the liberal arts, culture, citizenship, Wissenschaft, and globalization in higher education. After considering various "stories" of what a university education consists of, students will be asked to construct an individual degree program and to build their own "stories" about the idea of the university. E-portfolio fee. (Every year in at least one location)

LBST 250. Arts and Ideas I: Ancient and Medieval Culture (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will identify common themes in the arts and the humanities of Ancient and/or Medieval Culture. The course may be conducted as a survey or with a focus on particular periods, places, artists, or ideas. (Every year in at least one location)

LBST 255. Arts and Ideas II: Modern Culture (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will identify common themes in the arts and the humanities of Modern Culture. The course may be conducted as a survey or with a focus on particular periods, places, artists, or ideas. (Every year in at least one location)

LBST 275 and LBST 280 Critical Thinking, Writing and Citizenship Seminars

These courses focus on the analysis and practice of argument. The premise is that citizenship requires an ability to analyze and develop arguments. Designed to augment the academic writing seminars, each of these courses may be taken either as an intermediate-level course in critical thinking and writing, or to fulfill the general education requirement. Students may take one or both of the courses. Students majoring in Liberal Studies will take one of these courses.

LBST 275. Argument: Social Thought and Citizenship (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will engage in critique and respond to arguments in primary texts of social thought (from Aristotle to Zizek) that are formative of social, historical, cultural, political, and theoretical perspectives of citizenship. Through close reading and thoughtful analysis of these primary materials, students will demonstrate an ability to participate effectively in argument on the nature of citizenship and civic engagement. (Every year in at least one location)

LBST 280. Argument: Public Discourse and Citizenship (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will engage in critique and respond to arguments in varied forms of public discourse. Through the study of a wide range of primary materials (including, but not limited to, newspaper accounts, narratives written for a general public, historical documents such as treaties, constitutions, or laws, and cultural artifacts such as film/tv, paintings, or music) that address significant events or issues from different cultural perspectives, students will reflect and write on the different "publics" one may belong to

while participating in effective analysis and development of arguments in public discourse.
(Every year in at least one location)

LBST 302. Studies of Cultures in Contact (3 hours)

Prerequisites: 60 credits; LBST 175, 180 or equivalent.

Students will apply an interdisciplinary approach to issues of ethics and social justice that arise when different cultures come into contact with each other. The topic of any individual seminar may vary, but in each case students will consider the practices of interpretation, explanation, and communication to articulate orally and in writing how best to act in light of what one has learned. Students may enroll in additional sections of LBST 302 when different topics are addressed. (Every year in at least one location)

LBST 303. Issues of Justice in a Global Community (3 hours)

Prerequisites: 60 credits; LBST 175, 180 or equivalent.

Students will apply an interdisciplinary approach to examine the global dimension of social ethics. The topic of any individual seminar may vary, but in each case students will consider the practices of interpretation, explanation, and communication to articulate orally and in writing how best to act in light of what one has learned. Students may enroll in additional sections of LBST 303 when different topics are addressed. (Every year in at least one location)

LBST 305. Globalization and Citizenship (3 hours)

Prerequisites: 60 credits; LBST 175, 180 or equivalent.

Students will apply an interdisciplinary approach to issues of ethics, social justice, and citizenship that arise as a result of the processes of globalization. Students consider the practices of interpretation, explanation, and communication to engage cultural, economic, environmental, health-related, social, political, and technological processes of global significance. Through these practices, students will develop the capacity to reflect on how best to respond to global changes and communicate their responses orally and in writing. The topic of any individual seminar may vary, but in each case students will consider the practices of interpretation, explanation, and communication to articulate orally and in writing how best to act in light of what one has learned. Students may enroll in additional sections of LBST 305 when different topics are addressed. (Every year in at least one location)

LBST 310. Liberal Studies Thinking and Writing (3 hours)

Prerequisite: LBST 210. Students must receive a grade of C or higher in LBST 210 prior to enrollment in LBST 310.

Students will learn basic methods of interdisciplinary interpretation, research, and writing and will propose a research topic to be developed in their liberal studies major. Students will learn how to conduct a scholarly literature review, construct an annotated bibliography, develop a research topic or question, and use primary and secondary data sources pertinent to their areas of concentration. E-portfolio fee. (Every year in at least one location or online)

LBST 360. Critical Approaches to Interdisciplinary Inquiry (3 hours)

Prerequisites: LBST 175, 180, and 310.

Students will engage in a critical interdisciplinary study of the principles and practices of interpretation that cut across disciplines, different areas of concentration, and fields of inquiry. E-portfolio fee. (Every year in at least one location)

LBST 390. Special Topics in Liberal Studies (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A cross-disciplinary study of some significant topic in the general area of liberal studies which is not available through other program offerings. Students may enroll in additional sections of this course when different topics are addressed. (Occasionally)

LBST 490. Advanced Reading Seminar (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Either an interdisciplinary, in-depth study of a single author whose work and writings have focused on globally significant sociological, cultural, historical, and/or scientific issues over the course of time or the study of a work that has provoked critical and creative responses over time. This course is designed for students who wish to pursue the close reading of an author or work while simultaneously broadening their scopes of study to the author and subject, as well as the intellectual movements influenced and affected by the author or work under discussion. This course may be repeated for credit if it covers a different author or work. (Occasionally)

LBST 498. Liberal Studies Capstone (3 hours)

Prerequisites: LBST 175, 180 or equivalent, 310.

Limited to Liberal Studies majors in the final semester of their program.

Varying topics will be addressed in an interdisciplinary fashion, with an emphasis on articulating, analyzing, and interpreting the ways we envision ourselves in our everyday practices with others. In this context, students will also share with each other, in a portfolio, the ways in which their chosen fields of inquiry have shaped their sense of themselves in relation to the world around them. E-portfolio fee. (Every year in at least one location)

LITERATURE (LITR)

LITR 115. Readings in World Literature, Religion, and Citizenship (3 hours)

(Cross-listed with RELG 115)

Students will read and demonstrate a capacity to interpret primary texts in world literature and religion in relation to questions about what it means to be a citizen. (Every year in at least one location)

LITR 207. Topics in World Literature (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

"World Literature" names those works of literature that have a life of their own in translation and/or are transcultural or transnational in character. Students will be called upon to demonstrate an ability to interpret such works of literature in relation to the diverse world those works display, comment upon and help to shape. (Every year in at least one location)

LITR 247. Topics in British Literature (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study literature from the British Isles and/or former British colonies, focusing on an historical period, literary movement or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. Students may enroll in additional sections of LITR 247 when different topics are addressed. (Every year in at least one location)

LITR 277. Topics in U.S. Literature (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study literature from the United States, focusing on an historical period, literary movement or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally and in writing, using a

variety of theoretical approaches. Students may enroll in additional sections of LITR 277 when different topics are addressed. (Every year in at least one location)

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

Prerequisites: LBST 175, 180 or equivalent.

Students will study a significant literary form or the works of a particular figure of literary history, examining multiple works in relation to the society they display, comment upon and help to shape. This study will include close reading and comparison of texts while introducing key concepts and theories of literary studies. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. Students may enroll in additional sections of LITR 334 when different topics are addressed. (Every year in at least one location)

LITR 356. Literature of the South (3 hours)

Prerequisites: LBST175, 180 or equivalent.

Students will study the literary traditions of the American South, examining Southern works of Literature in relation to the society those works display, comment upon, and help to shape. Students will be introduced to and discuss theories and key concepts for examining both the literature and its relationship to the region. (Every two years in at least one location)

LITR 370. Interdisciplinary Approaches to Literature (3 hours)

Prerequisites: LBST175, 180 or equivalent.

Students will examine works of literature that reflect the influence of interdisciplinary fields of inquiry, such as Women's Studies, African American Studies, or Psychoanalysis. Students will be introduced to and discuss theories and key concepts of the interdisciplinary fields utilized in class, studying literary texts in that context, focusing on the society those works display, comment upon and help to shape. (Every two years in at least one location)

LITR 390. Special Topics in Literature (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will analyze and interpret a significant topic in literature that is not available through other program offerings. Students may enroll in additional sections of this course when different topics are addressed. (Occasionally)

LITR 395. Independent Study in Literature (1-3 hours)

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

The student will critically analyze an area or subject not available in established Literature courses. (Occasionally)

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

Prerequisites: LBST175, 180 or equivalent; one literature course.

"World Literature" names those works of literature that have a life of their own in translation and/or are transcultural or transnational in character. Students will be called upon to demonstrate an ability to interpret such works of literature in relation to the diverse world those works display, comment upon and help to shape. In addition to work required of students in LITR 207, students enrolled in LITR 407 will engage in supplemental reading and produce additional substantive academic work. (As needed)

LITR 447. Advanced Topics in British Literature (3 hours)

Prerequisites: LBST175, 180 or equivalent; one literature course.

Students will study literature from the British Isles and/or former British colonies, focusing on an historical period, literary movement, or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally

and in writing, using a variety of theoretical approaches. In addition to work required of students in LITR 247, students enrolled in LITR 447 will engage in supplemental reading and produce additional substantive academic work. (As needed)

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

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

Students will study literature from the United States, focusing on an historical period, literary movement, or theme. This study will include close reading and comparison of texts. Students will articulate meaning and context of those texts orally and in writing, using a variety of theoretical approaches. In addition to work required of students in LITR 277, students enrolled in LITR 477 will engage in supplemental reading and produce additional substantive academic work. (As needed)

MATHEMATICS (MATH)

MATH 120. Intermediate Algebraic Procedures and Foundations (3 hours) for Statistics

Prerequisite: Adequate mathematics proficiency assessment score or a grade of C or better in FDLS 115.

After a review of polynomial operations and radicals, students will factor expressions or use the quadratic formula to solve polynomial equations. Students will graph linear equations, determine the slope and intercepts of lines, write linear functions, and solve real problems involving linear relationships, including solving systems of linear equations in two variables. Students will also apply statistical terminology and procedures to explore, visualize, and analyze univariate and bivariate data as well as explain the basic types of data and good data collection and sampling methodology. (Every Fall and Spring semester in at least one location)

MATH 129. Modeling Functions with Graphs and Tables (3 hours)

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

Students will learn about the importance of mathematical modeling in a scientifically-oriented society with an emphasis on the mathematics of life experiences. Mathematical content will be explored contextually and will include modeling of linear, exponential, polynomial, power, and rational functions using technology (graphing calculator) as a leading tool. (Every Fall and Spring semester in at least one location)

MATH 130. Topics in Precalculus (3 hours)

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

An introduction to polynomial, rational, exponential, and logarithmic functions using algebraic and graphical procedures. Students will recall, apply, and demonstrate their analytical skills using applications of the above-mentioned functions. Graphing calculator is required. (Every Fall and Spring semester in at least one location)

MATH 140. Reasoning, Sense Making and Practical Applications of Mathematical Concepts (3 hours)

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

Through engagement in a variety of activities, projects, and assignments, students will learn how to reason mathematically. When given mathematical questions or problems, students will make sense of the given information and formulate a plan to address the questions and/or solve the problems. Multiple applications of topics such as Set Theory, Logic, Number Theory and Systems, Geometry, Mathematics of Finance, Probability and Statistics, and Voting and Apportionment will be discussed from the perspective of

everyday settings and real life situations. (Every Fall and Spring semester in at least one location)

MATH 150. Analytical Trigonometry (3 hours)

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

This course is a “functions” approach to the study of trigonometry. Trigonometric identities and equations, applications of trigonometry, the laws of sines and cosines, and polar and parametric equations will be examined. A graphic calculator is required. (As needed)

MATH 160. Investigations in Geometry (3 hours)

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

Mathematical reasoning skills will be exercised as foundational material explored by the class and by students individually. Students will pose questions, surmise hypotheses, collect supporting data, and devise and evaluate analytical arguments, including direct and indirect methods of proof, to justify conclusions related to Euclidean and solid geometry. (Every Fall or Spring semester in at least one location)

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

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

This course examines basic functions and their graphs, limits, continuity, derivatives and their applications, differentiation techniques, and the exponential and logarithmic functions. A graphing calculator is required. (Every Fall or Spring semester in at least one location or online)

MATH 220. Applied Statistical Methods (3 hours)

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

An introduction to basic descriptive and inferential statistics. Topics include measures of central tendency and variability; the binomial, normal, student's t, and chi-square distributions; correlation techniques involving Pearson's r. The emphasis is on applications rather than on mathematical theory. (Every Fall and Spring semester in at least one location or online)

MATH 225. Topics in Discrete Mathematics (3 hours)

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

In this course students learn a foundation of mathematical elements related to computers and information technology to help them evaluate the surety of their conclusions and to increase their success in problem-solving and programming. Logic and methods of proof (including mathematical induction) and problem-solving techniques are applied to technology topics which involve logical statements, functions, sequences, congruence, etc. In addition, students apply methods of counting to database operations (union, intersection, etc.), password or encryption technology (involving elements from combinatorics), recursion (loop constructs), and other related topics. (Every year in at least one location)

MATH 230. Introduction to Abstract Mathematics (3 hours)

Prerequisite: MATH 181 with a grade of C or better.

Students will examine basic set theory, symbolic logic, and methods of proof, including mathematical induction. Relations, partitions, partial orders, functions, and graphs will also be considered. (Every Fall or Spring semester in at least one location)

MATH 282. Calculus for the Social and Life Sciences II (3 hours)

Prerequisite: MATH 181 with a grade of C or better.

The course discusses related rates, applications of the exponential and logarithmic functions, the definite integral, and integration techniques. A graphing calculator is recommended. (As needed)

MATH 310. Linear Algebra (3 hours)

Prerequisite: MATH 181 with a grade of C or better.

An introduction to linear algebra. Topics will include geometric vectors in two and three dimensions and their linear transformations, the algebra of matrices, determinants, solutions of systems of equations, eigenvalues, and eigenvectors. (As needed)

MATH 390. Special Topics in Mathematics or Mathematics Education (2-3 hours)

Prerequisite: Consent of subject coordinator.

This course is a study of a significant topic in mathematics or mathematics education that is not available through other program offerings. (As needed)

MATH 410. History of Mathematics (3 hours)

Prerequisites: Math 160 with a grade of C or better; Math 181 with a grade of C or better.

An exploration of mathematical development across varying cultures from antiquity through modern times. Topics include early number systems, mathematics of ancient civilizations, classical mathematics, medieval and renaissance mathematics, modern mathematics, and women in mathematics. (As needed)

MUSIC (MUSC)

MUSC 150. Music Appreciation (3 hours)

Students will examine music from a global perspective, applying musical terminology, demonstrating engaged listening, discussing the relationship between culture and music, and analyzing the function of music in society. (Every year in at least one location or online)

NUTRITION (NUTR)

NUTR 206. Nutrition (3 hours)

Prerequisite: SCIE 100 or other laboratory science course.

Students will study normal nutrition needs throughout the human life cycle and application of good nutrition principles for wellness and nutrition therapy. Students will also examine diet modifications that are recommended for disease states in the major organ systems and the rationale for these modifications. Alterations in normal feeding practices and evaluation of nutrition status will be analyzed. (Every semester in at least one location or online)

ORGANIZATIONAL LEADERSHIP (ORGL)

ORGL 210. Foundations of Leadership (3 hours)

Students will examine, from the individual, interpersonal, group and organizational points of view, the type of leadership that is required to create and maintain high levels of performance in organizations. Students will be encouraged to assess their own leadership style and develop a leadership action plan. (Every semester online, blended every year in at least one location)

ORGL 215. Women and Leadership (3 hours)

Students will analyze and explain the unique challenges, constraints, and opportunities currently facing women who move into leadership positions in organizations. Topics may include managing diversity, the dynamics of power, authority, and influence, inhabiting difference, and the social expectations pertinent to women. (Every other year online; blended every year in at least one location)

ORGL 320. Human Behavior in Organizations (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to student's major.

Students will focus on the concepts that provide a foundation for the understanding of individual and group behavior in profit, nonprofit, and voluntary organizations, with special emphasis on typical interpersonal and leadership relationships. (Every year online, blended in at least one location)

ORGL 329. Leadership and Civic Engagement (3 hours)

Prerequisite: ORGL 210, 355.

This course provides students with the knowledge to fully understand and apply the Social Change Model of Leadership Development to become socially responsible leaders and active and engaged citizens. (Every other year online)

ORGL 330. Budgeting for Nonfinancial Leaders (3 hours)

Prerequisites: LBST 175, 180 or equivalent; general education math requirement; ORGL 210 or the introductory course to student's major.

Students will learn effective budgeting and fiscal methodologies used by nonfinancial leaders to support the mission and goals of the organization. Students will examine budgeting processes, explore the relationship between expense and income, and analyze financial reports to assess the financial health of the organization. (Every year online, blended in at least one location)

ORGL 334. Governance and Advocacy (3 hours)

Prerequisite: ORGL 210, 355.

Students will explore advocacy and lobbying as an important and effective part of what community organizations do with an emphasis on creating and maintaining an effective board of directors for the nonprofit organization. (Every other year online)

ORGL 335. Contemporary Global Issues (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to student's major.

Students will examine the impact of current social, economic, political, technological, and other contemporary issues, including historical perspectives, on the role of leaders in a world that is becoming increasingly complex. (Every year online, blended in at least one location)

ORGL 339. Mentoring and Networking (3 hours)

Prerequisite: ORGL 210.

Students will explore networking strategies and the essentials of mentoring. This skills-based course is designed for students to get practical guidance on setting up or developing mentoring/networking schemes and learning the pitfalls to avoid. Particular attention is given to the skills of non-directive mentoring, where mentors enable mentees to think more for themselves and learn to solve their own problems. (Every other year online)

ORGL 350. Values, Ethics, and Leadership Practice (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course to student's major.

Students will examine the role of values in ethical decision making and in determining the moral obligations of leaders and followers. The course also places an emphasis on critical analysis and the application of ethical principles to contemporary leadership decisions and actions. (Every year online, blended in at least one location)

ORGL 355. Leadership in Nonprofit Organizations (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course in student's major.

Students will be introduced to the roles and duties of a leader, supervisor, or governing board member of a nonprofit organization. Students will review theory and investigate specific methods of behavior of nonprofit organization leaders. (Every other year online)

ORGL 380. Applied Research Methods (3 hours)

Prerequisites: LBST 175, 180 or equivalent; ORGL 210 or the introductory course in student's major.

Students will study the basic methods, techniques, and procedures of applied research. Course goals include understanding the purpose of research, research design, and research methods. Applied research is the application of the scientific method to solving practical problems; research design is the plan for the application of accepted practices; and research methods provide models for suitable collection, organization and analysis of data for decision making and to contribute to the knowledge base. Students will be introduced to both quantitative and qualitative methods employed in conducting applied research projects. An outcome of this course is the development of the research proposal. (Every Fall and Spring semester online, blended every year in at least one location)

ORGL 390. Special Topics in Organizational Leadership (1-3 hours)

Prerequisites: LBST 175, 180 or equivalent.

This course is an interdisciplinary study of some significant topic in the general area of leadership that is not available through other program offerings. Offered occasionally in lieu of another organizational leadership course as an independent study. (As needed)

ORGL 445. Dimensions of Servant Leadership (3 hours)

Prerequisite: ORGL 380.

Students will examine the servant-leader concept in relation to the individual, the workplace, the community, and the world. Particular attention will be given to how the servant-leader affects team-oriented approaches to leadership and management in organizations. (Every other year online)

ORGL 460. Strategic Leadership (3 hours)

Prerequisite: HRAD 305 or ORGL 380.

Students will study the major concepts and approaches to leadership development and strategic planning for an organization. Students learn how senior leadership can create a strong culture within an organization, agency or department and how to lead with vision. (Every year online, blended in at least one location)

ORGL 470. Organization Development and Change (3 hours)

Prerequisite: HRAD 305 or ORGL 380.

Students will study the approaches and strategies for leading organizations and managing people in a fast-paced, changing world. Students will examine the role of mission and vision, re-engineering and restructuring in relation to organizational effectiveness and individual productivity and will consider the influence of culture, diversity, ethics, and technology in the design, development, and impact on individual behavior and performance. (Every year online, blended in at least one location)

ORGL 476. Experiential Leadership Project (3 hours)

Note: Students with less than four years of work experience and have not served in a leadership capacity are required to take ORGL476.

Prerequisites: Completion of concentration courses.

Students will design and implement an experiential Leadership Project. This project may relate to the student's current employment; volunteer activities; or an entirely new

endeavor within the public, business, or nonprofit sectors. Students will articulate a clear project vision, empower others to work as a team, creative problem solving, the constructive assessment of self and others in relation to leading a project, and the effective use of mentor relationships. (As needed)

ORGL 498. Organizational Leadership Senior Seminar (3 hours)

Prerequisite: ORGL 380; limited to Organizational Leadership majors in their final year of the program.

Students in the organizational leadership program will take this course as the culminating experience in the major. Leadership topics include best practices in leadership development, the challenges facing leaders, and the future of leadership in a global society. Students will prepare written reports on a variety of topics covered throughout their undergraduate curriculum and students will then defend their position on the topic. (Every Fall and Spring online, blended every year in at least one location)

PHILOSOPHY (PHIL)

PHIL 101. Introduction to Philosophy (3 hours)

This introductory course is designed to address such topics as epistemology (the origin and nature of knowledge), metaphysics (the nature of reality), logic (rules for clear thinking), and ethics (questions regarding right and wrong, good and evil). (Occasionally)

PHIL 215. Foundations of Ethics (3 hours)

Students will explain how we make ethical decisions with reference to important theories and thinkers. (Every year in at least one location)

PHIL 390. Special Topics in Philosophy (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study some significant topic in philosophy that is not available through other program offerings. (As needed)

PHYSICAL SCIENCE (PHYS)

PHYS 106. Earth Systems Science (3 hours)

Prerequisite: SCIE 100.

Students will examine how natural processes of Earth's geosphere, hydrosphere, and atmosphere interact. Interactions that change the chemical compositions and physical features of those systems, shape the planet's surface, and affect weather and climate will be investigated. Students will engage in experiments or fieldwork to collect and analyze scientific data to model Earth's systems and their interactions. Students will also interpret scientific data to explain changes in Earth's geosphere, hydrosphere, and atmosphere through time. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

PHYS 220. Astronomy and the Universe (3 hours)

Prerequisite: SCIE 100.

Students will study the history of astronomy, our Solar system, and stellar and galactic astronomy using experimental, observational, and mathematical approaches. Astronomical instruments including stellar and solar telescopes will be used. Students will discuss development of astronomical theories as examples of how scientific theories are established and revised or disproved by new data, technology, and analytical methods. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

PHYS 225. Meteorology**(3 hours)**

Prerequisite: SCIE 100.

Using meteorological observations, analysis of weather charts and satellite images, students will study basic meteorological concepts. Along with collecting and analyzing chemical and physical data, students will also discuss Earth's atmosphere from mathematical and practical perspectives. The topics include middle latitude severe weather systems, human interactions on global climate, El Nino, La Nina, and the Southern Oscillation (ENSO). Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

POLITICAL SCIENCE (POLS)**POLS 100. Government in America****(3 hours)**

Students will examine the structure, organization, powers, and procedures of the government of the United States to understand the American political process from both a theoretical and practical perspective. Students will articulate the interconnection of information, politics, and policy and explain and/or predict human political decision making. (Every year in at least one location)

POLS 200. Government at the State and Local Levels**(3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

The intergovernmental relations in the federal system as well as the organization, functions, and politics of state and local governments are key components. (Occasionally)

POLS 395. Special Topics in Political Science**(1-3 hours)**

Prerequisites: Consent of program coordinator; LBST 175, 180 or equivalent.

Students will study some significant topic in political science which is not available through other program offerings. (Occasionally)

PUBLIC SAFETY (PSFT)**PSFT 365. Introduction to Homeland Security and Emergency Management****(3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

This course will provide students a comprehensive, up-to-date overview of roles and functions of the various components of homeland security and their relationships to state and local agencies. Students will also focus on the principles and practices of emergency management at the local, state, and national levels and will explore the concepts of preparedness, mitigation, response, and recovery in response to domestic disasters. (Every year online)

PSFT 370. Terrorism**(3 hours)**

Prerequisites: LBST 175, 180 or equivalent; PSFT 365.

The 11 September 2001 terrorist attacks on the World Trade Center and Pentagon and the ensuing War on Terror have focused the nation's attention on homeland security. Students in this course will focus on both international and domestic terrorism issues such as anti-terrorism legislation, counterterrorism agencies, weapons of mass destruction, chemical and biological warfare, and potentials for massive destruction. (Every year online)

PSFT 375. The Effects of Disaster on Society**(3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

Disasters caused by nature, such as tornadoes, hurricanes, and earthquakes, and the potential of manmade disasters and accidents have heightened the need to prepare and manage responses to catastrophes. Students will learn ways to assess homeland security

vulnerabilities, as they have adverse effects on societies and the environment, as well as how to plan calculated responses based on the type and level of threat. (Every year online)

PSFT 380. Intelligence Gathering and Dissemination (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will gain an understanding for: the overview and analysis of intelligence systems and how they are utilized in today's public safety community to influence policy, planning, and activities. Foreign and domestic intelligence gathering and analysis will be covered, with emphasis on how intelligence can be used to protect against threats to personal and public safety. The course will also cover appropriate means of disseminating critical intelligence information. (Every year online)

PSFT 390. Special Topics in Public Safety (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study a significant topic in public safety which is not available through other program offerings. Students may enroll in additional sections of this course when different topics are addressed. (Every year online)

PSFT 395. Independent Study in Public Safety (1-3 hours)

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

Students will study an area or subject not normally found in established courses. Students may also explore in greater detail a topic raised in established public safety courses. (As needed)

PSFT 435. Ethics and Public Safety (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will study the history and current trends of ethical issues in the fields of public safety, the role of the leader in establishing an ethical climate, the use of ethical decision-making models for solving ethical dilemmas, and dealing with unethical conduct. In addition, students will explore the problems associated with the abuse of authority. (Every two years in at least one location, every year online)

PSFT 470. Field Experience (3-6 hours)

Prerequisites: LBST 175, 180 or equivalent; junior status, advance request and approval of both program coordinator and advisor.

Public Safety Field Experience is designed to provide the student with an opportunity to apply academic training in practical public safety settings. Field experience will be jointly supervised by college staff and officials of the participating agency. Public safety field experience is open only to criminal justice leadership majors. Note: grade of satisfactory or unsatisfactory. Special fee. (As needed)

PSFT 471. Field Experience (3-6 hours)

Prerequisites: LBST 175, 180 or equivalent; PSFT 470.

This course is designed to provide students with opportunities to continue using the skills and knowledge developed in PSFT 470. See the PSFT 470 course description for requirements. Note: grade of satisfactory or unsatisfactory. Special fee. (As needed)

PSFT 498. Senior Seminar (3 hours)

(Cross-listed with CRJS 498)

Prerequisites: CRJS 260 or PSFT 365; LBST 175, 180 or equivalent. Limited to Homeland Security and Emergency Management majors in their final year of their program.

Students in the homeland security and emergency management degree will take this course as the culminating experience for students in the major. Varying public safety topics will be addressed with an emphasis on articulating, analyzing, and interpreting the ways we make decisions in our everyday interactions with others. Students will prepare written

reports on a variety of topics covered throughout their undergraduate curriculum and students will then defend their position on the topic through an oral defense. (As needed)

PSYCHOLOGY (PSYC)

PSYC 111. Introduction to Psychology (3 hours)

Students will study the important theories and methods of psychology by exploring the function of the brain, sensation and perception, learning, memory, motivation and behavior, and personality. Particular attention will be given to explaining human behavior using analytic and systemic reasoning. Students will explore experimental/observational psychology through demonstration and participation. (Every Fall and Spring semester in at least one location)

PSYC 210. History and Systems of Psychology (3 hours)

Prerequisite: PSYC 111.

Students will trace the evolution of contemporary psychology from its earliest roots in the fields of philosophy and the natural sciences. Students will engage in a comparative, systematic study of the major schools of psychology from the early schools (e.g. Functionalism, Structuralism, etc.) to current perspectives (biopsychological, cognitive, sociocultural, positive, etc.) Readings of primary texts will be accompanied by attention to historical and cultural contexts. (Every Fall and Spring semester in at least one location)

PSYC 215. Cognitive Psychology (3 hours)

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

Students will examine human behavior in terms of the mental processing of information. Students will compare the cognitive psychology perspective to other psychological perspectives and review the relationship between cognitive psychology and the larger field of cognitive science. In addition, students will explore practical applications of cognitive psychology such as learning styles, attention, memory, forgetting, and language acquisition. (Every Fall and Spring semester in at least one location)

PSYC 225. Prenatal through Adolescent Development (3 hours)

Prerequisite: PSYC 111.

An introduction to research methodologies and theories of developmental psychology that focuses on the physiological, cognitive, and psycho-social components of the human development prenatal period through adolescence. (Every year in at least one location)

PSYC 226. Adult Development (3 hours)

Prerequisite: PSYC 111.

An introduction to research methodologies and theories of developmental psychology that focuses on the physiological, cognitive, and psycho-social components of the human development early adult period to death. (Every year in at least one location)

PSYC 227. Lifespan Development (3 hours)

Prerequisite: PSYC 111.

Students will study cognitive, emotional, physical and social growth and maturation during the human lifespan from prenatal through death. Students will also examine principles of development as well as traditional and contemporary theories. (Every Fall and Spring semester in at least one location)

PSYC 275. Learning and Behavior (3 hours)

Prerequisite: PSYC 111.

This course offers an introduction to the various learning mechanisms that influence the establishment, maintenance, and/or reduction of behaviors in both humans and nonhuman animals. The course focuses on linking processes and theories of classical and operant conditioning to everyday behaviors and understanding, and also focuses on theories of

motivation to explain more complex learning in humans. (Every year in at least one location or online)

PSYC 299. Careers in Psychology (3 hours)

Prerequisites: PSYC 111; declared psychology or human services major.

Students will learn about the various fields within psychology, their career options, and graduate school options. Students will also establish fundamental skills for the field of psychology and upper-level psychology coursework including proper use of APA style, paraphrasing, and conducting library research searches. Students will work closely with their instructor to develop post-graduation goals and prepare for those goals through professional development assignments, such as preparing a curriculum vita. (Every Fall and Spring semester online)

PSYC 315. Research Methods I (3 hours)

Prerequisites: MATH 220; PSYC 299; SCIE 100 or equivalent with a grade "C" or better.

Students will examine the basic research designs and methods commonly used in psychological research and develop an understanding of the techniques and procedures essential to good research design. In this first part of the research sequence, students will develop the following steps of the research design process: identifying a problem, conducting a thorough search of empirical literature, and annotating bibliographies. Students will also pass ethical research training. (Every Fall and Spring semester online)

PSYC 316. Research Methods II (3 hours)

Prerequisite: PSYC 315 with a grade of C or better.

Students will build upon the work completed in the first part of the research sequence by developing an APA style literature review through a reiterative writing process and drawing conclusions from their research. Students will also review multivariate analyses, qualitative research designs, and psychometric procedures. Transfer credit cannot be used to satisfy the prerequisite for this course. (Every Fall and Spring semester online)

PSYC 333. Social Psychology (3 hours)

(Cross-listed with SOCI 333.)

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

The major concepts of the course include learning about: social interaction and pathology, personality and differential psychology, and social attitudes, prejudices, propaganda, culture, and social institutions. (Every Fall and Spring semester in at least one location)

PSYC 358. Psychology of Religion (3 hours)

(Cross-listed with RELG 358)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or consent of program coordinator.

Students will study the religious dimensions of human experience with attention given to the contributions of modern psychology, to the major theorists, and to the central forms of religious experience and expression. (Occasionally)

PSYC 360. Psychopathology (3 hours)

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

Students will examine the major categories of behavior pathology. The course will focus on the principles of etiology, as well as therapy for different diagnoses. Particular emphasis is placed on the Diagnostic and Statistical Manual of Mental Disorders (latest edition). (Every Fall and Spring semester in at least one location)

PSYC 361. Group Process and Practice (3 hours)

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

Theory and research of group dynamics and process are presented. Topics studied include group formation, stages of development, process, diversity, and leadership. (Every Fall and Spring semester in at least one location)

PSYC 365. Current Psychotherapies (3 hours)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111, 360.

The major theoretical systems of psychotherapy are reviewed, and emphasis is placed on the techniques, practices, and assumptions of each theory. Points of convergence and divergence of the theories are presented, and their strengths and weaknesses of use with different populations are studied. (Every year in at least one location)

PSYC 371. Psychology of Women (3 hours)

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

Students will explore the issues of female gender from the point of view of psychological, biological, and sociological theorists. The nature of the archetypical representation of the female as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine stereotypes that have created past conflicts. (Every year in at least one location)

PSYC 373. Psychology of Men (3 hours)

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

Students will explore the issues of male gender from the point of view of psychological biological, and sociological theorists. The nature of the archetypical representation of the male as well as the nature of stereotypes will be examined. The course encourages students to explore the possibility of reconciliation between masculine and feminine stereotypes that have created past conflicts. (Every two years in at least one location, every year online)

PSYC 380. Forensic Behavior (3 hours)

(Cross-listed with CRJS 380)

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

Students will examine the aspects of human behavior directly related to the legal process and testimony, jury decision making, and criminal behavior. The professional practice of psychology within or in consultation with a legal system will be examined. Profiling, insanity and competency, risk assessment, discrimination, and interrogation and confessions will be emphasized. (Every two years in at least one location, every year online)

PSYC 388. Human Sexuality (3 hours)

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

Human Sexuality provides information on the biological, psychological, and sociological aspects of human sexuality. Discussion will include the biological male and female, human sexual response, contraception, choices of sexual conduct and behavior, and other related topics. (Every year in at least one location)

PSYC 390. Special Topics in Psychology (1-3 hours)

Prerequisite: PSYC 111.

A significant topic in psychology that is not available through other program offerings will be studied in the classroom setting. (Occasionally)

PSYC 395. Independent Study in Psychology (1-3 hours)

Prerequisites: Consent of advisor; LBST 175, 180 or equivalent; PSYC 111.

Directed Study in Psychology offers study in an area or subject not normally found in established courses or a study that allows the student to explore in greater detail a topic raised in established psychology courses. (As needed)

PSYC 498. Capstone Research Project**(3 hours)**

Prerequisites: Senior status; advance request; consent of advisor; PSYC 316 with a grade of C or better.

Students will integrate their work from the research methods sequence with the knowledge learned in their psychology curriculum to develop a research proposal examining a research question that can further their academic and/or career goals. Students will revise and build upon their literature review from PSYC 316 by developing hypotheses and research questions, designing ethical methods to address their research questions, proposing an analysis, and submitting and presenting their final research proposal. (Every semester online)

RELIGIOUS STUDIES (RELG)**RELG 110. Introduction to Religion****(3 hours)**

Students will apply methods and approaches in the study of religion to interpret its texts, practices, and artifacts. Students will also examine how the study of religion intersects with other academic disciplines to determine its relevance for 21st century life. (Every year in at least one location)

**RELG 115. Readings in World Literature, Religion, and
Citizenship****(3 hours)**

(Cross-listed with LITR 115)

Students will read and demonstrate a capacity to interpret primary texts in world literature and religion in relation to questions about what it means to be a citizen. (Every year in at least one location)

RELG 120. Readings in the Hebrew Bible**(3 hours)**

Students will focus attention on the literature of the Hebrew Bible as the developing expression of the faith and history of ancient Israel and as a foundational document for western culture. Particular attention will be given to understanding the literature in light of its historical and cultural context and to identifying its central theological themes. (Every year in at least one location)

RELG 130. Readings in the New Testament**(3 hours)**

Students will read and study the literature of the New Testament as the multi-faceted portrait of the origin and development of the early Christian community. Particular attention is focused on the types of literature therein, the gospel portraits of the life and teaching of Jesus, and the development of the first century church. (Every year in at least one location)

RELG 200. Topics in the History of Christianity**(3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

Students will demonstrate knowledge of salient antecedents, movements, and/or ideas within the history of Christianity. Students may enroll in additional sections of RELG 200 when different topics are addressed. (Every two years in at least one location)

RELG 215. Topics in Biblical Studies**(3 hours)**

Prerequisites: LBST 175, 180 or equivalent.

Students will analyze the sacred texts of the Christian and/or Jewish tradition(s) in translation by focusing on a particular theme, genre, historical moment, and/or method of interpretation. Potential topics might include, The Gospels, Wisdom Literature, Apocalyptic Literature, the Torah, Gnostic Literature, Women in the Hebrew Bible, Feminist and/or Post-Colonial Interpretations of Biblical Literature. Students may enroll in additional sections of RELG 215 when different topics are addressed. (Every two years in at least one location)

RELG 220. Survey of World Religions (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will engage in a comparative, systematic study of the major religious traditions of the world. Specific reading of primary texts will be accompanied by attention to historical and cultural contexts. (Every year in at least one location)

RELG 225. Religion in the United States (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will analyze and interpret one or more significant social, cultural, historical, geographical, and/or political topics in the development of religion and religious identities in America. Students may study topics such as indigenous religious traditions, denominational groups, Colonial Religion, Religion and Democracy, Religion and the '60s, or New Religious Movements. Students may enroll in additional sections of RELG 225 when different topics are addressed. (Every two years in at least one location)

RELG 301. Introduction to Christian Theology (3 hours)

Prerequisites: LBST 175, 180, or equivalent.

An introduction to the perspectives, processes, and products of the church's interpretation of its faith. Attention will be given to theological method, to the major doctrines, and to the constructive task of interpreting Christian faith for the twenty-first century. (Occasionally)

RELG 320. Topics in Women, Gender, and Religion (3 hours)

(Cross-listed with WGST 320)

Prerequisites: LBST 175, 180 or equivalent.

Students will explore religious texts, practices and artifacts in terms of their interrelations with questions of gender and/or sexuality. Topics may introduce students to a comparative study of texts, practices, and/or artifacts across a single tradition or multiple religious traditions. Topics could include courses such as Religion and Sexuality, Women's Writings and Religious Imagination, Women Mystics, Feminist and Womanist Theology, etc. Students may enroll in additional sections of RELG 320 when different topics are addressed. (Every year in at least one location)

RELG 336. Christian Social Ethics (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

A study of the biblical and historical foundations of Christian decision making and the contemporary issues where these decisions are made. Attention will be given to ethical theory in general and to the specific features of Christian decision making in particular as they apply to moral, social, political, and economic issues. (Occasionally)

RELG 356. Sociology of Religion (3 hours)

(Cross-listed with SOCI 356.)

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

Students will be able to articulate the nature of religion as a social phenomenon. They will be able to describe and apply the methods of the sociological study of religion and to describe the ways in which religion and society interact on all levels of the social world. (Every year in at least one location)

RELG 358. Psychology of Religion (3 hours)

(Cross-listed with PSYC 358)

Prerequisites: LBST 175, 180 or equivalent; PSYC 111 or consent of program coordinator.

Students will study the religious dimensions of human experience with attention given to the contributions of modern psychology, to the major theorists, and to the central forms of religious experience and expression. (Occasionally)

RELG 390. Special Topics in Religion**(1-3 hours)**

Prerequisites: At least 6 hours of work in religious studies or consent of program coordinator; LBST 175, 180 or equivalent.

An elective course in an advanced area of biblical, historical, or theological study. Topics will vary according to the availability of resources and the needs/ interests of students currently in the program. (Occasionally)

SCIENCE (SCIE)**SCIE 100. Methods of Scientific Investigation****(3 hours)**

Prerequisite: Math 120.

A comprehensive, introductory course that focuses on explorations in life and physical science as the means to understanding and applying the scientific method. Students will analyze data generated by hands-on laboratory activities which build on techniques of observation and quantitative methods. They will also prepare formal reports modeled on scientific journal articles. Student will collect, analyze and interpret data as part of their integrated lecture/laboratory experience. Laboratory fee. (Every Fall and Spring semester in at least one location or online)

SCIE 200. Topics in Science**(3 hours)**

Prerequisite: SCIE 100.

Students will study a topic(s) in science that is not available through other program offerings. Laboratory fee. (As needed)

SCIE 215. Life Systems**(3 hours)**

Prerequisite: SCIE 100.

Students will use a contextual approach to investigate facts, concepts and theories associated with life processes in order to understand the life systems of living things. Topics include levels of biological organization from cellular to organismal to ecological, the foundations of genetics, and basic biological functions such as circulation, digestion, maintenance and defense, reproduction, respiration, and anatomical/skeletal systems in plants and animals. An integrated lecture and laboratory course. Laboratory fee. (Every year in at least one location or online)

SCIE 220. Physical Systems**(3 hours)**

Prerequisite: SCIE 100.

Physical phenomena will be studied by students during in-depth laboratory-based explorations of everyday occurrences and objects. Students will analyze and interpret processes and features affected by motion, gravity, heat, energy, light, electricity and electromagnetism through observations, experiments, and mathematical relationships. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

SCIE 230. Introduction to Bioinformatics**(3 hours)**

Prerequisite: SCIE 100.

Students will be introduced to contemporary concepts in molecular biology and evolution and employ the computational algorithms used in biological database searches, protein and DNA sequence analyses, and predictions of protein function. Specific methods, tools and technologies examined in the course will include, but are not limited to: detection of homology with BLAST, prediction of transmembrane segments, multiple alignments of sequences, prediction of protein domains, and prediction of protein localization. Integrated lecture / laboratory. Laboratory fee. (Every year in at least one location or online)

SCIE 250. Applied Forensic Criminalistics**(3 hours)**

Prerequisite: SCIE 100.

Forensic science is the application of multiple scientific disciplines and technological practices to the investigation of criminal or civil questions of the law. Students will be introduced to scientific inquiry and the process of forensic investigation. Their knowledge of scientific investigation will be applied to the analysis of trace evidence (hair, fiber, etc.), fingerprints, DNA, and blood. Evidence revealed by bodies, crime scenes, and crime scene tools will be discussed and analyzed as well. Basic techniques and instrumentation used in a forensic laboratory such as microscopy, gel electrophoresis, visible spectroscopy and liquid chromatography will be used in this course. Laboratory fee. (As needed)

SCIE 390. Special Topics in Science (3 hours)

Prerequisites: SCIE 215 or SCIE 220; one other laboratory science course.

This course will focus on current issues in the life, environmental, physical, or earth sciences which are not available through other program offerings. Students will study issues through design and execution of scientific studies, and/or in analysis of policies related to scientific issues. Because topics may vary with each offering of this course, students may take the course for credit more than once as long as it focuses on different issues. Laboratory fee. (As needed)

SOCIAL THOUGHT (SCLT)

SCLT 201. The Search for Meaning (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will demonstrate a capacity to articulate and respond to questions about the meaning and purpose of human life found in selected readings in philosophy, theology, literature, and the social sciences. (Every year in at least one location)

SCLT 304. Ways of Worldmaking (3 hours)

Prerequisites: 60 credits; LBST 175, 180 or equivalent.

Students will apply a comparative approach to critique primary texts in social thought vital to making a cross-cultural region of the world (e.g. the Atlantic World, the Extended Caribbean, the Indian Ocean World, the Mediterranean World, the New World, or the Pacific Rim). Students will consider practices of interpretation, explanation, and communication in order to reflect on how best to respond to the ways cross-cultural mappings of the world both represent and shape the ways we imagine ourselves with others. Students will articulate orally and in writing how best to act in light of what one has learned. Students may enroll in additional sections of SCLT 304 when different topics are addressed. (Every year in at least one location)

SOCIOLOGY (SOCI)

SOCI 111. Introduction to Sociology (3 hours)

Students will study the basic concepts, theories, methods, and research associated with the sociological analysis of society. Emphasis will be placed on interpreting ways of seeing ourselves with others in communicative or social actions; explaining differences in access to power and citizenship among social groups; and communicating diverse perspectives in a coherent and knowledgeable way. (Every semester in at least one location)

SOCI 200. Social Problems (3 hours)

Prerequisite: SOCI 111.

Students will examine the principal causes, consequences, and solutions of major societal problems from a sociological perspective. The emphasis on specific social problems may vary, but attention will be given to such contemporary issues as discrimination, poverty, violence, population trends, technology, social class inequities, issues of justice, and change. (Every Fall and Spring semester in at least one location)

SOCI 235. Globalization and Social Change**(3 hours)***(Cross-listed with GLEN 235)*

Prerequisites: LBST 175, 180 or equivalent.

Corequisite: GLEN 301.

Students will identify and define features of globalization and social change from multiple disciplinary perspectives, observe patterns of globalization and social change in at least one case study, and articulate which approach (or combination of approaches) best explains the patterns observed in the case study or studies. This course includes an immersion experience in another culture, along with guided reflection on the ways that experience connects to the course. (Every year in at least one location)

SOCI 240. Topics in Popular Cultural Forms and Society**(3 hours)***(Cross-listed with COMM 240)*

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

Students will analyze and interpret one or more topics addressing popular forms of culture and communication. Emphasis will be placed on understanding the ways that everyday behavior and artifacts are imbued with cultural meanings that transcend functional purpose. The topics will vary but special attention may be paid to such topics as fashion, popular music, movies, social media, and popular genres of literature (science fiction, mystery, or romance). Students may enroll in additional sections of COMM 240 when different topics are addressed. (Every two years in at least one location and online)

SOCI 251. Communication and Society**(3 hours)***(Cross-listed with COMM 251)*

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

Students will examine the role that communication has played in the transformation of society. Beginning with the work of Walter Ong, the course traces the impacts of oral, written, print, and image technologies on ancient, medieval, and modern society. This history is used to suggest how contemporary technologies will change the ways in which we organize ourselves and communicate with the world around us. (Every two years in at least one location and online)

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

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

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

SOCI 255. The Family**(3 hours)**

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

Students will study family structures and functions. Topics include the changing role of the family in history, the economic, biological, and psychological aspects of the contemporary American family, and the family organization, and re-organization. (Every year in at least one location)

SOCI 321. Social Change**(3 hours)**

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

Social change is an analysis of the theories, perspectives, and strategies related to social change. Attention will be given to the impact of social change on the values, ideas, the communities, and societal structures in the United States. Processes related to the role of the change agent in society will be considered. (Occasionally)

SOCI 326. Sociology of Community (3 hours)

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

The community as a social system composed of relationships among individuals, groups, and organizations will be analyzed. Basic sociological principles are applied in a study of community types, functions, power structures, as well as the assessment of community needs. Special attention is given to the application of community organization principles to fulfill the community needs and to develop local groups to address those needs. (Occasionally)

SOCI 333. Social Psychology (3 hours)

(Cross-listed with PSYC 333.)

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

The major concepts of the course include learning about: social interaction and pathology, personality and differential psychology, and social attitudes, prejudices, propaganda, culture, and social institutions. (Every Fall and Spring semester in at least one location)

SOCI 345. Mass Media and Society (3 hours)

(Cross-listed with COMM 345)

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

Students will critically analyze the impacts and effects of mass media on contemporary society. Special attention will be given to the impact of media on social roles and relationships. (Every two years in at least one location)

SOCI 356. Sociology of Religion (3 hours)

(Cross-listed with RELG 356)

Prerequisites: LBST 175, 180 or equivalent; SOCI 111 or consent of program coordinator.

Students will be able to articulate the nature of religion as a social phenomenon. They will be able to describe and apply the methods of the sociological study of religion and to describe the ways in which religion and society interact on all levels of the social world. (Every year in at least one location)

SOCI 380. Social Theory (3 hours)

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

Students will examine the major theoretical developments in the field of sociology from the nineteenth century to the contemporary period. The use of social theory for research and the analysis of social relations will be considered. (Occasionally)

SOCI 390. Special Topics in Sociology (1-3 hours)

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

A significant topic in sociology that is not available through other program offerings will be studied in the classroom setting. (Occasionally)

SOCI 395. Independent Study in Sociology (1-3 hours)

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

Students will study in an area or subject not normally found in established courses or a study that allows the student to explore in greater detail a topic raised in established applied sociology courses. (As needed)

UNIVERSITY (UNIV)

UNIV 110. The Culture of the University (3 hours)

(Required course for all College of Professional Advancement students)

Students in this course will demonstrate knowledge of the history, traditions, protocol, and demands associated with the participation in the academic community of Mercer University. Students as adults-in-college will develop effective skills and strategies for

succeeding in college, and will learn to access human and technological resources to assist in learning. This course is designed to be taken at the onset of the student's academic work at Mercer University; students may take this course only within the first academic year in the college. Exceptions to this schedule and to the course requirement will only be made with permission of the associate dean or dean. (Every semester)

WOMEN'S AND GENDER STUDIES (WGST)

WGST 210. Women, Gender, and Identity (3 hours)

Students will apply theories of sex and gender critical to the construction of identity, as well as explore historical and/or social interpretations of sex and gender and their consequences. By analyzing gender and its effects, students will be able to explain the relationship between common assumptions about gender identity and the production and reproduction of marginalized identities. Students will examine topics relevant to the field of Women's and Gender Studies ranging from the women's suffrage movement in the United States to contemporary questions about the representation of gender and sexuality in the media. (Every year in at least one location)

WGST 320. Topics in Women, Gender, and Religion (3 hours)

(Cross-listed with RELG 320)

Prerequisites: LBST 175, 180 or equivalent.

Students will explore religious texts, practices and artifacts in terms of their interrelations with questions of gender and/or sexuality. Topics may introduce students to a comparative study of texts, practices, and/or artifacts across a single tradition or multiple religious traditions. Topics could include courses such as Religion and Sexuality, Women's Writings and Religious Imagination, Women Mystics, Feminist and Womanist Theology, etc. Students may enroll in additional sections of RELG 320/WGST 320 when different topics are addressed. (Every year in at least one location)

WORLD HUMANITIES (HUMA)

The World Humanities focus on the interpretation of texts, practices, artifacts, and their connections in a cross-cultural/global framework. The framework of a particular course may be a different area of the world than the U.S.; interconnected oceanic regions that may include the U.S.; cultural diasporas and movements of people throughout the world; comparative approaches to various colonial, national, or global developments; or globalization as such. The general focus of these courses is on what people say, do, or make rather than on the traditional disciplines of the humanities, which enables a cross-disciplinary approach in the humanities and interpretive human sciences to the tasks of interpretation. The point of this approach is to develop—as engaged citizens and productive professionals of the 21st century interpretations of the ways we imagine ourselves with others in what we say, do, and make across cultures and around the world.

HUMA 115. Interpreting Artifacts Across Cultures and Around the World (3 hours)

Students will develop interpretations of artifacts in a cross-cultural/global framework. Students will articulate how the things that people make (including, but not limited to, the arts) tell us about the ways we imagine ourselves with others across cultures and around the world. Students may enroll in different sections of HUMA 115 when different topics are addressed. (Every year in at least one location)

HUMA 205. Film and Culture (3 hours)

Prerequisites: LBST175, 180 or equivalent.

Students will examine films as cultural artifacts, identifying characteristics of film, demonstrating “close reading” of film, and discussing how films engage context, point of view, intent, and/or culture/subculture. (Every year in at least one location or online)

HUMA 215. Interpreting Texts, Practices, and Artifacts Across Cultures and Around the World (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will develop interpretations of the interconnections of texts, practices, and artifacts in a cross-cultural/global framework. Students will articulate how the interconnections of the things people say, do, and make tell us about the ways we imagine ourselves with others across cultures and around the world. Students may enroll in different sections of HUMA 215 when different topics are addressed. (Every year in at least one location)

HUMA 245. Interpreting Narratives Across Cultures and Around the World (3 hours)

(Cross-listed with GLEN 245)

Prerequisites: LBST 175, 180 or equivalent.

Corequisite: GLEN 301.

Students will draw on narrative theory and colonial/post-colonial studies to develop interpretations of narratives constructed in a cross-cultural and/or global setting. Topics may include, but are not limited to: Auto-ethnographic narratives, Diasporic narratives, Place narratives, Travel Writing narratives, and War narratives. Students may enroll in additional sections of this course when a different topic is addressed. (Every year in at least one location)

WRITING (WRIT)

WRIT 210. Introduction to Creative Writing (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will integrate the conventions and techniques of fiction, nonfiction, and poetry into their own creative writing, develop their authentic voices as writers, provide critical feedback on their classmates' creative work, and produce original works of fiction, nonfiction and/or poetry. (Every year in at least one location)

WRIT 285. Topics in Writing Strategies (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Through reading the works of successful authors, students will identify, study, and apply selected strategies across genres to produce polished written work in a specific genre. Students may enroll in up to 3 sections of WRIT 285 when different topics are addressed. (Every year in at least one location)

WRIT 310. Creative Nonfiction (3 hours)

Prerequisites: LBST 175, 180 or equivalent; WRIT 210 or consent of instructor.

Students will develop their ability to read, interpret, and respond to a range of approaches to nonfiction expression, from the traditional first-person essay to more nontraditional lyrical, confessional, and multimedia approaches. Students will utilize these strategies in their own writing, and will produce nonfiction pieces that engage with and challenge the conventions of the genre. (Every year in at least one location)

WRIT 320. Poetry and Poetics (3 hours)

Prerequisites: LBST 175, 180 or equivalent.

Students will analyze the formal elements of traditional and contemporary poetry, including diction, imagery, and poetic meter. Students will utilize these conventions and techniques as models for writing original poetry. (Every other year in at least one location)

WRIT 340. Advanced Fiction Writing**(3 hours)**

Prerequisite: WRIT 210 or consent of instructor.

Building on concepts developed in WRIT 210, students will analyze conventions and techniques of traditional and contemporary fiction writing. In addition to producing critical responses to established fiction techniques, students will model these techniques in their own fiction writing. (Every other year in at least one location)

WRIT 390. Special Topics Creative Writing Workshop**(1-3 hours)**

Prerequisites: LBST175, 180 or equivalent; WRIT 210 or consent of instructor.

Students will read examples of, analyze, and integrate into their own writing a specific, overarching narrative technique not available through other program offerings. Possible topics include dialogue, allusive techniques, characterization, and scene(ry), among others. Students may enroll in additional sections of this course when different topics are addressed. (Occasionally)

WRIT 475. Writing Internship**(3 hours)**

Prerequisites: LBST175, 180; 60 credit hours.

Students will apply and further develop writing, editing, layout, and/or publishing skills in workplace settings, contingent on advance request, availability, and consent of advisor. Internships will be jointly supervised by college staff and officials of the participating institution or organization. Grade of satisfactory or unsatisfactory. May be repeated for credit twice for a total of 9 credit hours. Special fee. (As needed)

Graduate and Professional Studies

Mercer University is committed to providing graduate degree programs, as well as undergraduate and professional education. Mercer offers programs leading to numerous graduate and professional degrees including:

School of Business (specific programs offered in Macon, Atlanta, and/or Online)

- Master of Business Administration
- Professional Master of Business Administration
- Master of Accountancy
- Master of Science in Business Analytics
- Master of Science in Integrative Business

School of Engineering (specific programs in Macon or through distance learning)

- Master of Science
- Master of Science in Engineering

College of Education (specific programs offered in various locations including Macon, Atlanta, Regional Academic Centers, and Online)

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

School of Music (Macon)

- Master of Music (Conducting, Performance, Church Music)

College of Professional Advancement (Atlanta, Henry County, and Online)

- Master of Science, Applied Data Intelligence and Machine Learning
- Master of Science, Clinical Mental Health Counseling
- Master of Science, Clinical Mental Health Counseling/Master of Divinity, Pastoral Counseling
- Master of Science, Clinical Mental Health Counseling/Master of Theological Studies
- Master of Science, Clinical Rehabilitation Counseling
- Master of Science, Criminal Justice and Public Safety Leadership
- Master of Science, Health Informatics
- Master of Science, Health Informatics/Doctor of Pharmacy
- Master of Science, Human Services
- Master of Science, Organizational Leadership
- Master of Science, Organizational Leadership/Master of Divinity, Leadership for the Nonprofit Organization
- Master of Science, Organizational Leadership/Master of Arts, Christian Ministry (Nonprofit leadership concentration)
- Master of Science, School Counseling
- Doctor of Philosophy, Counselor Education and Supervision

College of Nursing (Atlanta)

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

College of Pharmacy (Atlanta)

Doctor of Pharmacy
Doctor of Philosophy in Pharmaceutical Sciences
Master of Science in Pharmaceutical Sciences
Master of Science in Health Outcomes

College of Health Professions (Atlanta and Macon)

Master of Medical Science (Physician Assistant)
Master of Public Health
Master of Athletic Training
Doctor of Physical Therapy
Doctor of Psychology
Doctor of Public Health

School of Medicine (Macon)

Master in Family Therapy
Master of Science in Biomedical Sciences
Master of Science in Pre-Clinical Sciences

School of Theology (Atlanta, Online)

Master of Arts, Christian Ministry
Master of Arts, Christian Ministry/Master of Science, Organizational
Leadership (Nonprofit leadership concentration)
Master of Divinity with various embedded certificates
Master of Divinity/Master of Business Administration
Master of Divinity/Master of Science, Clinical Mental Health Counseling
Master of Divinity/Master of Science, Organizational Leadership (Nonprofit
leadership concentration)
Master of Theological Studies
Master of Theological Studies/Master of Science, Clinical Mental Health
Counseling
Doctor of Ministry

Admission to Graduate Study

All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school which sponsors the desired degree program. Certain basic qualifications must be met for admission to graduate programs. All graduate programs require that students hold a bachelor's degree from an accredited college or university with a specified minimum undergraduate grade point average. Professional programs may require minimal prerequisite course work from an accredited institution and/or experiential hours requirements. Graduate admissions tests appropriate to the particular academic program may be required. Specific requirements for each graduate program are given with the description of that program.

International students must provide a complete record of all previous schooling. This must include a record of secondary schooling that shows the dates attended, grades achieved or examinations passed, and the student's rank in class, if available. Official transcripts must be accompanied by a certified English translation. Three reference letters, preferably from instructors in the undergraduate or graduate school(s) attended, are required, along with a personal vita which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted.

Proficiency in English must be established in one of the following ways:

1. Qualified students who present official TOEFL scores of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based

TOEFL) or 6.5 IELTS, will be admitted to the University. For students who desire additional language study after being admitted to the University, English Language Institute (ELI) short courses are available in specific skill areas.

2. Qualified students who present a TOEFL score below 80 IBT, 213 CBT, or 550 PBT, or have no TOEFL score may be admitted conditionally, contingent upon their successful completion of the Mercer University English Language Institute (MUELI). With the permission of the student's academic advisor, an ELI student may register for up to 6 credit hours while completing the upper levels of MUELI.

Full Admittance

Selective applicants who meet all defined qualifications are typically granted full admission. Full admission allows the applicant to enroll in courses according to the program of study and qualifies the student for federal financial aid.

Fully admitted students may have additional GPA or exam requirements as a condition of their admissions. Such students may receive a conditional admittance, which is full admission with conditional enrollment status. Such conditions on enrollment must be fulfilled within the first three semesters of enrollment, otherwise the admittance status shall be withdrawn making them ineligible for further federal financial aid.

Students may only receive federal aid, including loans, for graduate level courses required for their degree program. Courses taken to enhance the degree or gain experience, but not required, are not eligible for federal aid and cannot be used to determine federal aid eligibility. If a student is not fully accepted into the program, they do not qualify for federal aid.

Preparatory Coursework

A preparatory course is any undergraduate prerequisite that must be completed for a specific academic program prior to being admitted into that academic program at the postsecondary level. After admission into a graduate or professional program, preparatory coursework is not eligible for federal aid and may not be used to determine federal aid eligibility.

Applicants lacking preparatory courses required for admissions to a graduate or professional program may apply to enroll to satisfy such requirements. Such applicants may be eligible for federal aid for up to 12 consecutive months provided the student is enrolled at least half-time in required prerequisite coursework and not yet be admitted to the graduate or professional program. Students taking undergraduate courses for other purposes, such as meeting GPA admissions requirements, on F1/J1 visas, or have previously received federal aid for preparatory course work do not qualify for federal aid.

Transfer and Transient Credit

Students may receive limited credit for graduate courses taken at another institution, either as transfer or transient credit. With Graduate Council approval, post-baccalaureate professional programs may accept up to 65% of the credit hours for the professional degree. Courses must have been completed at a post-baccalaureate degree granting institution accredited by an institutional or specialized accrediting body recognized by the U.S. Department of Education and meet the minimum grade required by the Mercer University program accepting the transfer credit.

The number of hours accepted as transfer and transient credit varies by program, but in no instance may it exceed 25 percent of the credit hours required for the graduate degree. Credit for transfer or transient courses may be awarded under the following conditions:

1. The courses were taken at a graduate degree granting institution accredited by an institutional or, for professional programs, specialized accrediting body recognized by the US. Department of Education.
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. (Exception: Up to 9 hours earned as part of an Ed.S. degree in Educational Leadership may be considered for application towards the Ph.D. in Educational Leadership).

Individual colleges may have additional restrictions in regards to the acceptance of transfer credit, due to programmatic or professional criteria. Please refer to the college/program catalog section to identify these requirements.

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

Concurrent Enrollments

Concurrent admission or enrollment in multiple programs is limited to institutionally recognized combined or embedded programs.

Graduate Course Load

In general, to be considered for financial aid, the student must be admitted to a graduate program and meet minimal half-time time enrollment requirements. The following are enrollment requirements for graduate coursework:

Fall and Spring Term Enrollment: A graduate or professional student is considered full-time for purposes of financial aid provided they are enrolled in 9 credit hours and half-time at 4.5 credit hours with the exception of the programs listed below for which full-time enrollment for financial aid is 6 credit hours and half-time is 3 credit hours.

- Doctor of Philosophy
- Doctor of Psychology
- Doctor of Ministry
- Doctor of Nursing Practice
- Doctor of Public Health
- Master of Family Therapy
- Master of Science in Health Outcomes
- Master of Science in Pharmaceutical Science

Summer Term Enrollment: Graduate and professional students are considered full time and half time during the summer term upon enrollment in 6 and 3 hours respectively with the exception of the following programs that maintain full time enrollment at 9 and 4.5 hours for all semesters in their program including summer:

- Doctor of Physical Therapy

Master of Medical Science
Master of Athletic Training
Master of Science in Nursing

Veterans should contact the U.S. Department of Veterans Affairs for the credit hour requirements for VA benefits and consult with the University's Office of the Registrar for VA certification.

Full-time academic enrollment expectations for program participation may differ from the requirements for financial aid and are outlined in the academic unit section of the applicable catalog.

Graduate Level Courses

College of Nursing

600-699 Master level classes
700-799 Doctor of Nursing Practice classes
800-899 Doctor of Philosophy level classes

School of Business

500-599: First level graduate courses
600-699: Graduate courses designed for graduate students only
Courses are generally 3 credit hours each.

College of Education

500-599: Post-baccalaureate initial certification only; credit does not
 apply toward degree
600-699: Master's degree level classes
700-799: Education Specialist level classes
800-899: Doctor of Philosophy level classes

College of Professional Advancement

600-999: Master of Science, educational specialist, and doctoral level classes

College of Pharmacy

300-399: 1st Year Pharm.D.
400-499: 2nd Year Pharm.D.
500-599: 3rd Year and elective Pharm.D.
600-699: 4th Year Pharm.D.
700-799: M.S. and Ph.D. Programs
800-899: Ph.D. Program

School of Theology

500-901: Master of Divinity/Doctor of Ministry classes

College of Health Professions

500-599: PA Program; 1st Year DPT
600-699: PA Program; 1st Year MPH; 2nd Year DPT
700-799: 2nd Year MPH
800-899: DrPH Program
900-999: DrPH Program

Academic Standards

To maintain good standing in progress toward a degree, a graduate student must achieve a cumulative grade point average of at least 3.0 (B). No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree. The minimum standard for satisfactory academic achievement (good standing) is a grade point average of 2.0 for professional students. Individual programs may set a higher minimum standard.

An Incomplete (IC) grade may be given to a student passing a course, but due to illness or other compelling reason satisfactory to the instructor, a relatively small amount of work remains. The Absent from Exam (ABX) grade may be given if a student misses only the final exam due to illness or other compelling reason satisfactory to the instructor. Work must be completed according to the specific policies of the college/school (see page 65) or a grade of F will be assigned. Refer to each college/school section for policy regarding warning, probation, and suspension or dismissal.

Auditing Classes

Graduate students may audit a class with permission of the instructor. See Class Auditing Regulations in the Academic Information section of the catalog for regulations regarding auditing. Please refer to the Financial Information section of the catalog for cost.

Application for Degree

A student who expects to qualify for a degree must apply for the degree on-line at <http://www2.mercer.edu/Registrar/Graduation+Application.htm> by the date specified in the University's calendar.

Posthumous Degrees and Degrees in Memoriam

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

Posthumous Degrees

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

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

For graduate degrees: Any student who at the time of death was in good standing and had successfully completed a substantial portion of the program shall, upon the recommendation by the faculty, be awarded the degree posthumously. For a master's degree program without a thesis requirement, the deceased student had successfully completed 75% of the degree requirements. For a master's degree program with a thesis requirement, the student must have successfully completed 75% of the coursework and a substantial draft of the thesis that has been reviewed and recommended by the advisory committee as warranting conferral of the master's degree posthumously. For a doctoral degree, the deceased student must have advanced to candidacy and completed a substantial draft of the dissertation that has been reviewed and recommended by the dissertation committee as warranting conferral of the doctoral degree posthumously. The remaining credits would have completed all degree requirements, and the cumulative and program GPA requirements must be met.

Students enrolled in an Ed.S. program at the time of death will follow the eligibility requirements for the master's degree regarding the conferring of a Posthumous Degree. Students enrolled in the School of Medicine's M.D. program at the time of death must have successfully completed five of the required Year III rotations to be eligible for the degree posthumously. Students enrolled in the Law School's J.D. program at the time of death

must have successfully completed four of the six semesters of the required three-year program or a minimum of 60 credit hours in any joint J.D. program to be eligible for the degree posthumously.

An official degree audit approved by the College and major advisor will be submitted to the Provost and the President for final approval of the Posthumous Degree.

The diploma, commencement program, and any other record of the degree's conferral will include the notation that the degree was given posthumously. A family member or designee may accept the diploma on the student's behalf at the next commencement ceremony. Otherwise, the diploma with a letter from the President will be delivered to the family.

Degrees in Memoriam

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

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

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

Extraordinary Circumstances

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

Thesis and Dissertation Requirements

Some master's degree programs and the Doctor of Ministry degree require, or provide an option, that each degree candidate write a thesis as part of the degree program. A dissertation is required of all candidates for the Doctor of Philosophy degree. Students who are writing a thesis or dissertation should obtain, from their graduate directors, a copy of the regulations for preparing and submitting a thesis or dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the school, a thesis or dissertation should be submitted to the Office of the Provost, accompanied by a receipt indicating payment of all applicable graduation and thesis/ dissertation fees.

Behavioral Integrity

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms require a respect for the rights of all in the community. Disruption of the educational process, academic dishonesty, destruction of property, and interference with the orderly process of the University or with the rights of members of the University will not be tolerated. Violations of these rights will be addressed through procedures established by the dean of each graduate program or, in the case of academic dishonesty, by the procedures of the Graduate Honor System.

Graduate Honor System

Academic integrity is maintained through an honor system. The Graduate Honor System is governed by policies established by the University Graduate Council. It draws upon the traditions of integrity and academic freedom, a freedom within the academic community which is based on a trust between students and faculty. The Honor System imposes upon each student the responsibility for honest behavior and assumes that each student will report any violations of the Honor Code.

The Graduate Honor System is administered by an honor committee composed of five members of the graduate faculty who are responsible for decisions regarding alleged violations. The committee's decisions are binding on the student involved but may be appealed to the Provost of the University.

College of Pharmacy

Brian L. Crabtree, *Dean and Professor*

Candace W. Barnett, *Executive Associate Dean, Professor, and Distinguished Professor in Pharmacy Administration*

Nader Moniri, *Associate Dean for Research and Professor*

C. Lea Winkles, *Associate Dean for Student Affairs and Clinical Associate Professor*

Jill Augustine, *Director of Assessment, Assistant Professor, and Director of Pharm.D./MPH Program*

Hewitt W. Matthews, *Dean Emeritus*

Department of Pharmacy Practice

Gina J. Ryan, *Chair and Clinical Professor*

Kathryn M. Momary, *Vice Chair for Research and Associate Professor*

Leisa L. Marshall and Pamela M. Moye-Dickerson, *Clinical Professors*

Susan Miller, *Professor*

Christine M. Klein, *Vice Chair for Experiential Education and Clinical Associate Professor*

T. Vivian Liao, Nicole Metzger, Lydia C. Newsom, Angela Shogbon Nwaesei, and Maria M. Thurston, *Clinical Associate Professors*

Johnathan Hamrick, *Clinical Assistant Professor and Director of Introductory Pharmacy Practice Experiences*

Reid Proctor, *Clinical Assistant Professor and Director of Pharm.D./M.S. in Health Informatics Program*

Paige Brockington, Lori Dupree, Jordyn Higgins, Katelynn Mayberry, and Sweta M. Patel, *Clinical Assistant Professors*

Lorenzo Villa-Zapata, *Clinical Assistant Professor and Director of M.S. in Health Outcomes*

Laurel E. Ashworth, Robert J. Anderson, Richard A. Jackson, John Roskos, Jr., and Earl S. Ward, Jr., *Professors Emeriti*

Department of Pharmaceutical Sciences

Ajay Banga, *Chair, Professor, Endowed Chair Transdermal Delivery, and Co-Director of the Center for Drug Delivery Research*

J. Phillip Bowen, *Professor*

Martin D'Souza, *Professor, Dick R. Gourley Chair of Pharmaceuticals, Director of Ph.D. and M.S. in Pharmaceutical Sciences Programs and Co-Director of the Center for Drug Delivery Research*

Kathryn M. Momary and Mahavir Bhupal Chougule, *Associate Professors*

Renee Hayslett Rowe, *Associate Professor and Assistant Director of the Vivarium*

Clinton Canal, S. M. Raquibul Hasan and M. Nasir Uddin, *Assistant Professors*

Sherif Hafez, *Assistant Professor and Director of the Vivarium*

John Holbrook, Vincent Lopez, Hewitt W. Matthews, Diane F. Matesic, Stanley Pollock, *Professors Emeriti*, and J. Grady Strom, *Associate Professor Emeritus*

History

The College of Pharmacy had its beginnings in 1903 as an independent college in Atlanta, the Southern College of Pharmacy. The original charter was granted to Dr. R.C. Hood, Dr. Edward Eberhart, and Dr. Hansell Crenshaw, all outstanding leaders in the fields of medicine and pharmacy.

In 1938, the College was transferred from private ownership to a board of trustees and was operated on this basis until July of 1959, when a merger with Mercer University was completed. Renamed the Southern School of Pharmacy, it operated from downtown Atlanta until 1991 when it relocated to the University's Cecil B. Day campus, 15 miles northeast of downtown Atlanta.

In September of 1981, the Southern School of Pharmacy became the first pharmacy school in the Southeast and the fifth in the nation to offer the Doctor of Pharmacy (Pharm.D.) as its sole professional degree. In 1988 the School initiated its Ph.D. program in Pharmaceutical Sciences, the first Ph.D. program within the University. A combined Pharm.D./Ph.D. program was launched in 1993. In 2021 four additional degree programs were launched: the M.S. in Health Outcomes, the M.S. in Pharmaceutical Sciences programs, and the combined degree programs of Pharm.D./M.S. in Health Outcomes and Pharm.D./M.S. in Pharmaceutical Sciences.

On July 1, 2006, the School changed its name to the College of Pharmacy and Health Sciences. This name change provided the infrastructure to add health science programs including the Physician Assistant Program, Master of Medical Science (2008), Doctor of Physical Therapy (2010), and Orthopaedic Manual Physical Therapy Residency (2010).

In July 2013, the College of Pharmacy and Health Sciences was renamed the College of Pharmacy, and the health science programs formed the new College of Health Professions. Throughout its long history, the College of Pharmacy has developed a tradition of excellence and a reputation for producing outstanding leaders in the profession of pharmacy.

Mission Statement

Mercer University College of Pharmacy advances health through innovations in teaching, research, patient-centered care, and service.

Vision

Empowering ourselves and others to cultivate passion to enrich health and improve lives.

Core Values

The College of Pharmacy bases its educational program and position in the healthcare community upon certain core values. The core values of the College are excellence, integrity, caring, innovation, learning, professionalism, and commitment.

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 position 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 that constitute violations of the College of Pharmacy Honor Code include plagiarism, cheating, lying, academic theft, academic negligence, or other acts of dishonesty in areas of academics and co-curricular activities.

Plagiarism is the copying of words, phrases, ideas, or facts, belonging to another individual, without proper acknowledgment. Failure to reference any such material used is both ethically and legally improper.

Cheating includes, but is not limited to, a deliberate submission of coursework, for a grade or credit, that is not one's own and that violates the professor's instructions for the work; the use of testing materials from past testing periods as a study guide, unless authorized by a professor; possession of written materials, not expressly authorized by the professor during an examination or test, that contain matter relevant to the course in which the examination is being taken; discussion of examination contents with any other student while taking an examination or test; and divulging or receiving any information on the content or form of any examination that either student has not yet taken. A student who gives illegal aid shall be considered as responsible as the student who receives it.

Lying is defined as making a statement that one knows is false or is intended to deceive.

Academic theft is the removal of academic materials, depriving or preventing others from having equal learning opportunities.

Academic negligence is unacceptable conduct of a student during an academic situation, including but not limited to examinations, outside assignments, papers, homework, and lab reports. It may include the student's failure to adhere to the faculty member's specific instructions.

College of Pharmacy students are subject to the conditions and requirements of the Honor Code. The Honor Code is published in the Student Handbook, which is distributed to all students at the beginning of the fall term and made available electronically on the College's website (<http://pharmacy.mercer.edu/student-resources/handbook-and-catalog/>).

Attitude and Conduct

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

The following are examples of such conduct:

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

Any student found guilty of the above offenses, or of any other serious defect of conduct or character, may be subject to expulsion, suspension, or such lesser 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 arbiter in matters of student discipline and conduct, as set forth in the charter and bylaws of the University. The Student Handbook, which details the Code of Professional Conduct for College of Pharmacy (COP) students, is available on the COP website (<http://pharmacy.mercer.edu/student-resources/handbook-and-catalog/>).

College of Pharmacy Calendar 2022-2023

The College of Pharmacy reserves the right to revise or amend this academic calendar as special circumstances warrant.

Fall 2022

Orientation	Aug. 15-19
White Coat Ceremony	Aug. 19
Classes Start	Aug. 22
COS Fall Picnic	Aug. 23
Drop/Add	Aug. 22-29
Last Day to Withdraw with Grade of W	Oct. 20 (semester long courses); Midpoint of course (blocked courses)
Labor Day	Sept. 5
Residency Showcase	Oct. 7
Honors Luncheon	Oct. 13
Registration for Spring Begins	Nov. 2
Healthcare Career / Interview Days	Nov. 3-4
Classes End	Dec. 5 (P1, P2, P3 required Pharm.D. courses); Dec. 6 (Pharm.D. electives)
	Dec. 9 (Graduate courses)
Progression Assessment	Dec. 6-9 (P1, P2, P3)
Last Day of Term	Dec. 9
Thanksgiving Break	Nov. 21-25
Course Grades Must be Posted	Dec. 19

Fall Intercession

Dec. 12, 2022 – Jan. 8, 2023

Course grades must be posted Jan. 11, 2023

Spring 2023

January Class Orientation	Jan. 4-6
January Class White Coat Ceremony	Jan. 6
Experiential Classes Start	Jan 2 (P4)
Didactic Classes Start	Jan. 9
	Drop/Add Jan. 9-17
Last Day to Withdraw with Grade of W	March 19 (semester long courses); Midpoint of course (blocked courses)
Martin Luther King Jr. Day Holiday	Jan. 16
Spring Break	March 6-10
Van Greene Lecture	TBA
Registration for Summer/Fall Begins	March 29
Good Friday	April 7
COS Spring Picnic	April 21
Classes End	April 24 (P1-Jan. Class); May 5 (P1-Trad, P2, P3, Graduate)
	April 25 (P1-Jan. Class); May 1-5 (P1- Trad. Class, P2, P3)
Progression Assessment	May 5
Last Day of Term	May 8
Course Grades Must be Posted	May 8
Pinning Ceremony	May 8
Hooding Ceremony	May 12
Commencement	May 14

Summer 2023**P1-January Class**

Classes begin
Drop/Add
Last Day to Withdraw with Grade of W

Memorial Day Holiday
Independence Day Holiday
Classes End
Progression Assessment
Last Day of Term
Grades Must be Posted

May 8
May 8-15
July 3 (semester long courses);
Midpoint of course (blocked courses)
May 29
July 4
Aug. 7
Aug. 8-11
Aug. 11
Aug. 17

Remediation for P3

Classes Begin
Drop/Add
Memorial Day Holiday
Classes End
Grades Due from Faculty

May 15
May 15-23
May 29
June 16
June 23

Remediation for P1-Traditional and P2

Classes Begin
Drop/Add
Memorial Day Holiday
Independence Day Holiday
Classes End
Grades Due from Faculty

May 15
May 15-22
May 29
July 4
Aug. 11
Aug. 17

Community IPPE Scheduling Options

Three-week Community IPPE

Fall intercession
(Dec. 12, 2022-Jan 8, 2023)
– This option for P2 students who did not complete it in Summer 2022 (Class of 2025).

Summer (May 15-Aug. 11, 2023)
– This option for rising P2 students (Class of 2026).

Institutional IPPE Scheduling Options

Three-week Institutional IPPE

Summer (May 15-Aug. 11, 2023)
– This option for rising P3 students (Class of 2025).

(May 15-June 16, 2023)
– This option for rising P4 students who did not complete it in summer 2022 (Class of 2024)

Health and Wellness IPPE Scheduling Options

40 hour IPPE

Students may complete this during
The P2 or P3 year. Options:
Fall 2022, Spring 2023 semesters
Fall intercession (12/12/22-1/8/23)
Spring break (March 6-10, 2023)
Summer (May 15-Aug 11, 2023)
–This option for rising P2, rising P3

Fourth Professional Year

APPE 1

May 16-June 17, 2022

APPE 2

June 20-July 22, 2022

APPE 3

Aug. 1-Sept. 2, 2022

APPE 4

Sept. 5-Oct. 7, 2022

APPE 5

Oct. 10-Nov. 11, 2022

APPE 6

Nov. 14-Dec. 16, 2022

APPE 7

Jan. 2-Feb. 3, 2023

Feb. 4-12, 2023: Students are off to accommodate residency and job interviews

APPE 8

Feb. 13-March 17, 2023

APPE 9

March 20-April 21, 2023

Last week of PHA 622

April 24-28, 2023

Holidays and Special Events

Memorial Day (2022)

May 30, 2022
(Affects P1-Jan Class,
P4 APPE 1, and IPPEs– students
follow holiday schedule of practice
site.)

Independence Day (2022)

July 4, 2022
(Affects P1-Jan Class,
P4 APPE 2 and IPPEs- students follow
holiday schedule of practice site.)

White Coat Ceremony

Aug. 19, 2022

COS Fall Picnic

Aug. 23, 2022

Labor Day

Sept. 5, 2022

Residency Showcase

Oct. 7, 2022

Honors Luncheon

Oct. 13, 2022

Healthcare Career/Interview Days

Nov. 3-4, 2022

Thanksgiving Break

Nov. 21-25, 2022

Martin Luther King, Jr. Day

Jan. 16, 2023

Spring Break

March 6-10, 2023

Van Greene Lecture

TBD

Good Friday

April 7, 2023

COS Spring Picnic

April 21, 2023

Pinning Ceremony

May 8, 2023

Hooding Ceremony

May 12, 2023

Commencement

May 14, 2023

Memorial Day (2023)

May 29, 2023 (affects summer
classes)

Independence Day Holiday (2023)

July 4, 2023 (affects summer
classes)

Degree Programs

The College of Pharmacy offers the following degree programs:

The **Doctor of Pharmacy** is offered on the Atlanta Campus.

The **Master of Science in Health Outcomes** is offered on the Atlanta Campus.

The **Master of Science in Pharmaceutical Sciences** is offered on the Atlanta Campus.

The **Doctor of Philosophy in Pharmaceutical Sciences** is offered on the Atlanta Campus.

Doctor of Pharmacy Degree Program

Program Description

Mercer's Doctor of Pharmacy Program is designed to provide the scholastic expertise and clinical acumen necessary to deliver effective patient-centered care in multidisciplinary settings to a culturally diverse population. The four-year program includes both didactic and experiential learning with a focus on patient-centered outcomes.

The program's hybrid-block schedule combines concentrated foundational and pharmacotherapy courses with semester-long, practice-oriented and elective courses. First professional year students learn patient assessment, clinical, and counseling skills in the Pharmacy Clinical Skills and Simulation Laboratory, and further hone those skills in experiential activities throughout their second, third, and fourth professional years. Students complete introductory and advanced pharmacy practice experiences at leading medical and teaching hospitals and in a variety of pharmacy practice settings in Georgia and across the country. Unique to Mercer's Pharm.D. Program are four exceptional opportunities in the fourth professional year: Advanced Clinical Track, Global Medical Missions, Indian Health Service, and International Pharmacy.

Accreditation

The Doctor of Pharmacy Program is accredited by The Accreditation Council for Pharmacy Education, 190 S. LaSalle Street, Suite 2850, Chicago, IL 60603; telephone (312) 664-3575; Fax (866) 228-2631; website www.acpe-accredit.org.

Profile of the MERCER Doctor of Pharmacy Graduate

The MERCER graduate will have both the breadth and depth of knowledge and skills to ensure successful entry into any of the wide variety of careers available to the Doctor of Pharmacy graduate.

The MERCER graduate will practice patient-centered, evidence-based pharmacy to optimize the use of medications to improve health, prevent disease, and improve quality of life.

The MERCER graduate will be an essential member of the patient's interprofessional health care team.

The MERCER graduate will demonstrate the value of the profession through leadership and service to the community, nationally, and globally.

The educational outcomes of the College of Pharmacy reflect the ACPE Standards for the Doctor of Pharmacy degree, the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes, and the Entrustable Professional Activities (EPAs) as presented by the American Association of Colleges of Pharmacy (AAPC).

Admissions Process and Requirements

The College of Pharmacy uses a “rolling” admissions policy for the Doctor of Pharmacy (Pharm.D.) Program. Qualified applicants are interviewed and accepted to the program on a continual basis until the class has been filled. Students are encouraged to apply as early as possible. Classes commence in August and January of each year.

The application process and minimum expectations for applicants to be considered for admission into the Doctor of Pharmacy degree program include the following:

- Applicants must submit their application through PharmCAS, a centralized application service (<http://www.pharmcas.org>). A complete PharmCAS application includes a minimum of two letters of reference, official transcripts from all colleges/universities attended, and the appropriate application fee(s).
- Prior to enrollment in the Pharm.D. Program, each applicant must complete 66 semester hours (or 99 quarter hours) of college credit from an institution(s) accredited by an institutional accrediting agency recognized by the U.S. Secretary of Education along with the following pre-pharmacy course requirements:

- General Chemistry (two courses with labs)
- Organic Chemistry (two courses with labs)
- Biochemistry (one course, lab optional)
- General Biology (two courses with labs)
- Anatomy and Physiology (two courses, labs optional)
- Microbiology (one course lab optional)
- Calculus (one course)
- Statistics (one course)
- English Composition (two courses)
- Speech (one course)
- Economics (one course)
- Humanities Electives (two courses)
- Social/Behavioral Science Electives (two courses)

Important notes about the pre-pharmacy course requirements:

- Only grades of C or better are acceptable for pre-pharmacy courses.
- At least one course from the humanities or the social/behavioral science electives must focus on cultural diversity and develop the student’s awareness of the beliefs, values, and behaviors of cultures other than their own. Examples of courses that fulfill this prerequisite are: sociology, cultural anthropology, cultural geography, world literature, world religions, gender studies, cultural studies in specific languages other than the student’s native language.
- All science prerequisites must be fulfilled by courses intended for science majors.
- General Biology courses can be fulfilled with courses in genetics, cellular biology, molecular biology, developmental biology, or zoology.
- English Composition requirements can be fulfilled with courses designated as Writing Intensive.
- The speech requirement should be fulfilled with a public speaking course.
- Humanities electives may be chosen from one or more of these areas: art, foreign language, history, literature, music, philosophy, religion, or theatre.
- Social / Behavioral Science electives may be chosen from one or more of the following areas: anthropology, business, economics, geography, health, history, management, political science, psychology, or sociology.
- All pre-pharmacy course requirements must be satisfied prior to enrollment in the Pharm.D. Program.

- Applicants are encouraged to take the following courses to further prepare them for the Doctor of Pharmacy Program:

Behavioral Psychology
Ethics
Genetics
Immunology
Medical Microbiology
Medical Terminology
Business Courses (e.g., Accounting, Finance, Human Resources)

Admission requirements and standards are designed to ensure scholastic success in the professional Doctor of Pharmacy curriculum. Selecting a candidate for the future practice of pharmacy involves many important factors, including academic background, letters of reference, pharmacy/work experience, and extracurricular experiences. The Pharmacy College Admissions Test (PCAT) is not required; however, applicants who want to provide further support of their academic preparedness can opt to submit their PCAT scores as part of their PharmCAS application.

Grades for all undergraduate coursework attempted are included in the calculation of the cumulative undergraduate GPA. This is the primary GPA used in the admissions process. The competitive GPA needed to qualify for a required personal interview is determined by the overall strength of the applicant pool each admissions cycle.

Prospective pharmacy students are not required but are encouraged to obtain work or volunteer experience in a pharmacy. An example of appropriate experience is as a pharmacy technician.

Applicants judged to be qualified after evaluation of their complete application are invited to the College of Pharmacy for a personal interview.

Throughout the duration of the interview process, applicants are accepted to the Doctor of Pharmacy program on a continual basis until the class has been filled; an alternate list is then established. Due to the number of applicants and limited number of positions available, acceptance is selective.

Applicants selected for admission into the College's Doctor of Pharmacy Program are required to make a non-refundable tuition deposit to confirm their position in the entering class. Upon enrollment in the Doctor of Pharmacy Program, the deposit will be applied toward the student's first semester's tuition and the University's matriculation fee.

Submission of final official transcripts from all colleges/universities attended is required prior to enrollment. Accepted students must also comply with requirements regarding health insurance and immunizations, background checks and drug screenings, and they must attest that they meet all Technical Standards as established by the Doctor of Pharmacy Program prior to their enrollment in the program. Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded.

Special Consideration Programs for Mercer Undergraduate Students

The College of Pharmacy partners with the University's College of Liberal Arts and Sciences and College of Health Professions and College of Professional Advancement to offer Special Consideration programs designed for Mercer undergraduate students who have expressed an interest in pursuing a career in pharmacy. Students enrolled as undergraduate students at Mercer are guaranteed an interview for the Doctor of Pharmacy (Pharm.D.) degree program at the College of Pharmacy (COP) if they meet requirements outlined in the Special Consideration Program documents available from the Academic Advising Services office in Macon and the Pre-Pharmacy advisors in the College of Professional Advancement.

International Students

An applicant who is not a citizen or permanent resident of the United States must follow the same application procedure as applicants who are citizens or permanent residents.

The College of Pharmacy does not evaluate transcripts from outside the United States. If coursework has been earned in a foreign country, international or domestic students with credentials from institutions outside the United States are required to have those credentials evaluated by a professional evaluation service (World Education Services, www.wes.org, is the preferred service). This evaluation must include an analysis of courses, grades and grade point average, and U.S. degree equivalency if a degree was received.

Until this procedure has been accomplished, an application for admission cannot be considered. An official copy of the evaluation report must be sent to PharmCAS to be included in the application.

Financial resources of the College of Pharmacy are limited, and therefore financial assistance for international students on an F-1 Visa is limited. Federally funded financial aid is restricted for students who are citizens or permanent residents of the United States. It is important that the student have pre-determined financial support sufficient to meet educational and living expenses.

Transfer Students

A transfer student is any person who has ever been enrolled in the professional (Pharm.D.) level at another college or school of pharmacy. Attrition rates are low; therefore, the number of transfer students accepted is extremely limited and at times not available.

An individual who wishes to transfer into the four-year Doctor of Pharmacy degree program from an Accreditation Council for Pharmacy Education (ACPE) accredited college or school of pharmacy must send to the Director of Admissions a letter to request consideration as a transfer student before submitting an application. If availability exists and the request is granted, the transfer applicant must submit a complete PharmCAS application including transcripts from all colleges attended and at least two letters of reference. In addition, the Director of Admissions must receive a letter from the Dean's Office at the other College of Pharmacy granting approval of the transfer to Mercer and stating that the student is in good academic and professional standing and eligible to continue or return.

Transfer students must satisfy Mercer's pre-pharmacy course requirements and meet current admission standards in order to be considered.

If deemed qualified upon receipt of completed application materials, the applicant will be invited to the College of Pharmacy for an interview. After the interview, the Admissions Committee will make a decision regarding the student's admissions status. The number of transfer students accepted will depend upon space availability. All correspondence will be handled by the Director of Admissions.

Due to differences in curricula of various pharmacy schools, some or all credit may not transfer at the same professional level. Students may not be eligible for professional year advancement at Mercer equivalent to that of their current institution. Up to eighteen credit hours of equivalent professional courses may be transferred from an ACPE accredited institution.

Advanced Standing

A transfer applicant who desires advanced professional standing must comply with the appropriate policy and procedure outlined above. Ordinarily credits from an ACPE-accredited college or school of pharmacy, for which grades of C or better have been

earned in equivalent courses, shall be accepted. All course requirements in the current four-year Doctor of Pharmacy curriculum must be satisfied prior to graduation. A minimum of eight semesters must be completed and 131 credits must be earned in residence at the College of Pharmacy.

In determining advanced standing, the Executive Associate Dean will consult with the appropriate Department Chairperson(s) to determine course equivalence. Based upon this evaluation, the Executive Associate Dean will make a decision regarding transfer credit for advanced standing. All correspondence will be handled by the Executive Associate Dean.

Tuition, Required Fees, and Other Estimated Expenses

First, Second, Third Year Tuition (per didactic semester*)	\$20,043.50
Fourth Year Tuition (per five-week Advanced Pharmacy Practice Experience*)	\$ 5,010.90
Facilities and Technology Fee (per semester**)	\$ 150.00
Course Materials Fee† (four years)	\$ 951.00
Total (four-year*) Pharm.D. program estimated tuition and fee cost for students entering in 2022-2023‡	\$162,649.20

* Each student completes 6 didactic semesters and 8 Advanced Pharmacy Practice Experiences, i.e. rotations, that span three semesters.

** Fee is \$150.00 for students enrolled in 9 credit hours or more and \$17.00/credit hour for less than 9 credit hours.

†Course materials fees are attached to the following courses: PHA 650B/PHA 621 - \$742, PHA 361 - \$60, PHA 364 - \$29, PHA 491 - \$60, PHA 591 - \$60.

‡Tuition and fees are subject to change each year after the Board of Trustees meeting in April. The total cost is an estimate and does not include other expenses, i.e., books, computer, housing, transportation, etc. We recommend students budget an additional \$5,000 to cover expenses associated with the fourth-year advanced pharmacy practice experiences.

Background Checks and Drug Screenings

Assessment of criminal background checks and drug screening is considered important to help protect the public, regardless of the requirements of specific community or clinical sites. However, a clear background check or drug screen does not guarantee safety or predict an individual's future behavior.

Accepted Students

All matriculating students undergo a criminal background check and drug screening after being offered admission to the Doctor of Pharmacy (Pharm.D.) Program. Students accepted into the program are responsible for promptly reporting any future charges or the outcome of pending charges to the Assistant Dean for Student Affairs. If accepted into the program, our determination related to findings on the initial or subsequent criminal background check or drug screening does not guarantee that State Boards of Pharmacy will view the findings similarly. Students accepted into the program have the right to review their criminal background check and drug screening reports for accuracy by contacting the institution/company/agency conducting the search.

In addition to completing the criminal background check and drug screening per the policy requirements, newly accepted students with an adverse criminal background check or drug screen must also report this activity in writing and include the appropriate information (e.g., court documents, arrest records, etc.) to the Assistant Dean for Student Affairs with an original signature and date. The Assistant Dean for Student Affairs may request additional information from the student or request an additional criminal background check and/or drug screen. Students who fail to provide this information within the time frame will be subject to their offer of acceptance being withdrawn. Adverse information may lead to withdrawal of the offer of admission to the program. Appeals to

decisions made regarding results of a criminal background check and/or drug screen may be made in writing to the Executive Associate Dean.

Enrolled Students

Pharmacy practice sites may require additional components of a criminal background check, additional drug screen, a certain company or laboratory to be used, and/or the tests being performed within certain time frames prior to beginning introductory or advanced pharmacy practice experiences. The expenses associated with any criminal background check or drug screening during matriculation into or during the Pharm.D. Program are entirely the responsibility of the student.

Information as to whether a facility offering introductory or advanced pharmacy practice experiences requires evidence of a negative drug screen and/or criminal background check can be obtained from the Director of Experiential Education. Be aware that requirements for specific introductory or advanced pharmacy practice sites may change at any moment prior to the student beginning at the site. It is the student's responsibility to meet those requirements.

If allowed or required by the introductory or advanced pharmacy practice site, the student will provide the results of their criminal background check or drug screening directly to the appropriate representative. In the event that the site does not have a process to review results of a criminal background check or drug screening or will not accept them directly from the student, the Director of Experiential Education will provide information to the appropriate representative on charges resulting in a *nolo contendere*, *nolo prosequere*, or conviction which are reported on a criminal background check and/or positive results of a drug screening test. The site's representative is solely responsible to determine whether the results meet facility requirements. Mercer University, its faculty or representatives, is not responsible or liable for nor will they intervene with the decision made by a site to not accept a student based on the contents of the criminal background check or drug screening.

Students with adverse findings on a criminal background check or drug screening, as determined by an introductory or advanced pharmacy practice site, will be excluded from participation at that facility. In circumstances such as this, the program may require that students undergo a subsequent criminal background check or drug screening. If the Director of Experiential Education, in consultation with the Assistant Dean for Student Affairs, agrees with the facility's decision, the student will be excluded from continuing in the introductory or advanced pharmacy practice experience and subsequently will be removed from the program. Should the Director of Experiential Education, in consultation with the Assistant Dean for Student Affairs, disagree with the facility's decision, the Director will make one attempt to place the student in an alternate facility. If that attempt is unsuccessful due to the adverse findings on the criminal background check or drug screening, the student is excluded from continuing in the introductory or advanced pharmacy practice experience and subsequently will be removed from the program.

Students arrested or charged for criminal activity at any time during their enrollment in the Doctor of Pharmacy Program must notify, in writing, the Assistant Dean for Student Affairs within 72 hours of the arrest or issue of a citation. The Assistant Dean for Student Affairs will assume responsibility for the notification of additional College of Pharmacy offices as necessary. Students who fail to provide this information within the stated time frame will be subject to suspension/dismissal from the program.

Incorrect Records

Occasionally, a criminal background check may contain incorrect information. If a student finds that his/her record is incomplete, incorrect, contains errors and omissions, or misidentifies a student for someone else, the student should contact the criminal background check vendor with appropriate documentation to correct the errant

information. The student should also notify the Assistant Dean for Student Affairs and the Director of Experiential Education, who will make a request to the vendor to verify this information and supply a copy to the student and MUCOP. Depending on the circumstances, the student may or may not be suspended/dismissed from the program pending the outcome of the request.

Students who have a break in enrollment of at least one semester (e.g., leave of absence) will be required to repeat a criminal background check and drug screen prior to reentering the program.

Confidentiality and Recordkeeping

Results of background checks and drug screenings are confidential and will be kept in a secure file separate from other academic records. This information contained in the criminal background check and drug screening section of the student's file may only be reviewed by university officials, the designated background check or drug screening provider, and affiliated clinical facilities in accordance with the Family Educational Rights and Privacy Act (FERPA).

Immunizations and Health Requirements

All Pharmacy students are required to provide evidence of the required immunizations from their health care provider and proof of insurance. These requirements must be met in order for students to participate in introductory and advanced pharmacy practice experiences (IPPEs/APPEs). Incomplete or inaccurate immunization documentation can result in student registration and/or IPPE/APPE assignments being delayed or blocked. The current list of immunization requirements for entering students can be obtained from the College's Office of Student Affairs. All current Pharmacy students are required to provide documentation annually of influenza vaccination and tuberculosis screening.

Health Insurance Requirement

All students are required to maintain health insurance coverage. In order to enforce this policy, all students are automatically enrolled and charged for health insurance each semester. This health insurance will be provided by the University's sponsored student insurance plan. Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary health insurance coverage exists. Information on how to complete the insurance waiver process and deadlines for the process is available on the Mercer website: <http://bursar.mercer.edu/studentinsurance/>. Students who do not submit proof of primary health insurance through the waiver process are automatically signed up for coverage under the student insurance plan.

Academic Policies and Procedures

Attendance

Attendance at the College of Pharmacy is a privilege and not a right. Attendance is expected at all learning activities including scheduled classes, laboratory sessions, reviews, recitations, examinations, practice experiences, experiential meetings, clinical rotations, and other curricular activities. Elective courses will follow attendance policies outlined by course coordinators in the elective course syllabus. Because of the interactive and collaborative nature of professional education and the rigor of the Doctor of Pharmacy Program, regular class attendance is essential for successful learning. Students must come to class prepared, having completed all assigned readings and activities. Repeated absences and tardiness will hinder learning. Habitual and/or excessive time away from class (equal to or greater than 20% of class time) is a violation of the College's Student

Code of Professional Conduct. See the College of Pharmacy Student Handbook for additional details regarding the policy governing attendance.

Make-Up Examination Policy

Excused absences include, but are not limited to, sanctioned College events, approved professional travel, illness, religious holidays or observances, family emergencies, and court/legal proceedings. Written documentation will be required for illness, family emergencies, and court/legal proceedings. For an excused absence from an examination, the student will be given a make-up examination that is comparable in content and format to be administered at a time determined by the course coordinator(s).

Advising / Professional Development Network

The Doctor of Pharmacy Professional Development Network (PDN) provides information and support for successful matriculation and professional development of students. Faculty, professional staff, and alumni are utilized as resource personnel.

Each entering Pharmacy student is assigned to faculty and staff members of the Professional Development Network (PDN). The advisors work with the student from matriculation to graduation, using electronic and face-to-face meetings. Students are ultimately responsible for the academic and professional choices they make; however, faculty members provide mentoring and are a resource for students regarding academic and professional issues.

Standards of Performance

Each candidate for a Doctor of Pharmacy degree must secure credit, in the approved courses of the curriculum, totaling 155 semester hours. In securing this credit, each candidate must have a grade point average (GPA) of at least 2.0. Should a course be repeated, all grades received in that course are used in the computation of the grade point average. Should a course be repeated for which a passing grade has been previously received, and the repeated grade is F, the course requirement for the curriculum has been satisfied, subject to the Probation/Dismissal policy.

- Repetition of failed courses is outlined in the Summer Remediation and Probation/Dismissal policies.
- Students readmitted by the Academic Performance and Standards Committee may be required to repeat courses for which a passing grade was previously earned.
- Certain didactic electives and advanced pharmacy practice experience courses may be taken multiple times for credit as outlined under course descriptions.

Academic Progression

Doctor of Pharmacy academic progression is defined as:

A minimum cumulative grade point average of 2.0; successful completion of all first professional year courses and professional engagement program requirements; and passing the P1 comprehensive progression assessment are required for entry into the second professional year.

A minimum cumulative grade point average of 2.0; successful completion of all required first and second professional year courses and professional engagement program requirements; successful completion of a minimum of four semester hours of elective coursework; and passing the P2 comprehensive progression assessment are required for entry into the third professional year.

A minimum cumulative grade point average of 2.0; successful completion of all required first, second, and third professional year courses and professional engagement program requirements; successful completion of at least ten semester hours of elective

coursework; and passing the P3 comprehensive progression assessment are required for entry into the fourth professional year.

Summer Remediation

Summer remediation is open to Doctor of Pharmacy students who have previously failed a required didactic course.

In the first professional year, August-entry students who fail a didactic required course in their first or second semester, an equivalent course outside the College's traditional Doctor of Pharmacy program may be considered for completion during the summer, subject to review and approval by the course coordinator, the coordinator's department chair, and the Executive Associate Dean.

In the event an equivalent course is not available, the course will be offered in the summer by the College of Pharmacy. The course must fulfill the same curriculum outcomes as during the regular academic year; however, the teaching plan, including methodology and daily schedule may vary as determined and documented by the course coordinator and the coordinator's department chair. A student may repeat only one course one time at another school or via summer remediation.

In the first professional year, January-entry students who fail a didactic required course in their first or second semester, will not have summer remediation as an option. The student will instead join the subsequent entering August Class to remediate the failed didactic required course and join that cohort.

Summer remediation is available for all second and third professional year students regardless of entry point into the Doctor of Pharmacy Program. For a student who fails a didactic required course during the fall or spring semesters, an equivalent course outside the College's traditional Doctor of Pharmacy Program may be considered for completion during the summer, subject to review and approval by the course coordinator, the coordinator's department chair, and the Executive Associate Dean.

In the event an equivalent course is not available, the course will be offered in the summer by the College of Pharmacy. The course must fulfill the same curriculum outcomes as during the regular academic year; however, the teaching plan, including methodology and daily schedule may vary as determined and documented by the course coordinator and the coordinator's department chair. A student may repeat only one course one time at another school or via summer remediation.

Probation/Dismissal

A Doctor of Pharmacy student who makes an F or U in a course will be placed on probation until the course is successfully remediated. Any student who makes a second F or U in a course will be placed on academic dismissal. Any Doctor of Pharmacy student who has been placed on academic dismissal may petition the Academic Performance and Standards Committee for readmission.

1. A student seeking the Academic Performance and Standards Committee's consideration for readmission must provide his/her petition and any supporting documentation by the following applicable deadline prior to the semester for which reenrollment is requested: July 1 for the fall semester and October 1 for the spring semester.
2. The Academic Performance and Standards Committee will investigate the circumstances of dismissal.
3. If the student is readmitted by the Academic Performance and Standards Committee, there will be placed upon the readmission certain conditions and requirements designed to aid the student in attaining good standing within the College. In consultation with the Executive Associate Dean and the Curriculum

Committee, as appropriate, the Academic Performance and Standards Committee will formulate an individualized plan for satisfying content areas that require remediation. This individualized plan would be based on the students' prior academic performance and current curricular standards.

4. Breach of conditions or requirements will result in permanent dismissal of the student.
5. Any student who makes an F or U in a third course will be permanently dismissed.
6. The Academic Performance and Standards Committee will inform the faculty regarding its actions.

The decisions of the Academic Performance and Standards Committee may be appealed to the Executive Associate Dean.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of the Doctor of Pharmacy curriculum (totaling 155 semester hours) with a passing grade in each course and with at least a 2.0 cumulative grade point average and successful completion of professional engagement program requirements.
2. Eight semesters must be completed and 133 credit hours must be earned in residence at the College of Pharmacy.
3. Recommendation by the faculty of the College of Pharmacy.
4. Payment of all financial obligations to the University.

Special Registration Regulations

Course Overload: A course overload is defined as registration for any additional hours of credit above the number of credit hours outlined for each semester. In order to register for course overloads, students must have grade point averages of 2.5 or better. In addition, students must have the approval of (1) the Executive Associate Dean or (2) the faculty advisor designated for the student. Students participating in combined degree programs must have the approval of the program director. Students may not enroll in courses with conflicting meeting times.

Elective Courses with GPA Requirements: In order to register for Project Development 548 or Introduction to Research 549, a student must have a grade point average of 2.5 or better and the consent of the instructor. In order to register for Introduction to Teaching 509, a student must have a grade point average of 3.5 or better and the consent of the instructor.

Professional Credit for Graduate Coursework: Doctor of Pharmacy students may receive elective credit for graduate-level courses taken within the University outside of combined degree programs. The following criteria apply:

- Students should have a previous four-year (or higher) degree or an equivalent number of credit hours.
- Students must have minimum grade point averages of 3.0.
- Course prerequisites must be met.

- Students must submit a letter to the appropriate graduate program director that states the student's interest and describes the benefits of the graduate course to their professional goals.
- Enrollment in the course must have the approval of the graduate program director.

Students will receive only professional-level credit for such courses.

Transfer/Transient Credit

Academic credit may be given for courses successfully completed with a grade of C or better at other pharmacy, medical, medically-related professional schools, and graduate schools, subject to the approval of the appropriate department chairperson and dean. In such cases, no grade will appear on the student's transcript, but the transfer of credit hours will be awarded. Transfer credits are not utilized in determining a student's grade point average.

Doctor of Pharmacy Curriculum

Outcomes

Domain 1 – Foundational Knowledge

1.1 Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social / behavioral / administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Domain 2 – Essentials for Practice and Care

2.1. Patient-Centered Care (Caregiver) – Provide patient- centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2. Medication Use Systems Management (Manager) - Manage patient healthcare needs using human, financial, technological (including pharmacy informatics), and physical resources to optimize the safety and efficacy of medication use systems.

2.3. Health and Wellness (Promoter) – Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

2.4. Population-Based Care (Provider) – Describe how population-based care, defined by disease state or targeted demographics, influences patient-centered care and the development of practice guidelines and evidence-based best practices.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3. Professional and Patient Advocacy (Advocate) – Assure that best interests of the profession and patients are represented.

3.4. Interprofessional Collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural and Social Sensitivity (Includer) – Recognize cultural and social determinants of health to diminish disparities and inequities in access to quality care.

3.6. Communication (Communicator) – Effectively communicate verbally, nonverbally and in written form when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2. Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.3. Innovation, Entrepreneurship, and Quality Improvement (Innovator) – Engage in innovative activities by using creative thinking and quality improvement to accomplish better ways of achieving professional goals.

4.4. Legal, Ethical, and Professional Behaviors (Professional) – Exhibit behaviors and values that are consistent with the laws and rules that govern pharmacy and the trust given to the profession by patients, other healthcare providers, and society.

Student Portfolios

Throughout the professional curriculum, students create portfolios documenting expectations, achievement of outcomes related to both experiential and didactic education, and self-reflection.

Doctor of Pharmacy Program Curriculum

First Professional Year

(36 Credit Hours)

Semester 1		Semester 2	
333 Pharmacy Fundamentals	2	337 Biopharmaceutics and Pharmacokinetics	4
334 Foundations of Pharmacology and Immunology	5	338 Pharmaceutics and Medicinal Chemistry	5
335 Healthcare Delivery and Population Health	3	373 Introductory Law	2
336 Self-Care	3	362 Integrated Patient Care II	4
361 Integrated Patient Care I	4	364 Professional Development and Engagement II	1
363 Professional Development and Engagement I	1	375 Comprehensive Patient-Centered Care I	2
Total Hours	18	Total Hours	18

Satisfactory completion of all First Professional Year coursework, Comprehensive Progression Assessment, and Professional Engagement Program requirements is necessary for progression to the Second Professional Year.

Second Professional Year

(38 - 39 Credit Hours)

Summer			
487 Community Introductory Pharmacy Practice Experience*	2		
447 Health and Wellness Introductory Pharmacy Practice Experience**	1		
Total Hours	0-3		
Fall		Spring	
466 Cardiovascular and Renal Pharmacotherapy	6	468 Infectious Diseases Pharmacotherapy	6
467 Endocrine Pharmacotherapy	5	469 Pulmonary and Integument Pharmacotherapy	4
491 Integrated Patient Care III	4	492 Integrated Patient Care IV	3
493 Professional Development and Engagement III	1	494 Professional Development and Engagement IV	1
487 Community Introductory Pharmacy Practice Experience*	2	495 Comprehensive Patient-Centered Care II	2
447 Health and Wellness Introductory Pharmacy Practice Experience**	1	447 Health and Wellness Introductory Pharmacy Practice Experience**	1
Elective	2	Elective	2
Total Hours	18-20	Total hours	18-19

*Student enrolls in this course once, either summer semester or fall inter-term of the professional year

**Student enrolls in this course once during either the second or third professional year (summer, fall, fall inter-term, or spring semesters)

Satisfactory completion of all Second Professional Year coursework, Comprehensive Progression Assessment, and Professional Engagement Program requirements is necessary for progression to the Third Professional Year.

Third Professional Year (37-38 Credit Hours)

Summer			
587 Institutional Introductory Pharmacy Practice Experience	2		
447 Health and Wellness Introductory Pharmacy Practice Experience**	1		
Total Hours	2-3		
Fall		Spring	
536 Nervous System Pharmacotherapy	5	538 Basic and Clinical Sciences Review	0
537 Gastrointestinal and Musculoskeletal Pharmacotherapy	5	539 Oncology, Toxicology, and Drug-Induced Disorders Pharmacotherapy	4
573 Advanced Law	2	540 Specialty Pharmacy Practice	2
591 Integrated Patient Care V	3	592 Integrated Patient Care VI	3
593 Professional Development and Engagement V	1	594 Professional Development and Engagement VI	1
447 Health and Wellness Introductory Pharmacy Practice Experience**	1	595 Comprehensive Patient-Centered Care III	3
Elective	2	447 Health and Wellness Introductory Pharmacy Practice Experience**	1
		Elective	2
		Elective	2
Total hours	18-19	Total Hours	17-18

** Student enrolls in this course once during either the second or third professional year (summer , fall, fall inter-term, or spring semesters).

Satisfactory completion of all Third Professional Year coursework, Comprehensive Progression Assessment, and Professional Engagement Program requirements is necessary for progression to the Fourth Professional Year.

Fourth Professional Year (43 Credit Hours)

Advanced Pharmacy Practice Experiences

APPE 1 Community Pharmacy Practice	5
APPE 2 Institutional Pharmacy Practice	5
APPE 3 Adult Medicine Pharmacy Practice	5
APPE 4 Ambulatory Care Pharmacy Practice	5
APPE 5 Elective I	5
APPE 6 Elective II	5
APPE 7 Elective III	5
APPE 8 Elective IV	5
620 Pharmacy Review I	1
621 Pharmacy Review II	1
622 Pharmacy Review III	1
Total Hours	43

APPEs can occur in any order, 8 out of 9 blocks

Course Descriptions

Required Didactic Courses

PHA 333. Pharmacy Fundamentals (2 hours)

This course facilitates the transition from pre-pharmacy coursework to the professional program. It bridges foundational science and math concepts with pharmacy applications.

PHA 334. Foundations of Pharmacology and Immunology (5 hours)

This course provides a foundation for the principles of drug action and explores the physiological importance of the autonomic nervous system and immune system in drug responses.

PHA 335. Healthcare Delivery and Population Health (3 hours)

This course is designed to introduce students to the US healthcare delivery system, the roles that pharmacy and pharmacists play in healthcare, and explores the impact of research, government, and policy on health and healthcare.

PHA 336. Self-Care (3 hours)

The course will assist students in developing knowledge and problem-solving skills needed to determine whether self-care treatment and monitoring are necessary or appropriate.

PHA 337. Biopharmaceutics and Pharmacokinetics (4 hours)

This course covers the conceptual and the mathematical aspects of drug absorption, distribution, metabolism, and excretion. These concepts provide the foundation for the safe and effective therapeutic management in patients.

PHA 338. Pharmaceutics and Medicinal Chemistry (5 hours)

This course covers the concepts that are fundamental to the study of pharmaceutical sciences. These fundamentals will allow the student pharmacist to integrate physical, chemical and biological concepts into various practice functions. The course provides knowledge of the pharmaceutical principles involved in formulation, design, compounding and evaluation of various dosage forms.

PHA 361. Integrated Patient Care I (4 hours)

This is the first course in a series of six courses. This course is a combination of lectures, activities, assignments, and skills development intended to introduce the student pharmacist to the role of the pharmacist in caring for patients in a community setting. Course content is integrated with courses in the P1 first semester curriculum. Assessment of fundamental knowledge and skills important to pharmacy practice and patient care will occur.

PHA 362. Integrated Patient Care II (4 hours)

This is the second course in a series of six courses. This course is a combination of lectures, activities, assignments, and skills development intended to introduce the student pharmacist to the role of the pharmacist in caring for patients in a community setting. Course content is integrated with courses in the P1 second semester curriculum and will build upon the P1 first semester curriculum. Assessment of fundamental knowledge and skills important to pharmacy practice and patient care will occur.

PHA 363. Professional Development and Engagement I (1 hour)

This course is the first of a six course series that fosters professionalism, an understanding of the pharmacy profession, as well as team and career development.

PHA 364. Professional Development and Engagement II (1 hour)

This course is the second of a six course series that fosters professionalism, an understanding of the pharmacy profession, as well as team and career development.

PHA 373. Introductory Law (2 hours)

This course introduces student pharmacists to the legal basis of pharmacy practice in traditional pharmacy settings. The course will emphasize the pharmacist's responsibility to care for patients and to respect patients as autonomous individuals.

PHA 375. Comprehensive Patient-Centered Care I (2 hours)

This course is the first of a three course series. This course is a student-centered learning course modeled after the Pharmacists' Patient Care Process (PPCP) that integrates clinical knowledge, skills, and competencies relevant to pharmacy practice.

PHA 466. Cardiovascular and Renal Pharmacotherapy (6 hours)

This course explores the relationship between anatomy, physiology, pathophysiology, pharmacology, medicinal chemistry, and therapeutics of cardiovascular and renal disorders.

PHA 467. Endocrine Pharmacotherapy (5 hours)

This course explores the relationship between epidemiology, physiology, pathophysiology, medical chemistry, pharmacology, and therapeutics of endocrine disorders.

PHA 468. Infectious Diseases Pharmacotherapy (6 hours)

This course explores the relationship between epidemiology, physiology, pathophysiology, and therapeutics of various infectious diseases and the medical chemistry, pharmacology, and clinical uses of common anti-infectives.

PHA 469. Pulmonary and Integument Pharmacotherapy (4 hours)

This course is designed to integrate the anatomy, physiology, pathophysiology, and patient assessment aspects of pulmonary, dermatological and eye/ear/oral disorders with the relevant medicinal chemistry, pharmacology, and pharmacotherapy of the prescription and nonprescription medications used to treat and prevent these disorders.

PHA 491. Integrated Patient Care III (4 hours)

This is the third course in a series of six courses. Through the integration of clinical knowledge gained with practical skills development, students are prepared to effectively function as a pharmacy extern within an institutional practice.

PHA 492. Integrated Patient Care IV (3 hours)

This is the fourth course in a series of six courses. Through the integration of clinical knowledge gained with practical skills development, students are prepared to effectively function as a pharmacy extern within an institutional practice.

PHA 493. Professional Development and Engagement III (1 hour)

This course is the third of a six course series that fosters professionalism, an understanding of the pharmacy profession, as well as team and career development.

PHA 494. Professional Development and Engagement IV (1 hour)

This course is the fourth of a six course series that fosters professionalism, an understanding of the pharmacy profession, as well as team and career development.

PHA 495. Comprehensive Patient-Centered Care II (2 hours)

This course is the second of a three course series. This course is a student-centered learning course modeled after the Pharmacists' Patient Care Process (PPCP) that integrates clinical knowledge, skills, and competencies relevant to pharmacy practice.

PHA 536. Nervous System Pharmacotherapy (5 hours)

This course explores the relationship between epidemiology, physiology, pathophysiology, medical chemistry, pharmacology, and therapeutics of Neurologic and Psychiatric disorders.

PHA 537. Gastrointestinal and Musculoskeletal Pharmacotherapy (5 hours)

This course explores the relationship between the epidemiology, physiology, pathophysiology, clinical presentation, medical chemistry, pharmacology, and therapeutics of musculoskeletal and gastrointestinal disorders.

PHA 538. Basic and Clinical Sciences Review (0 hours)

This course serves as a demonstration of the retention of key concepts related to basic sciences, pharmaceutical sciences, social and administrative sciences, and clinical sciences.

PHA 539. Oncology, Toxicology, and Drug-Induced Disorders Pharmacotherapy (4 hours)

This course explores the relationship between epidemiology, physiology, pathophysiology, medical chemistry, pharmacology, and therapeutics of hematology/oncology disorders, toxicology, and drug induced disorders.

PHA 540. Specialty Pharmacy Practice (2 hours)

This course covers aspects of specialty pharmacy, including the management of specialty disease states, delivery of services related to this disease states, and the role of the pharmacist in specialty practice areas.

PHA 573. Advanced Law (2 hours)

This course will introduce student pharmacists to the legal basis of pharmacy practice in non-traditional pharmacy settings. The course will emphasize the pharmacist's responsibility to care for patients and to respect patients as autonomous individuals.

PHA 591. Integrated Patient Care V (3 hours)

This is the fifth course in a series of six courses. Through the integration of clinical knowledge gained with practical skills development, students are prepared to effectively function as a pharmacy extern within advanced practices (e.g. acute care, ambulatory care)

PHA 592. Integrated Patient Care VI (3 hours)

This is the final course in a series of six courses. Through the integration of clinical knowledge gained with practical skills development, students are prepared to effectively function as a pharmacy extern within specialty practices.

PHA 593. Professional Development and Engagement V (1 hour)

This course is the fifth of a six course series that fosters professionalism, an understanding of the pharmacy profession, as well as team and career development.

PHA 594. Professional Development and Engagement VI (1 hour)

This course is the sixth of a six course series that fosters professionalism, an understanding of the pharmacy profession, as well as team and career development.

PHA 595. Comprehensive Patient-Centered Care III (3 hours)

This is the last course of a three course series. This course is a student-centered learning course modeled after the Pharmacists' Patient Care Process (PPCP) that integrates clinical knowledge, skills, and competencies relevant to pharmacy practice.

Elective Didactic Courses

PHA 505. Community Pharmacy Ownership (2 hours)

A course designed to provide the student with the information necessary to become a community pharmacy owner either through the establishment of a new pharmacy or the purchase of an existing pharmacy practice. The knowledge necessary for efficient and profitable management in layout and design, location analysis, evaluation of third-party plans, and promotion are emphasized as well as the financial aspects of the development and implementation of innovative clinical services in the community setting. The course includes case studies and group projects in addition to didactic classes.

PHA 509. Introduction to Teaching (2 hours)

Prerequisites: consent of instructor and a GPA of 3.5 or better is required.

A course designed to stimulate interest of pharmacy students in a career in teaching. Through facilitating small groups of students, discussing readings from the literature, and assisting faculty in a variety of teaching activities, the student is better able to evaluate the possibility of a career in teaching. (This course may be taken up to two times for credit.)

PHA 516. Advanced Community Practice (2 hours)

This course is intended to prepare the student for a successful career in community pharmacy practice. This course focuses on practical knowledge needed to be effective in community practice including patient management, workforce development, preceptor development, customer service, inventory control, and opportunities for growth. By course completion, the student will obtain knowledge needed to successfully manage and operate a community pharmacy.

PHA 519. Contemporary Pharmacy Topics (2 hours)

This course develops the student's critical thinking and appreciation of timely pharmacy-related topics. These topics expand students' knowledge of pharmacy and increase awareness of the opportunities available for pharmacists. The topics are introduced with a didactic lecture followed by a diverse array of active learning activities (patient cases, debates, literature evaluation, etc.). The topics facilitate the growth of critical thinking and problem-solving skills

PHA 520. Veterinary Pharmacy (2 hours)

This course provides an overview of the pharmacotherapeutics of common diseases and conditions of companion and selected food-producing animals. Legal and regulatory issues associated with veterinary drug dispensing will also be addressed.

PHA 522. Drug Development and Regulatory Affairs (2 hours)

This course reviews basic concepts related to the discovery, pre-clinical, and clinical phases of prescription drug development and regulatory affairs from the perspective of the pharmaceutical industry.

PHA 524. Pharmaceutical Industry Medical Affairs (2 hours)

This course introduces students to the skills and competencies necessary for practice in pharmaceutical industry medical affairs. This will include basic understanding of clinical and economic literature evaluation, promotional review, medical writing, field based medical affairs, health economics and outcomes research, market access, and leadership.

PHA 527. Pharmaceutical Biotechnology (2 hours)

This course provides the student with a working knowledge of the preparation, stability and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics and gene therapy. Current FDA approved biotechnology drugs such as human insulin, growth hormones and interferons will be discussed.

PHA 529. Contemporary Compounding (2 hours)

This course involves learning the concepts of contemporary compounding practice. This course will include a discussion of the regulations governing compounding, USP and scientific/professional organization recommendations for compounding, and mechanisms for evaluation and analysis of the quality of a compounded formulation. The course will use discussions, problem-solving cases and skill-building laboratories to help the student learn the contemporary compounding process.

PHA 531. Medical Ethics for Health Care Professionals (2 hours)

This course prepares students in the health professions for dealing with ethical dilemmas through an analysis of classic and current cases, identification of ethical issues involved, application of ethical principles, development of a personal position, and consideration of counterarguments.

PHA 532. Computer-Assisted Drug Design (2 hours)

This elective course is for Pharmaceutical Sciences graduate students and second or third-professional year Pharmacy students. This is a survey course designed to introduce students to the methods, applications, and limitations of computational chemistry in drug discovery.

PHA 541 Personal Finances (2 hours)

This course is designed to both introduce and develop a student's knowledge regarding multiple aspects of personal finance. Topics to be covered include: budget development, dealing with debt, purchasing decisions, net worth, and retirement planning.

PHA 548. Project Development (2 hours)

Prerequisites: consent of instructor and a GPA of 2.5 or better is required.

This course is designed to acquaint the student with the techniques involved in the development of a project in either the basic or clinical sciences. A project will be assigned to the student and the student will be expected to perform literature reviews and other work deemed necessary by the faculty instructor to produce an acceptable final written report. (This course may be taken up to two times for credit.)

PHA 548A. Project Development (1 hour)

This section of Project Development is limited to students participating in Mercer on Mission.

PHA 549. Introduction to Research (2 hours)

Prerequisites: consent of instructor and a GPA of 2.5 or better is required.

This course is designed to acquaint the student with current techniques utilized in basic and clinical research. A problem will be assigned by the instructor and the student will be expected to do the library and laboratory or clinical work required to prepare a report. (This course may be taken up to three times for credit.)

PHA 558. Critical Care Pharmacotherapy (2 hours)

This course provides an introduction to critical care pharmacotherapy for students interested in the institutional setting in which acute care issues are more commonly encountered. The course will include a discussion of the role of the pharmacist, evidence-based principles in pharmacotherapy, and controversial issues in critical care medicine.

PHA 560. Substance Abuse (2 hours)

This course is designed to give the student an introduction to the area of substance abuse and dependency. It is intended that upon completion of this course the student will have an appreciation for the terminology and diagnostic criteria appropriate to this specialty, a

clear understanding of the drugs involved, their effects, and be able to explain pharmacological and non-pharmacological interventions.

PHA 562. Natural Medicines and Self Care (2 hours)

This course is designed to give the interested student additional knowledge and skills on health promotion in order to be a better educated pharmacist and consumer. The primary focus will be on the scientific basis of alternative medicine therapies in the prevention and treatment of acute and chronic illness. A secondary focus will be on the prevention and detection of heart disease, cancer, and mental illness, including the impact of lifestyle changes on disease management. The use of diagnostic tests, utilized to screen disease and monitor patient response to selected drug therapy, will also be discussed.

PHA 564. Geriatric Pharmacy (2 hours)

This course will allow opportunity for discovery of the importance of drug-related problems in the geriatric patient. Major topics include the psychosocial aspects of aging; the impact of physiologic changes on pharmacotherapy problems in the aging patient; issues and strategies for managing medication therapy in geriatric patients; and roles of the pharmacist in providing pharmaceutical care to geriatric patients at various levels of care.

PHA 565. Drug Misadventures (2 hours)

This course is designed to provide a deeper understanding of serious drug misadventures including: adverse drug reactions, medication errors, drug interactions, and drug allergies. Emphasis is on problem solving and the identification of preventative measures.

PHA 566. Women's Health (2 hours)

This course is designed to enable the student to develop an understanding of issues of importance in women's health, including health promotion and prevention, health problems with a higher prevalence or a different presentation in women than men, and women's health policy and research. Problems unique to women's health and therapy important in the pharmacist's provision of pharmaceutical care to female patients will be emphasized. The topics discussed will be those relevant to women's health that are not covered in required courses or those that are not covered in detail in required courses. Student participation is an integral part of the course.

PHA 569. Diabetes Care (2 hours)

This course is designed to provide students with additional education in the care of patients with diabetes. The course's primary objective is to increase students' aptitude and confidence in providing medication therapy management to patients with diabetes while reinforcing the knowledge of drug therapy that was taught in the endocrine curriculum.

PHA 571. Pediatric Pharmacotherapy (2 hours)

This course will provide students with an understanding of the healthcare needs of the pediatric patient. In addition, the students will develop knowledge and skills to provide pharmaceutical care to pediatric patients in both ambulatory and inpatient settings. The course will focus on developmental stages of growth, common pediatric disease states, pediatric practice specialties, and specific pharmacotherapeutic considerations unique to pediatric patients. The course will be taught through a combination of lectures, case discussions, presentation, and active learning components.

PHA 572. Spanish for Pharmacists (2 hours)

This course is designed to give the student, who is a non-Spanish speaker, a solid basis in verbal communication in a pharmacy setting with patients who speak mostly or all Spanish. By speaking Spanish, students will be better equipped to provide pharmaceutical care to their Spanish-speaking patients. The primary focus of the course will be pharmacy specific terms, phrases and communication skills with a secondary emphasis on

elementary and practical Spanish. In addition, the course will educate students about health beliefs and practices in Hispanic cultures.

PHA 574. Interacting with Spanish-Speaking Patients (2 hours)

This course is designed to provide professional Spanish communication skills for students of pharmacy. This is a 2-credit hour course where students will develop and refine their communicative proficiency in the use of the Spanish language in pharmacy/clinical settings with predominantly Spanish-speaking patients. Students will participate in language tasks through listening, reading, writing, and conversation activities involving the provision of pharmacy care to Spanish-speaking patients. These activities will focus on the most common chronic disease conditions (hypertension, diabetes mellitus, asthma, COPD, dyslipidemia, depression). This course is open to students that have successfully completed PHA 572 Spanish for Pharmacists, or who are proficient in Spanish.

PHA 579. Global Health for Pharmacists (2 hours)

This course is designed to increase the student's knowledge of and sensitivity to people of diverse cultural backgrounds and their needs for healthcare services. Social, political, cultural, religious, and economic factors will be evaluated in demonstrating how healthcare practitioners may contribute to the promotion of healthy living through the provision of healthcare services to underserved populations on a global level.

PHA 582. Managed Care Pharmacy (2 hours)

This course is intended to develop the student's critical thinking, basic principles and applications of managed care pharmacy practice. The topics will be introduced with didactic lectures, case studies, guest speakers, and active learning activities. This course will provide an overview of managed care pharmacy and an understanding of how managed care pharmacy impacts the healthcare system. By course completion, the student will obtain knowledge of managed care pharmacy that can be a valuable preparation for experiential education and career opportunities in a variety of practice settings, including a managed care organization, hospital administration and community pharmacy management.

PHA 583. Advanced Leadership (2 hours)

This course is designed to build upon the foundational concepts and skills in leadership and advocacy learned in the required curriculum. Students will develop an advanced understanding of the components that make leadership successful and their personal strengths as a leader through classroom, reflection, and experiential activities.

PHA 584. The Evidence and Experience of Wellbeing (2 hours)

This course introduces the available evidence associated with achieving, maintaining, and promoting a sense of wellbeing. The course further explores individual wellbeing as well as implications for practice and the health and wellbeing of others. This course is open to students who have successfully completed the Nervous System Pharmacotherapy course.

PHA 588. Antimicrobial Stewardship: The Clinical Approach (2 hours)

This course utilizes a case-based approach in the evaluation and pharmacotherapeutic management of infectious diseases commonly encountered in the institutional setting. This course is open to P3 students only or students that have successfully completed the Infectious Diseases Pharmacotherapy module.

PHA 589. Institutional Nutritional Support (2 hours)

This course explores nutrition and nutritional disorders encountered in inpatient clinical practice including malnutrition, fluid and electrolytes imbalances, acid-base disorders, parenteral nutrition, and enteral nutrition. This course is open to P3 students only or students that have successfully completed the Gastrointestinal and Musculoskeletal Pharmacotherapy module.

Pharmacy Practice Experiences

Required Introductory Pharmacy Practice Experiences (IPPEs)

Students are required to complete the following IPPEs during the first, second, and third professional years. Professional development portfolios are a required component for successful completion of the Practice of Pharmacy and Introductory Pharmacy Practice Experience courses. College policy requires that all students have proper records of required intern licensure, immunizations and health screenings, and proof of current health insurance prior to any assignment to a patient care setting. Students are also subject to background checks and drug screenings as required by their assigned experiential sites' policies.

These courses incorporate required IPPEs which are composed of Service-Learning and Introductory Pharmacy Practice Competencies:

- Clinical Skills and Simulation Laboratory (P1, P2, and P3)
- Health and Wellness (P2 and P3)
- Community-based (P2)
- Institution-based (P3)
- Educational Medication Therapy Management (Ed-MTM) (P3)
- Interprofessional Education (P2 and P3).

The goal of Service Learning is for students to develop a sense of personal responsibility for addressing the problems and needs of society through active participation in civic and community organizations that are health care related. This experience also fosters student understanding of how pharmacists can make positive impacts in the lives of their patients. This experience provides the student with the means to enhance awareness of themselves and the social, civic, and ethical issues that surround their everyday lives. The goal of Interprofessional Education is to develop an understanding of how professional roles and responsibilities complement each other in patient-centered care, to reinforce interprofessional communication to ensure integrated patient care, and to work collaboratively as part of a patient-centered, interdisciplinary team.

PHA 447. Health and Wellness Introductory Pharmacy Practice Experience (1 Hour)

This course is an IPPE that students will complete in either their second- or third-professional year. During this course, practical concepts related to pharmaceutical care and the Pharmacists' Patient Care Process (PPCP) are re-enforced through the provision of basic care and education to community-based patients.

PHA 487. Community Introductory Pharmacy Practice Experience (2 hours)

This course will provide a structured practical professional experience in community-based pharmacy practice. Students are assigned a 120-hour practice experience after the completion of their first-professional year. Through utilization of competency-based objectives, students gain a greater appreciation for the profession of pharmacy and develop professional attitudes, judgment and technical skills needed to function in the community setting. Students observe/discuss the role of the community-based pharmacist and actively participate in daily operations that focus on the distributive and clinical aspects of practice.

PHA 587. Institutional Introductory Pharmacy Practice Experience (2 hours)

This course will provide a structured practical professional experience in institutional-based pharmacy practice. Students are assigned a 120-hour practice experience after the completion of their second-professional year. Through utilization of competency-based

objectives, students gain a greater appreciation for the profession of pharmacy and develop professional attitudes, judgment and technical skills needed to function in the institutional setting. Students observe/ discuss the role of the health-system pharmacist and actively participate in daily operations that focus on the distributive and clinical aspects of practice.

Advanced Pharmacy Practice Experiences (APPEs)

Students are required to complete eight APPEs during the fourth professional year. Students must have satisfactorily completed all required and elective courses in the professional curriculum to be eligible for fourth year standing and to start the advanced experience sequence. APPEs are preferentially assigned to students on normal academic progression. Students who interrupt their normal academic progression will be assigned to experiential sites as they become available. Exceptions may be made at the discretion of the Chairperson of the Pharmacy Practice Department.

Four (4) APPEs are required in the areas of Community Pharmacy, Institutional Pharmacy, Adult Medicine, and Ambulatory Care. Four (4) practice experiences are electives, of which two (2) must have a patient-care component. Each APPE is five (5) weeks in length. Pharmacy Review I-III (PHA 620-622) are taken concurrently with APPEs.

Students are surveyed during the third professional year to determine elective preferences and eligibility for assignment. Students may repeat a course one time to fulfill an elective requirement. Assignments are made through an online program that randomly assigns students based on site availability.

During APPEs, students will gain competency in the following areas: problem-oriented drug monitoring; therapeutic drug monitoring; medication histories; managing a patient's drug therapy; identification, resolution and prevention of drug-related problems; drug information/retrieval skills; application of knowledge of diseases and drug therapy to pharmaceutical care; consulting and counseling with health care professionals and patients; education of health care professionals; communication and presentation skills; and professional conduct.

College policy requires that all students have proper records of required immunizations and health screenings and proof of current health insurance prior to any assignment to a patient care setting. Students are also subject to background checks and drug screenings as required by their assigned experiential sites' policies.

The majority of Mercer's APPEs are completed within the following areas: metropolitan Atlanta, Chattanooga, Columbus, Macon, and Savannah. Mercer Pharmacy students, however, may be required to complete part of their APPEs at other locations based on site availability. A complete list of sites is available in the Experiential Education Office. Site availability is subject to change.

Pharmacy students can also consider participating in one of the following unique APPE programs: Advanced Clinical Track (ACT), Global Medical Missions, Indian Health Service (IHS), or International Pharmacy. A list of the current sites utilized for these programs is available in the Experiential Education Office.

Advanced Clinical Track (ACT) Program

The goal of the ACT Program is to provide a challenging combination of APPEs that will aid in preparing students who plan on completing postgraduate residency training. Students who participate in the program will have the opportunity to have a more intensive APPE schedule, one-on-one faculty mentoring, and research experience that will focus on advancing fourth year students as future clinicians and clinical researchers. Current practice sites for the ACT Program are available from the Office of Experiential Education.

Indian Health Service Program

Pharmacy students may elect to complete a five-week ambulatory medicine practice experience with the Indian Health Service (IHS). Students will be involved in patient counseling; calculation of individualized drug doses for clinic and hospital patients; management of stabilized chronic disease patients by drug therapy protocols; and work as members of the healthcare team with IHS pharmacists, physicians, and nurses. Current practice sites for the Indian Health Service Program are available from the Office of Experiential Education.

International Pharmacy Program

This program is designed to provide an elective five-week pharmacy practice experience in one of the approved foreign pharmacy sites. Pharmacy students will study the health care system of the host country to determine the differences in pharmacy practice, governmental influences, and education, as compared to the United States. These objectives also allow a student to gain personal experience and growth from living and practicing in another country, as well as insight into the health care issues and problems abroad. Assignment to an international pharmacy practice experience is competitive. Current practice sites for the International Pharmacy Program are available from the Office of Experiential Education.

Global Medical Missions

This pharmacy practice experience is designed to introduce the student to the practice of pharmacy within a medical missions-related setting. Through this experience, the student will participate in pharmacy-related activities as a means for global outreach, service, and personal growth. Current practice sites for the Global Medical Missions Experience are available from the Office of Experiential Education.

APPE Courses/Rotations

PHA 620. Pharmacy Review I (1 hour)

This course is designed to provide a guided and structured comprehensive review for the fourth-year student pharmacist. This course utilizes textbooks, other online pharmacy law materials, and assessments. Course format uses a self-study component. This course addresses areas of federal pharmacy law.

PHA 621. Pharmacy Review II (1 hour)

This course is designed to provide a guided and structured comprehensive review for the fourth-year student pharmacist. This course utilizes a textbook, online video library, individual and cumulative chapter assessments, and cumulative exams. Course format uses a self-study component. This course addresses areas of pharmacotherapy, calculations, systems management, and various health concepts.

PHA 622. Pharmacy Review III (1 hour)

This course is designed to provide a guided and structured comprehensive review for the fourth-year student pharmacist. This course utilizes a textbook, online video library, individual and cumulative chapter assessments, and cumulative exams. Course format uses a self-study component and live, in-person seminars. This course addresses areas of pharmacotherapy, calculations, systems management, and population and public health concepts.

PHA 650. Pharmacotherapy Case Conference (0-1 hour)

This course is designed to incorporate the concepts and information from the pharmacotherapy disease state modules, General Principles of Pharmacotherapy, and Practice of Pharmacy courses in a case study-based format. Students will evaluate medical therapy management in patients with a variety of disease states that the student

most likely encountered during their APPEs. Depending on the topic, a variety of teaching methods will be employed, including didactic lectures, asynchronous lectures, small group activities, and self-directed review. (This course may be taken up to three times for credit.)

PHA 602. Anticoagulation (5 hours)

This experience is designed to give the student the opportunity to provide patient care services related to the use of various anticoagulation therapies in the inpatient setting. During this experience, the student will develop a pharmacotherapeutic care plan for patients receiving anticoagulant therapies, develop the skills necessary to provide monitoring and counseling for patients receiving anticoagulation therapies, and learn to participate in a multidisciplinary healthcare team.

PHA 612. Transplant Pharmacy (5 hours)

This experience is designed to give the student the opportunity to provide patient care services related to the use of various immunosuppressive therapies in the inpatient setting. During this experience, the student will develop a pharmacotherapeutic care plan for patients receiving immunosuppressive therapies, develop the skills necessary to provide monitoring and counseling for patients receiving immunosuppressive therapies, and learn to participate in a multidisciplinary healthcare team.

PHA 619. Transitions of Care (5 hours)

This experience is designed to expose the student to the importance of the pharmacists' role in the transition of care of a patient in both the inpatient and outpatient setting. This practice experience is designed to give the student an understanding of the importance of medication reconciliation, direct patient care, and ambulatory follow-up across all settings. Through this experience, the student will develop skills necessary to participate in and provide leadership for the medication reconciliation process, enhance written and verbal communication skills, and learn to participate within a multidisciplinary healthcare team.

PHA 669. Pain Management/Palliative Care (5 hours)

This practice experience will enable the student to develop proficiency in the knowledge of pain management and other targeted symptoms commonly seen during end-of-life situations.

PHA 670. Medicine (5 hours)

This required practice experience is designed to give the student a basic understanding of disease states encountered in internal medicine. This course will stress the application of therapeutics in patient care and require the student to develop skills in taking medication histories, monitoring patients, providing drug information, and patient education. This pharmacy practice experience is also designed to expose the student to the team concept of health care.

PHA 671. Cardiology (5 hours)

A practice experience designed to enable the student to acquire skills in the knowledge regarding basic principles of specific cardiovascular disorders, their treatment and care.

PHA 672. Critical Care (5 hours)

This hospital-based experience is designed to enable the student to acquire skills and knowledge regarding basic principles of specific critical care disease states and their treatment.

PHA 674. Hematology/Oncology (5 hours)

This experience will enable the student to develop proficiency in the knowledge of neoplastic disease and rational therapy with oncological agents.

PHA 675. Infectious Diseases (5 hours)

This practice experience is designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of specific infectious diseases.

PHA 676. Neonatology (5 hours)

This hospital-based practice experience is designed to enable the student to acquire proficiency and knowledge regarding basic principles of drug therapy in neonates.

PHA 677. Pediatrics (5 hours)

This practice experience is designed to enable the student to acquire skills and knowledge regarding basic principles of pharmacotherapy for common childhood diseases.

PHA 678. Psychiatry (5 hours)

This pharmacy practice experience is designed to give the student in-depth exposure to the area of mental health. The student will work with other members of the health care team to monitor drug therapy of patients with psychiatric diseases or drug abuse problems.

PHA 679. Surgery (5 hours)

This hospital-based experience is designed to enable the student to acquire proficiency in the basic principles of surgery and drugs used in surgical procedures.

PHA 680. Ambulatory Care (5 hours)

This required practice experience will provide the student with the necessary assessment skills to implement and monitor cost effective drug therapy for safety and efficacy in the primary care and/or specialty clinic patient care environment.

PHA 681. Advanced Community (5 hours)

This experience is designed to expose the student to a variety of patient-oriented services in community pharmacy practice and engage the student in service activities that will meet a community need, foster long-term civic and professional responsibility, and develop a sense of caring for others. These services may include: (1) patient counseling on appropriate drug use, home diagnostic test kits, and durable medical equipment; (2) monitoring drug therapy for safety and efficacy; (3) providing drug information to health care professionals and preceptors; (4) participating in health screenings and immunization clinics; and (5) providing education to the community through health fairs. This experience is also designed to give the student further experience in documenting pharmaceutical care interventions in community pharmacy practice.

PHA 684. General Clinical (5 hours)

This practice experience will expose the student to the broad-based daily duties often required of a clinical pharmacy coordinator in a hospital. The student will gain experience in at least four of the following six areas: Drug Information, Drug Usage Evaluation, Quality Assurance, Formulary Management, Pharmacokinetics, and Metabolic Support. Due to the nature of the above practice areas, the student will also gain experience in general internal medicine.

PHA 687. Home Health Care (5 hours)

This practice experience specializes in home infusion therapy. The student will gain experience working with pharmacists and nurses to care for the home patient. The student will be involved in preparation and monitoring of parenteral and enteral nutrition, antibiotics, cancer chemotherapy, specialty compounded drugs, and home health aides.

PHA 691. Nutritional Support (5 hours)

This practice experience is designed to provide the student with the opportunity to gain knowledge, skills, and practical experience in basic nutritional principles, nutritional

assessment, and management of the patient requiring enteral and/or total parenteral nutrition.

PHA 692. Pharmacokinetics (5 hours)

This practice experience is designed to give the student hands-on experience in the functioning of an established clinical pharmacokinetics practice and information on methods for establishing such a service. The student will assess the utility of population averages in predicting drug concentration and dosages as well as learn to base therapeutic recommendation on measured drug concentration. This clinical application learning experience is directed toward monitoring drug therapy based on patient response rather than the mere manipulation of numbers. Expertise in calculations is expected from previous coursework. The student may also have the opportunity to be involved in evaluating and monitoring patients for pharmacokinetic research.

PHA 698. Emergency Medicine (5 hours)

This practice experience is designed to give the student exposure to managing and monitoring emergency department patients.

PHA 699. Advanced Institutional (5 hours)

This experience is designed to expose the student to broad-based daily duties often required of an institutional-based pharmacist including but not limited to dispensatory functions of a pharmacist in the hospital setting, medication reconciliation, and participation within a multidisciplinary healthcare team.

Elective APPE Courses/Rotations

PHA 603. Compounding (5 hours)

This practice experience is designed to give the student a general understanding of the rationale for and the various techniques used in the extemporaneous compounding of pharmaceutical products.

PHA 605. Pharmacy Informatics and Technology (5 hours)

This practice experience is designed to introduce the student to the use of healthcare information technology as a means to improve medication use, enhance patient safety, and advance patient care. Through this experience, students will gain insight into the important role pharmacists play in integrating medication use with various levels of technology.

PHA 606. Regulatory Pharmacy (5 hours)

This practice experience will give the student a general understanding of the duties and responsibilities of a regulatory agency within the profession of pharmacy.

PHA 610. Global Medical Missions (5 hours)

This practice experience will introduce the student to the practice of pharmacy within a medical missions-related setting. Through this experience, the student will participate in pharmacy-related activities as a means for global outreach, service, and personal growth.

PHA 649. Managed Care Pharmacy (5 hours)

This experience is designed to provide the student with the general knowledge and a high level of exposure to a variety of activities conducted by managed care organizations (MCOs). MCOs manage healthcare services in a manner that is designed to effectively meet the needs of its members while incorporating clinical and economic factors.

PHA 651. Leadership in Pharmacy Management (5 hours)

This experience exposes the students to the duties and responsibilities associated with upper-management executives within a pharmacy corporation or business entity. This

experience is designed for students interested in pursuing a pharmacy career in upper-management and enhancing their leadership skills. The student will interact with executives in both clinical and business aspects of a company or healthcare system. This experience is specifically designed to give the student experience in practice issues, employee management, human resource services, recruiting, staffing and employee development needs, policy and advocacy, public relations, and in understanding the importance of professionalism and operational standards. Preference given to students enrolled in the Pharm.D./MBA program.

PHA 652. Medication Safety (5 hours)

This practice experience is designed to expose the student to the duties and responsibilities associated with the recognition, prevention and reporting of medication errors. This APPE is designed to provide students with both direct and indirect patient care. Students will work to provide improved medication safety throughout the health care facility.

PHA 653. Obstetrics/Gynecology (5 hours)

This practice experience is designed to expose students to the duties and responsibilities of a pharmacist practicing on a high risk perinatal and labor/delivery service.

PHA 660. Medication Therapy Management (5 hours)

This course will be an experience-based rotation to help the student become an active participant in the management and provision of a managed care Medication Therapy Management (MTM) program. Emphasis will be placed on learning basic MTM principles while the student learns how to provide these services to patients.

PHA 662. Industrial Pharmacy Medical and Professional Services (5 hours)

This practice experience is specifically designed to give the student experience in conducting medical and professional service activities and is designed for those students who believe they may want to pursue a career in this area.

PHA 668. Pharmacy Association Management (5 hours)

This experience is designed to broaden the student's knowledge and understanding of Pharmacy Association Management. It is structured to provide experiences in national and state practice issues, education, member services, student development, policy and advocacy, and public relations. This experience can be completed at one of several sites.

PHA 682. Academic Administration (5 hours)

This practice experience is designed to stimulate the interest of pharmacy students in academia and provide the student with an understanding of the function and process of the academy. Through interviews with faculty, readings in the literature, participation in academic and administrative meetings, development of teaching materials with pharmacy faculty chosen as preceptors in the students' area of interest, the exploration of teaching methodologies and several "hands on" projects, the student is better able to evaluate the possibility of a career in academia as well as assume a position in academia. Students interested in participating in the Academic Administration practice experience must have a GPA of 3.0 or better.

PHA 683. Drug Information (5 hours)

This practice experience will expose the student to various drug information activities such as: researching drug information questions, developing patient education materials and preparing pharmacy newsletters. Students may utilize Internet resources, abstracting services, professional journals, online bulletin boards, subscription disk, online information

retrieval services, and textbooks during this experience to enhance their verbal and written communication skills.

PHA 685. Geriatrics–Long Term Care (5 hours)

The practice experience in Geriatrics is designed to provide the student with an in-depth experience in the provision of pharmaceutical care to older patients and those requiring long-term care services. The student will also be exposed to additional aspects of consultant pharmacy practice for institutionalized long-term care and subacute patients.

PHA 686. Health Outcomes Management (5 hours)

This practice experience is designed to provide the student with a basic understanding of health outcomes (clinical, economic, humanistic) focusing on pharmacoeconomics and health care quality assessment. Didactic and practical experience in these core areas will expose the student to a variety of competencies utilized in a health outcomes research and consulting firm. The practice environment involves working directly with a number of managed care organizations, pharmaceutical manufacturers, pharmaceutical providers, pharmacy benefit managers and various other health care providers. The student will be exposed to and/or directly involved with the many steps in conducting quality focused, outcomes-based research— from proposal development to analysis and manuscript preparation.

PHA 689. International Pharmacy (5 hours)

This practice experience is designed to broaden the student's knowledge about health care, pharmacy practice, and education specifically in another health care system. The students will spend five weeks in one of the approved sites for the international program. This practice experience will vary according to the specialty (hospital, community, industry, or government). Assignment is competitive.

PHA 690. Nuclear Pharmacy (5 hours)

This experience introduces the student to the practice of Nuclear Pharmacy and Nuclear Medicine. The nuclear pharmacy experience will concentrate on pharmaceutical care and radiopharmaceutical compounding, quality assurance, health physics and regulatory compliance. This experience will offer the student the opportunity to communicate with the nuclear medicine personnel and participate in the clinical use of diagnostic and therapeutic radiopharmaceuticals. The student will also gain experience in the area of health physics as it is practiced in the nuclear pharmacy and hospital.

PHA 693. Poison Control (5 hours)

This practice experience will allow the student to gain practical experience in the regional Poison Control Center (PCC) at Grady Memorial Hospital. The student will respond to questions on intentional and accidental poisonings of drugs, exposures to chemicals, and snake/insect bites from all over the Southeastern United States. The student will recommend antidotes, treatments, and referrals under the supervision of the PCC staff. The clinical experience also consists of weekly work units which concentrate on a particular area of interest related to toxicology and/or poisoning.

PHA 696. Research (5 hours)

The research experience will provide the student with the opportunity to participate in an ongoing research project and develop skills necessary for pursuit of graduate education, fellowship, or a research-oriented career.

PHA 697. Substance Abuse (5 hours)

This experience is designed to expose the student to aspects of drug and alcohol abuse and the treatment most often used in a clinical setting. This experience will enable the

student to learn more about the diagnosis, complications, and the management of addictive disease with drug therapy in today's health care environment.

Bachelor of Science in Pharmaceutical Sciences

For admitted, matriculating Mercer Doctor of Pharmacy students who do not already possess a baccalaureate degree, the College of Pharmacy will award the Bachelor of Science in Pharmaceutical Sciences degree provided they meet the following criteria:

- Completion of required prerequisite coursework (66 credit hours), including the Mercer University General Education requirements.
- Completion of all first and second professional year requirements (74 credit hours) of the Doctor of Pharmacy (Pharm.D.) Program.

The degree will be conferred following successful completion of the second professional year of the Pharm.D. program to all student pharmacists applying for graduation. At this point, the students will have earned a minimum of 140 credit hours (consisting of a minimum of 66 prerequisite hours and 74 hours of professional degree coursework).

General Education and Additional Pharmacy Prerequisites

Entering Doctor of Pharmacy students must have 66 semester hours of prerequisite coursework from institutions accredited by an agency recognized by the U.S. Department of Education prior to matriculation. Mercer University's general education requirements are met by 32 hours of those prerequisite courses.

General Education Requirements

Communication

English Composition I	3 hrs.
English Composition II	3 hrs.
Public Speaking	3 hrs.

Religion^a

Humanities/Fine Arts

Humanities/Fine Arts Elective I ^b	3 hrs.
Humanities/Fine Arts Elective II ^b	3 hrs.

Behavioral/Social Science

Economics (Microeconomics or Macroeconomics)	3 hrs.
Behavioral/Social Science Elective I ^b	3 hrs.

Quantitative Reasoning

Calculus	3 hrs.
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Scientific Reasoning

General Chemistry I with lab	4 hrs.
General Chemistry II with lab	4 hrs.

General Education Subtotal

32 hrs.

Additional Pharmacy Prerequisites

Statistics or Biostatistics	3 hrs.
General Biology I with lab	4 hrs.
General Biology II with lab	4 hrs.
Biochemistry	3 hrs.
Anatomy and Physiology I	3 hrs.
Anatomy and Physiology II	3 hrs.

Microbiology	3 hrs.
Organic Chemistry I with lab	4 hrs.
Organic Chemistry II with lab	4 hrs.
Behavioral/Social Science Elective II ^{bc}	3 hrs.
Additional Pharmacy Prerequisites Subtotal	34 hrs.
Total Prerequisite Coursework	66 hrs.

^a In this degree-completion program, students are exempt per the following Mercer University policy: Students transferring in with a bachelor's degree or 30 or more general education credits may be exempt from the undergraduate general education religion requirement by individual schools/colleges.

^b At least one elective course must focus on cultural diversity. Examples of courses that fulfill this prerequisite are sociology, cultural anthropology, cultural geography, world literature, world religious, gender studies, or cultural studies in specific languages other than the student's native language.

^c Management courses can also fulfill this prerequisite.

Notes about prerequisites:

- Only grades of C or better are acceptable towards prerequisites.
- General Biology prerequisites can be fulfilled with courses in genetics, cellular biology, molecular biology, developmental biology or zoology.
- All science prerequisites must be fulfilled by courses intended for science majors.
- Humanities/Fine Arts electives may be chosen from one or more of these areas: art, history, literature, music, philosophy, religion or theatre. A foreign language course qualifies only if it focuses on the study of the foreign culture and/or its literature and is above the introductory level. Only one of these electives may be met by a foreign language course.
- Behavioral/Social Science electives may be chosen from one or more of the following areas: anthropology, economics, geography, political science, psychology and sociology.
- Individual course credits and prerequisite total hours are stated as a minimum. Students may exceed the credit hour requirements.
- No more than 64 of the 66 prerequisite hours can be from a two-year institution.

Program Outcomes

1. Demonstrate knowledge in the basic and pharmaceutical sciences.
2. Locate and critically evaluate qualitative and quantitative information to solve problems.
3. Communicate effectively both orally and in writing.
4. Demonstrate ethical and socially responsible conduct.

The B.S. in Pharmaceutical Sciences will not make a graduate eligible to practice pharmacy or to take pharmacy licensure examinations, which require successful completion of the Pharm.D. program.

Focus Areas Leading to Certificates of Achievement

The College of Pharmacy offers several focus areas that enhance the generalist Doctor of Pharmacy degree. Students pursuing these focus areas receive a certificate of achievement upon completion of didactic and experiential course work. These certificates of achievement may allow for practice in specialized areas.

Pharmacy-based Immunization Delivery is a focus area required of all students and is achieved through successful completion of the American Pharmacists Association (APhA)

interactive educational program. This program is a component of Integrated Patient Care I (PHA 361), a required course in the Doctor of Pharmacy curriculum. Students receive a certificate of achievement awarded by APhA.

Medication Therapy Management is a focus area in which requirements include completion of the American Pharmacists Association (APhA) training program, a component of Integrated Patient Care V (PHA 591). Students receive a certificate of achievement awarded by APhA.

Academic Pharmacy requirements include successful completion of the Introduction to Teaching (PHA 509) elective and the APPE titled Academic Administration (PHA 682) in the fourth professional year.

Community Pharmacy Ownership requirements include successful completion of the Community Pharmacy Ownership (PHA 505) elective and the APPE titled Advanced Community (PHA 681) in the fourth professional year. Students receive experiential training in the distributive aspects of community pharmacy as well as involvement in the application of pharmaceutical care in the community practice setting.

Contemporary Compounding requirements include successful completion of the Contemporary Compounding (PHA 529) elective and the APPE titled Compounding (PHA 603) or an Advanced Community APPE (PHA 681) with an emphasis on compounding in the fourth professional year.

Diabetes Care requirements include successful completion of the following three items: The Diabetes Care (PHA 569) elective, an ambulatory care APPE or an advanced community APPE at a selected site with special emphasis in diabetes care, and a diabetes care practicum taken at the end of the fourth professional year.

Geriatric Pharmacy Practice requirements include successful completion of the Geriatric Pharmacy (PHA 564) elective and either a geriatrics-long term care APPE (PHA 685) or geriatrics-continuous care APPE (PHA 618) in the fourth professional year.

Leadership in Pharmacy requirements include successful completion of the Leadership in Pharmacy (PHA 578) elective and the APPE titled Leadership in Pharmacy Management (PHA 651) in the fourth professional year.

Managed Care Pharmacy requirements include successful completion of the Managed Care Pharmacy (PHA 582) elective and the APPE titled Managed Care Pharmacy (PHA 649) in the fourth professional year.

Entrepreneurial-Focused Track

The goal of the Mercer University College of Pharmacy Entrepreneurial-Focused Track is to facilitate student learning focused on entrepreneurial innovation and design to develop leaders within the community and the profession of pharmacy.

Program Structure

In order to achieve distinction in the Entrepreneurial-Focused Track, students will be required to earn a passing grade in the following:

- 1) Required Courses (13 total hours):
 - a. PHA 516: Advanced Community Practice (2 hours)
 - b. PHA 681: Advanced Community (practice experience) (5 hours)
 - c. ENT 620: Innovation Management (3 hours)
 - d. ENT 610: Entrepreneurship, Intrapreneurship and Innovation (3 hours)
- 2) Elective Courses (7 total hours):
 - a. Choose at least 1 of the following (2 total hours):
 - i. PHA 505: Community Pharmacy Ownership (2 hours)
 - ii. PHA 529: Contemporary Compounding (2 hours)
 - iii. PHA 520: Veterinary Pharmacy (2 hours)

- iv. PHA 583: Advanced Leadership (2 hours)
- b. Choose at least 1 of the following (5 total hours):
 - i. PHA 603: Compounding (5 hours)
 - ii. PHA 605: Pharmacy Informatics and Technology (5 hours)
 - iii. PHA 649: Managed Care Pharmacy (5 hours)
 - iv. PHA 651: Leadership in Pharmacy Management (5 hours)
 - v. PHA 668: Pharmacy Association Management (5 hours)

*Listed pre-requisites for these courses have been deemed fulfilled by the School of Business.

Program Details

- 1) Recognition
 - a. Pharm.D. students who successfully complete the entrepreneurial-focused track will receive specific recognition on their transcript (but not their diploma).
 - b. The transcript will indicate that the student's major is Doctor of Pharmacy with a concentration in entrepreneurship.
- 2) Registration
 - a. Any listed pre-requisites (per the School of Business) for ENT 620 and ENT 610 will be waived for interested Pharm.D. students to allow for ease of registration. ENT 610 and ENT 620 count towards elective credit for the Pharm.D. degree.
 - b. Interested students should contact the faculty advisor for the track to navigate proper registration of courses to ensure completion of the focus track.
 - c. Involved faculty from the College of Pharmacy and the School of Business work together, alongside the Registrar, to both allow for and secure proper registration/enrollment of required courses.
- 3) Student Requirements
 - a. First year student pharmacists will be eligible to register for courses associated with this focused track during their spring semester (and subsequently thereafter).
 - b. Initially, a student pharmacist will need a minimum 2.75 pharmacy GPA to register for courses associated with this focused track.
 - c. Students enrolled in this focused track must maintain a minimum 2.75 pharmacy GPA to continue participation and to successfully complete the focused track to receive transcript recognition.
 - d. Academic advisement is provided by the Entrepreneurial-Focused Track Program Director in the College of Pharmacy.

Requirements for Internship and Licensure

All Doctor of Pharmacy students are required to obtain a Georgia internship license after enrollment in the Doctor of Pharmacy Program and prior to participating in any on-site pharmacy practice experience. Intern license information is available on the Georgia Board of Pharmacy website: <http://gbp.georgia.gov>. Proof of licensure must be submitted as part of course requirements.

Students who plan to practice as pharmacy interns in states other than Georgia should consult their state's board of pharmacy for information on pharmacy intern licensure in their state (<http://www.nabp.net/boards-of-pharmacy> includes links to each state's board of pharmacy). Students who will complete Introductory or Advanced Pharmacy Practice Experiences in another state that requires licensure of pharmacy interns must obtain their pharmacy intern license in that state prior to the beginning of the experience.

Boards of Pharmacy require that applicants seeking licensure as pharmacists complete requirements specific to their state laws/regulations. Students are encouraged to review information available on the Georgia Board of Pharmacy website and the board of any other state in which they might seek pharmacist licensure for current requirements.

Post-Graduate Training Programs

Pharmacy Residencies

Although not required for entry into pharmacy practice, a one-year residency affords the Doctor of Pharmacy (Pharm.D.) graduate an opportunity to develop expertise in clinical pharmacy practice and specialty areas. Some of the objectives of Mercer pharmacy practice residency programs are:

1. To provide challenging post-graduate opportunities for highly motivated Pharm.D. graduates to specialize in the delivery of pharmaceutical care services, to improve their teaching abilities, and to develop research skills.
2. To serve as a catalyst for a change to more patient-oriented services in health systems, nursing homes, and the community pharmacy environment.
3. To assist the College and Pharmacy Practice faculty in:
 - a. Meeting ACPE accreditation guidelines for experiential and didactic teaching.
 - b. Providing backup support for ongoing patient services offered by Mercer faculty.
 - c. Generating quality publishable practice-oriented research.

More information about Mercer's Pharmacy Practice residencies is available online at: <http://pharmacy.mercer.edu/programs/residencies/>.

Doctor of Pharmacy/Master of Business Administration Program

Program Description

For qualified Pharmacy students Mercer University provides an opportunity to pursue the Master of Business Administration (MBA) degree concurrently with a Doctor of Pharmacy (Pharm.D.) degree. The MBA degree is earned through the School of Business (SHSB).

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 Pharm.D. 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 Pharm.D. and MBA curriculum.

Program Outcomes/Objectives

The outcomes of the Pharm.D. degree program also apply to the Pharm.D./MBA program. The objectives of the MBA program are published in the School of Business section of this catalog.

Admissions Requirements and Procedure

In order to apply for admission to the MBA Program, a Doctor of Pharmacy student must have earned a baccalaureate degree or 120 hours of college credit. Applicants must meet admission requirements for both the Pharm.D. and MBA programs. Applicants must submit current scores for the Graduate Management Admissions Test (GMAT) or GRE and follow the admissions procedures outlined on the School of Business website (<http://business.mercer.edu/programs/atlanta-mba/>). A GMAT/GRE waiver may be available.

For detailed information on the program, contact the Director of the Pharm.D./MBA Program in the College of Pharmacy.

Program Requirements

While completing the requirements for the Doctor of Pharmacy degree, students may take courses in the School of Business toward the MBA degree provided they maintain a 2.75 minimum pharmacy school grade point average. Please refer to the School of Business Graduate Program section for program requirements.

MBA core courses offered at the School of Business can be used to satisfy professional-level elective hours required for the Doctor of Pharmacy Program. This does not preclude students taking professional-level electives in the Doctor of Pharmacy Program, and students are encouraged to take advantage of elective courses offered by the College of Pharmacy that will further develop their knowledge and skills in specific areas within the field of pharmacy.

Academic Advisement

Academic advisement for students participating in the Pharm.D./MBA Program is provided by the Pharm.D./MBA Program Director and the Office of Academic Affairs in the School of Business.

Doctor of Pharmacy/Master of Public Health Program

Program Description

For qualified students at the College of Pharmacy, Mercer University provides an opportunity to pursue a Master of Public Health (MPH) degree concurrently with the Doctor of Pharmacy (Pharm.D.) degree. The MPH degree is earned through Mercer's College of Health Professions (CHP).

The MPH degree program is designed to transform students into competent, passionate professionals ready to tackle the complex and dynamic challenges of public health in neighborhoods and populations in the U.S. and world. The MPH degree is designed to complement the Pharm.D. 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 Pharm.D. and the MPH curriculum.

Program Outcomes/Objectives

The outcomes of the Pharm.D. degree program also apply to the Pharm.D./MPH Program. The MPH Program has been passionately committed to the educational development of public health professionals who are challenged to confront complex health issues, such as improving access to healthcare, controlling infectious diseases, and reducing environmental hazards, violence, substance abuse, and injury.

Admissions Requirements

In order to apply for admission to the MPH Program, a Doctor of Pharmacy student must have completed a bachelor's degree or 120 hours of college credit. At 120 hours of

college credit, the Doctor of Pharmacy student is considered to have the equivalent of a bachelor's degree in terms of a focused record of study.

Admission requirements for the MPH Program follow those outlined on the College of Health Professions MPH Program Admissions website (<https://chp.mercer.edu/admissions/admissions-requirements/>). The Graduate Record Examination (GRE) is optional for admission. At the time of application, students submit a completed application through the Centralized Application Service for Public Health (SOPHAS Express; <https://sophasexpress.liaisoncas.com/>).

Academic Advisement and Progression

Faculty in the College of Pharmacy and College of Health Professions provide academic advisement for students pursuing the Pharm.D./MPH Program. Students admitted into the Pharm.D./MPH Program are required to meet with the Director of the Public Health Program, or designee, to discuss the program requirements prior to enrollment in their first MPH course.

Pharm.D./MPH Program students must maintain a cumulative pharmacy GPA of 2.75 and maintain good academic standing in the Pharm.D. Program throughout their enrollment in the MPH Program. Students must maintain a grade point average of 3.0 or above in all public health courses.

While Doctor of Pharmacy students may opt to pursue the Pharm.D./MPH Program at any time during their Pharm.D. Program enrollment and can complete the MPH coursework at their own pace, they must maintain full-time status in the Pharm.D. Program and must complete the MPH Program within five (5) years of initial enrollment in the MPH Program.

Program Requirements

While completing the requirements for the Doctor of Pharmacy degree, students may take courses at the College of Health Professions toward the MPH degree. The prerequisite and core courses for the MPH degree are listed below.

MPH Required Courses (33 hours)

MPH 611	Principles of Epidemiology	(3 hours)
MPH 621	Basic Biostatistics and Health Measures	(3 hours)
MPH 631	Environmental Health	(3 hours)
MPH 641	Disease Prevention and Health Promotion	(3 hours)
MPH 652	Public Health Management	(3 hours)
MPH 675	Community Health Needs Assessment	(3 hours)
MPH 713	Health Systems and Policy	(3 hours)
MPH 721	Grant Proposal and Writing	(3 hours)
MPH 730	Introductory Program Evaluation	(3 hours)
MPH 739	Diverse Populations	(3 hours)
MPH 740	Health Equity	(3 hours)

MPH Program courses can be used to satisfy professional-level didactic elective hours required for the Pharm.D. Program. This does not preclude students taking professional-level electives in the Pharm.D. Program, and students are encouraged to take advantage of elective courses offered by the College of Pharmacy that will further develop their knowledge and skills in specific areas within the field of pharmacy.

MPH Electives (6 hours)

One (1) three (3) credit hour course of the first professional year in the Pharm.D. Program fulfills a portion of the electives in the MPH Program: PHA 335 Health Care Delivery and Population Health. Student will need to complete the other elective hours through one of two options outlined below.

Option 1: Student must complete two of the following College of Pharmacy electives:

PHA 549 Introduction to Research

PHA 566 Women's Health

PHA 579 Global Health

Option 2: Student must complete one (1) three (3) credit hour elective offered by the College of Health Professions Department of Public Health. Please consult the Registrar's Office and the Master of Public Health Curriculum for a list of available electives.

MPH Internship (3 hours)

MPH 793 Applied Practice Experience (3 hours)

Both Pharm.D. and MPH programs require students to complete service learning hours as part of each program's curriculum. MPH students are required to complete 40 service-learning hours intended to improve public health and expand upon their existing public health skills and knowledge. Pharm.D. students must complete 70 hours of service learning to improve patient care and expand upon their patient caring skills. It is feasible for these hours to be completed simultaneously. With approval of the Director of the Public Health Program, an advanced pharmacy practice experience (APPE) may be substituted for MPH 793 Applied Practice Experience if the APPE has a public health emphasis.

Doctor of Pharmacy/Master of Science in Health Informatics Program

Program Description

Health Informatics is an interdisciplinary field and is of interest to many healthcare related fields. The combined Pharm.D./M.S. in Health Informatics degree program provides an opportunity to eligible and qualified Pharmacy students to pursue a Master of Science in Health Informatics degree concurrently with a Doctor of Pharmacy degree. The M.S. in Health Informatics program is offered through College of Professional Advancement of Mercer University in an online format. Students must apply separately for both degree programs and meet admission requirements for both programs.

In the combined Pharm.D./M.S. in Health Informatics program, students will integrate knowledge and skills from both health science and technology domains which builds their capacity to address modern challenges in healthcare ecosystems. Graduates of this combined program have a large range of professional opportunities across the healthcare and IT sectors. The M.S. in Health Informatics courses are designed to enable students to pursue both degrees without compromising the academic demands of the two disciplines.

Program Outcomes/Objectives

The outcomes of the Pharm.D. degree program and the outcomes of the M.S. in Health Informatics program also apply to the combined Pharm.D./M.S. in Health Informatics program.

Admissions Requirements and Procedure

Students must meet the admission requirements for the Pharm.D. program in the College of Pharmacy and for the M.S. in Health Informatics program in College of Professional Advancement of Mercer University. Please refer to the College of Pharmacy for admission requirements for the Pharm.D. program. Admission requirements for the M.S. in Health Informatics portion of the combined program are as follows:

- Students must have completed a bachelor's degree or a minimum of 120 undergraduate credit hours from a regionally accredited institution.

(International or domestic students with credentials from outside the United States are required to have those credentials evaluated by a professional evaluation service per Pharm.D. admission requirements.)

- Students must have completed one year of healthcare or information technology (IT) work experience or equivalent prior to enrollment in the M.S. in Health Informatics program.
- Students must submit a recommendation letter from a supervisor or manager familiar with their work performance. The letter should narrate the student's experience, roles and responsibilities within the organization.
- Students must have earned a minimum cumulative undergraduate grade point average of 2.75 on all work attempted and should submit one official transcript (translated if they are not in English per University graduate education requirements and evaluated by a professional service per Pharm.D. admission requirements) from each college or university attended.
- Students must provide official scores on the Test of English as a Foreign Language (TOEFL/IELTS), or other evidence approved by College of Professional Advancement, if English is not the applicant's native language.
- Students must complete a formal interview with the Mathematics, Science and Informatics departmental faculty of College of Professional Advancement. These interviews will be conducted only after potential candidates have applied for admission to the M.S. in Health Informatics program and are judged qualified for an interview.

Program Requirements

While completing the requirements for the Doctor of Pharmacy degree, students may take courses in College of Professional Advancement toward the M.S. in Health Informatics degree provided they maintain a 2.75 minimum pharmacy school grade point average and a 3.0 health informatics grade point average. Please refer to the College of Professional Advancement M.S. in Health Informatics section for program requirements.

M.S. in Health Informatics courses offered at College of Professional Advancement can be used to satisfy professional-level elective hours required for the Doctor of Pharmacy Program. This does not preclude students taking professional-level electives in the Doctor of Pharmacy Program, and students are encouraged to take advantage of elective courses offered by the College of Pharmacy that will further develop their knowledge and skills in specific areas within the field of pharmacy.

Academic Advisement

Academic advisement for students participating in the Pharm.D./M.S. in Health Informatics Program is provided by the Pharm.D./M.S. in Health Informatics Program Director in the College of Pharmacy and the Coordinator of the M.S. in Health Informatics program in College of Professional Advancement.

Master of Science in Health Outcomes

Program Description

Mercer's Master of Science in Health Outcomes (MSHO) is designed to provide unique competencies that allow the graduate to contribute to addressing current challenges in health care delivery and policy. The program provides foundational instruction related to core aspects of health outcomes research including biostatistics, epidemiology, research methods, health economics, pharmacoeconomic modeling, and health care delivery. All students will complete the degree program with either a thesis or non-thesis capstone project that pulls together curricular outcomes from the entire program. Students will have the opportunity to interact with experienced academic faculty as well as leaders in health outcomes from the pharmaceutical industry and health systems.

Student Learning Outcomes

At the completion of the program, the MERCER graduate will be able to:

- Develop testable research hypotheses
- Develop and evaluate analytical plans for testing the statistical significance of research findings
- Demonstrate the ability to conduct a research project from inception to completion
- Clearly articulate the methods, findings, and implications of research projects via oral and written communication
- Possess a knowledge base and skill set that leads to employment and success in chosen career
- Evaluate published literature, policy documents, and scientific research

Admission Process and Requirements

The College of Pharmacy uses a "rolling" admissions policy for the Master of Science in Health Outcomes. Potential students are required to have completed a bachelor's degree program or higher, with a C grade or better, from an institution accredited by an agency recognized by the U.S. Department of Education. Applicants are also asked to submit an application through PharmGrad (www.pharmgrad.org) that includes their official college/university transcripts, curriculum vitae or resume, and a statement of purpose. Applicants should have a demonstrated interest in pharmacy and/or health care services through degree programs (e.g., undergraduate major or graduate degree) or work experience.

For applicants whose undergraduate coursework was completed at a college/university outside the U.S., a course-by-course evaluation report from World Education Services (www.wes.org) must be submitted as part of their application. For an applicant from a country where the primary language is other than English; a minimum official TOEFL or IELTS score must be submitted for review.

Submission of final official transcripts from all colleges/universities attended is required prior to enrollment. Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded.

Transfer Credit

Upon approval by the Program's Director, up to 6 semester hours of graduate-level credit may be transferred from other approved institutions. The student must supply a transcript and the necessary descriptive materials from each course to the program's Director. The program's Director will determine the equivalent course and the number of credit hours accepted. Courses cannot be transferred for credit if: a) they have been taken

more than four years before admission to the M.S. program; or b) a grade below C (or the equivalent) was earned.

Tuition, Required Fees, and Other Estimated Expenses

Tuition	\$750.00 per semester hour
Facilities and Technology Fee (per semester)	\$150.00

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with Registrar's Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of the Master of Science in Health Outcomes curriculum (totaling 30 credit hours) with a passing grade in each course and with at least a 3.0 cumulative grade point average
2. Recommendation by the faculty of the College of Pharmacy
3. Payment of all financial obligations to the University

Academic Advisement

Academic advisement for student participating in the Master of Science in Health Outcomes program is provided by the Director of the Master of Science in Health Outcomes program.

Curriculum

Courses will be offered fully online, in either an asynchronous or partly synchronous/asynchronous model. The courses will be offered as scheduled during the Fall, Spring, or Summer semesters.

Core Required Courses

Students are required to take all of the following courses in order to earn the Master of Science in Health Outcomes degree.

PHA 703 Biostatistics	2 semester hours
PHA 704 Epidemiology	2 semester hours
PHA 705 Introduction to statistical software programming	2 semester hours
PHA 707 Qualitative methods	3 semester hours
PHA 708 Healthcare delivery, policy, and management	3 semester hours
PHA 709 Survey of health services research methods	3 semester hours
PHA 710 Quantitative methods	3 semester hours
PHA 712 Health economics	2 semester hours
PHA 722 Seminar	1 semester hour

Track Requirements

All students must complete at least one of the following tracks:

Pharmacoeconomic track

PHA 713 Pharmacoeconomic modelling	3 semester hours
PHA 714 Advanced statistical methods	3 semester hours

Health outcomes track

PHA 719 Patient reported outcomes	3 semester hours
PHA 720 Comparative effectiveness research	3 semester hours

Capstone or Thesis requirements

Depending on the goals of the student, each student must enroll in at least one of the following courses in addition to a one-credit seminar course towards the completion of their degree. Students may enroll in each course up to two times.

PHA 794 Capstone

3 semester hours

PHA 795 Thesis

3 semester hours

Course Descriptions

PHA 703. Biostatistics

2 hours

This course will introduce the student to basic concepts in statistical analysis for health care applications. The student will develop a foundation in approaches to descriptive and inferential statistics along with reviewing common study designs. Specific statistical approaches include t-test, Chi-square test, ANOVA, etc. This course is the first course in a two-course sequence followed by PHA 705 Introduction to Statistical Software Programming.

PHA 704. Epidemiology

2 hours

This course will introduce the basic concepts and principles of epidemiology. The practical application of epidemiological concepts will be learned by understanding disease distribution patterns over time, place, and populations as well as how to determine factors of change for disease patterns.

PHA 705. Introduction to Statistical Software Programming

2 hours

This course will introduce statistical programming in R. Students will perform data management, data cleaning, and learn how to perform and interpret basic statistical analyses (e.g. descriptive statistics, inferential statistics). This course is the second course in a two-course series preceded by PHA 703 Biostatistics.

PHA 707. Qualitative Methods

3 hours

This course will introduce qualitative theory, methods, and analysis as it applies to public health and health outcomes. Students will learn what qualitative methods are, how they are utilized as a research methodology, and their impact on health outcomes.

PHA 708. United States Health Care Delivery, Policy and Management

3 hours

This course will introduce students to health delivery systems. Students will learn about the health policies that have shaped the delivery system. Students will also learn about the different delivery models. Students will also learn how current policies and the political environment shaped health-care delivery models. Finally, students will be introduced to management topics in the application of healthcare delivery.

PHA 709. Survey of Health Service Research Methods

3 hours

This course will introduce students to the application of scientific, ethical, and methodological principles to the investigation of research questions regarding health and health care delivery.

PHA 710. Quantitative Methods

3 hours

Prerequisites: PHA 703 Biostatistics.

The course is designed to comprehensively introduce primary research methods used in clinical and health services research. It introduces various research designs, including experimental and non-experimental, that focus on quantitative research.

PHA 712. Health Economics**2 hours**

Prerequisites: PHA 708 Health Care Delivery, Policy, and Management or approval of course coordinator.

This course will explore the economic principles that underlie healthcare markets and systems. Students will be exposed to economic principles such as price elasticities of demand and supply, externalities, and the concept of cost, and apply these to special markets such as the pharmaceutical and the health insurance industry.

PHA 713. Pharmacoeconomic Modelling**3 hours**

Prerequisites: PHA 712 Health Economics or approval of course coordinator.

The pharmacoeconomic modeling will be an applied course based on pharmacoeconomic principles. Students will learn how to build pharmacoeconomic models in Microsoft Excel and in R programming language.

PHA 714. Advanced Statistical Methods**3 hours**

Prerequisites: PHA 710 Quantitative Methods or approval of course coordinator.

This course is designed to immerse students in statistical methods commonly used in health outcomes research. Students will learn how to identify and apply appropriate statistical designs, tests, and models. Students will also learn how to interpret data in the context of health outcomes research.

PHA 719. Patient Reported Outcomes**3 hours**

Prerequisites: PHA 707 Qualitative Methods or approval of course coordinator.

This course is designed to introduce the theory, measurement, and applications of patient-reported health outcomes, specifically health-related quality of life and consumer assessments of health care.

PHA 720. Comparative Effectiveness Research**3 hours**

Prerequisites: PHA 708 United States Health Care Delivery, Policy, and Management or approval of course coordinator.

This course is designed to familiarize students with comparative effectiveness research as utilized by the pharmaceutical industry, policymakers, and researchers. It includes an introduction to key terminology and effectiveness analysis procedures related to pharmaceutical products and health delivery systems.

PHA 722. Seminar**1 hour**

Prerequisites: six hours of track requirements.

This introductory course provides students with the opportunity to learn about and discuss current challenges in health care delivery and research. Students will hear from leaders in the field and work collaboratively to analyze topics from clinical, economic, social, and policy perspectives.

PHA 794. Capstone**3 hours**

Prerequisites: six hours of track requirements.

This course will allow students to apply concepts learned during the Master's program to a current real-world problem in the health care system. Students will apply these concepts in a capstone project which will be under the supervision of a faculty member.

PHA 795. Thesis**3 hours**

Prerequisites: six hours of track requirements.

This course will allow students to apply concepts learned during the Master's program to a current real-world problem in the health care system. Students will apply concepts by writing a research thesis under the supervision of a faculty member.

Doctor of Pharmacy/Master of Science in Health Outcomes

Program Description

For qualified Pharmacy students, Mercer University provides the opportunity to pursue the Master of Science in Health Outcomes degree concurrently with a Doctor of Pharmacy (Pharm.D.) degree.

The Master of Science in Health Outcomes (M.S.) is designed to provide unique competencies that would allow the graduate to contribute to addressing current challenges in health care delivery and policy. The program provides foundational instruction related to core aspects of health outcomes research, including biostatistics, epidemiology, research methods, health economics, pharmacoeconomic modeling, and health care delivery. All students will complete the degree program with either a thesis or non-thesis capstone project that pulls together curricular outcomes from the entire program. Students will have the opportunity to interact with experienced academic faculty as well as leaders in health outcomes from the pharmaceutical industry and health systems.

Program Outcomes/Objectives

The outcomes of the Pharm.D. degree program and the outcomes of the M.S. in Health Outcomes program also apply to the combined Pharm.D./M.S. in Health Outcomes program.

Admissions Requirements and Procedure

Students must meet the admission requirements for the Pharm.D. program in the College of Pharmacy and for the M.S. in Health Outcomes. Please refer to the College of Pharmacy for admission requirements for the Pharm.D. program. Admission requirements for the M.S. in Health Outcomes portion of the combined program are as follows:

- Applicants are required to have completed a bachelor's degree program or higher or conditional admission with completion of 2 years in the Pharm.D. program, completing courses with a C grade or better, from an institution accredited by an agency recognized by the U.S. Department of Education.
- Applicants are also asked to submit their curriculum vitae or resume and a statement of purpose, which will be used along with their PharmCAS application materials (including official transcripts) as their application to the M.S. in Health Outcomes program.

Program Requirements

While completing the requirements for the Doctor of Pharmacy degree, student may take courses towards the M.S. in Health Outcomes degree provided they maintain a 2.75 minimum pharmacy school grade point average and a 3.0 health outcomes grade point average.

The M.S. in Health Outcomes can be used to satisfy professional-level elective hours required for the Doctor of Pharmacy program. This does not preclude students taking professional-level electives in the Doctor of Pharmacy program, and students are encouraged to take advantage of elective courses offered by the College of Pharmacy that will further develop their knowledge and skills in specific areas within the field of pharmacy.

Academic Advisement

Academic advisement for students participating in the Pharm.D./M.S. in Health Outcomes program is provided by the Pharm.D./M.S. in Health Outcomes program Director. Additionally, the student will have a graduate advisor within the M.S. in Health Outcomes program for their thesis/capstone project.

Doctor of Philosophy Degree Program

Program Description

The Doctor of Philosophy Degree Program in Pharmaceutical Sciences uses an interdisciplinary approach to prepare students for careers in teaching and research in academic institutions, and for employment in industry, government and other agencies and institutions involved in health science-oriented research and development. The program of study may be individualized according to the academic background and area of research interest of the student, and includes: required and elective course work, participation in departmental activities such as seminars and teaching assignments, and in-depth research involving a topic of interest to the student and major professor.

Program Objectives

The objectives of the program are that students will be able to:

- demonstrate a comprehensive knowledge of the core areas of the pharmaceutical sciences: pharmacokinetics, statistics, pharmacology, medicinal chemistry, structure activity relationship, dosage forms, delivery systems, formulation, pharmacodynamics, analytical methods/instrumentation, scientific literacy, bioethics, biotechnology, and drug metabolism.
- demonstrate knowledge of research methodology in their selected field of the pharmaceutical sciences.
- demonstrate knowledge of the literature in their selected field of the pharmaceutical sciences.
- formulate appropriate solutions to research and development problems.
- appropriately gather and analyze data using current informatics.
- communicate effectively in both written and oral forms.
- demonstrate self-improvement and continuing professional development.
- demonstrate the ability to collaborate with peers and faculty to meet an objective.
- adhere to professional and ethical responsibilities.
- demonstrate teaching skills.

Admissions Process and Requirements

Application for admission must be made on forms that may be obtained from the Department of Pharmaceutical Sciences or the department web page. An application cannot be given final consideration until all required components have been received. A complete application consists of the following:

- A nonrefundable \$25 application fee, the application form, and additional information requested on the application form.
- Official transcripts. An official transcript is one that has been issued by an institution and received by the department in an envelope sealed by the issuing institution. The transcript will contain the official school seal or stamp and the signature of the registrar. You are required to submit one separate official transcript from each college or university you have previously attended or are currently attending. Faxed documents are not accepted as official.

- Official report of GRE scores. Please use institution code 5623 and department code 0613.
- Official report of TOEFL or IELTS scores (required for applicants from a country where the primary language is other than English). Please use institution code 5623 and department code 0613 for TOEFL scores.
- International students with degrees that have not been earned at a regionally accredited institution are required to provide a report by a professional evaluation service for foreign course evaluations. The evaluation should name and describe all diplomas, certificates, degrees, periods of education or training and give U.S. equivalencies for each. Mercer University accepts evaluations from the following two services:
 - World Education Services [www.wes.org]
 - Josef Silny & Associates, Inc. [www.jsilny.com/html/foreign.htm]
- Recommendations on the supplied forms from three persons who are able to judge the applicant's accomplishments and academic ability. Recommendation forms should be sent directly to the Director of Graduate Programs.
- Minimum expectations for consideration for admission into the Ph.D. program include the following:
 - a Bachelor of Science in Pharmacy, Chemistry, Biology or an equivalent degree in a related area, or a Pharm.D. degree;
 - a minimum GPA of 3.0 based on a 4.0 scale;
 - a minimum Graduate Record Examination (GRE) score of at least 40 percentile in the verbal section and at least 60 percentile in the quantitative section;
 - for an applicant from a country where the primary language is other than English, a minimum official TOEFL score of 100 IBT (internet based TOEFL) or a score of 7.5 (IELTS).

For more information, contact the Director of Graduate Programs or the Program Specialist, or email: pharmsciphd@mercer.edu, telephone (678) 547-6730.

Special Student Classification

Certain individuals may apply as special students in the Ph.D. program. This classification allows students to enroll upon submission of an application and official transcripts and approval of the Director of Graduate Programs.

Applicants must have completed a minimum of a bachelor's degree from an institution accredited by an institutional accrediting agency recognized by the U.S. Secretary of Education and must possess appropriate credentials for admission to the graduate program with the exclusion of the GRE. Special student classification does not assure admission to the graduate program, and these students must reapply for admission to the graduate program and satisfy all admission requirements to be considered. A special student may apply a maximum of nine (9) credit hours as transfer credit toward the Ph.D. degree if the program of study can be completed within the stated time in residence. Special students must submit applications no later than thirty days before the beginning of the semester in which special student classification is sought.

Transfer Credit

Upon approval by the Director of Graduate Programs, up to 15 semester hours of graduate-level credit may be transferred from other approved institutions. The student must supply a transcript and the necessary descriptive materials from each course to the Director of Graduate Programs. The Director of Graduate Programs will determine the equivalent course and the number of credit hours accepted. Courses cannot be transferred for credit if: a) they have been taken more than six years before admission into the Ph.D. Program; or b) a grade below B (or the equivalent) was earned.

Financial Support

Financial support for graduate students in the department is available through teaching assistantships and tuition waivers. Stipends will be provided on a competitive basis for participation in laboratories and other College activities. Additional financial aid may be available through grants and/or contracts as well as guaranteed student loans.

Health Policies

The Mercer University Student Health Form is required and must be signed by a physician or other health care provider, and stamped with the provider's name and address. Students are encouraged to keep a photocopy of this completed form for their personal records.

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

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

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

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

Exemptions from compliance with the immunization policy include:

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

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

Some academic programs have additional immunization requirements. Students are advised to check with their college or school program for any additional requirements.

Health Insurance Requirements

University policy mandates that all enrolled students (except those in distance learning and in the regional academic centers) must maintain health insurance coverage. Students are automatically charged by the University for health insurance every time they register for classes. This charge can be removed by completing the online waiver form before the end of the waiver period. To complete the waiver process, go to <https://bursar.mercer.edu/studentinsurance/>. Students must complete the waiver before the stated deadline. Failure to complete this form before the deadline will result in insurance being purchased for you and charged to your account.

Academic Policies and Procedures

Attendance

Attendance at the College of Pharmacy is a privilege and not a right. Each Graduate course coordinator is charged with the responsibility of establishing an absentee policy for his/her course, subject to the approval of the department chairperson. This policy must be a part of the course syllabus distributed to students. In those cases, in which the professor does not wish to establish an absentee policy, absenteeism cannot be considered in determining the grade for the course.

Leave of Absence

Any students wishing to take up to one week off from laboratory work, course work or other school duties must get prior approval from their major professor and the Director of Graduate Programs. In the absence of a permanent major professor, the Director of Graduate Programs should be consulted. When special circumstances arise, a student may make a request to the Director of Graduate Programs for an official leave of absence from the program. The student must submit the request in writing and state the reason for the request. A leave of absence may be granted for a maximum of one calendar year. Students on leave must complete course work for which an "I" grade was awarded in a prior term and are expected to comply with the one-year time limit for removing Incomplete grades. Students on stipends may be removed from the payroll for the duration of their absence unless the Financial Aid Office is notified otherwise by the Director of Graduate Programs.

Examinations

Students must report for scheduled examinations. Permission for make-up examination due to illness or other emergency may be obtained from the Director of Graduate Programs and the course coordinator.

Make-Up Examinations

It is the responsibility of each course coordinator to describe in the syllabus, or departmental policy and procedures manual, the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

Dissertation Committee

This committee shall consist of five voting members. At least one must be from outside of the department. In addition to the major professor, at least one of the Mercer graduate faculty members must be from within the student's discipline. Because of special knowledge and distinction in the area of the student's work, additional individuals from outside the University may be appointed to the Dissertation Committee with nonvoting status. To appoint an individual outside of the University to a Dissertation Committee, the major professor will submit a request with justification to the program director for approval.

The major responsibilities of the Dissertation Committee are: to suggest and review courses in the program of study; to monitor the progress of the student through semi-annual meetings in December and June, or more frequently if required; to solicit questions, develop the scope and format, and grade the preliminary examination; to approve the preliminary research protocol; to provide advice during the conduct of the research; and to critically evaluate and approve the dissertation and final oral defense.

Standards of Performance

Each candidate for the Doctor of Philosophy degree must secure credit for a minimum of 61 semester hours including 26 hours of approved graduate-level coursework and 35 hours of dissertation research. In securing this credit each candidate must have a cumulative grade point average (GPA) of at least 3.0. Any student whose semester and/or cumulative GPA drops below 3.0 or who does not provide regular, documented evidence of progress in their research program is making unsatisfactory academic progress. Evidence of progress in research is a score above 3 on at least 5 of the 8 research progress criteria on the annual Graduate Student Assessment Form. In these cases, the student's progress will be monitored.

Student Probation and/or Dismissal

A cumulative grade point of at least 3.0 is required for graduation from the Ph.D. program. Semester and cumulative grade point averages are indications of a student's academic performance. A student whose grade point average for a single semester drops below 3.0 or whose cumulative grade point average falls below 3.0 or who does not provide regular, documented evidence of progress in their research program is making unsatisfactory academic progress.

1. Academic Warning—An academic warning is issued the first time that a student's single semester and/or cumulative GPA falls below 3.0 or the first time a student receives a grade of less than B or S in any graduate level course.
2. Academic Exclusion—Students may be permanently excluded from the program for:
 - a) failing to maintain a cumulative GPA of 3.0 following a previous academic warning.
 - b) receiving a grade lower than B in more than two graduate-level courses.
 - c) two unsatisfactory performances on the Ph.D. preliminary examination.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of a minimum of 61 semester hours in the Doctor of Philosophy curriculum, including 26 hours of approved graduate-level coursework and 35 hours of dissertation research, with a 3.0 cumulative grade point average.
2. Successful completion of preliminary research protocol, preliminary examination, and successful completion of an original research project as evidenced by submission of the written dissertation and successful oral defense.
3. Two years in residence at Mercer University. Graduates must be in residence at the time of completion of the dissertation.
4. Payment of all financial obligations to the University.

Course Requirements

The Doctor of Philosophy Degree is awarded to students of exceptional scholarly achievement who demonstrate the ability to conduct original research. A minimum of 61 semester hours including 35 hours of dissertation research is required for graduation. Requirements for the degree are not determined solely in terms of a fixed number of courses, credits, and years of residence. Graduate programs are highly individualized and are tailored to the characteristics and interests of the individual student. The program of study will be determined by the major professor in consultation with the Dissertation Committee.

Courses in addition to those in the core will be selected to develop strengths in the student's areas of interest and research. These courses may be chosen from those offered by the College of Pharmacy faculty or may be completed at another university through cross registration via the Atlanta Regional Consortium for Higher Education. Any course deemed appropriate by the Dissertation Committee may be included on the Program of Study. Non-pharmacy courses are most commonly selected from disciplines such as chemistry, engineering, mathematics, physiology, statistics, or related areas. In some instances, the Dissertation Committee may determine that certain undergraduate pharmacy courses are essential components of the program of study. No graduate credit will be given for such courses.

The core curriculum for the Ph.D. degree, as well as elective courses taught within the department, is listed below:

Core Curriculum Courses

PHA 715 Pharmacokinetics*	3 semester hours
PHA 742 Foundations in Pharmaceutical Sciences*	5 semester hours
PHA 743 Foundations in Research	3 semester hours
PHA 744 Scientific Writing	3 semester hours
PHA 745 Statistical Methods	3 semester hours
PHA 797 Graduate Seminar	3 semester hours
PHA 899 Doctoral Research	35 semester hours

*(waived for Combined Degree, Pharm.D./Ph.D. students)

Departmental Elective Courses

PHA 804 Methods in Cell and Molecular Biology	3 semester hours
PHA 807 Pharmaceutical Biotechnology	3 semester hours
PHA 814 Analytical Methods and Instrumentation	3 semester hours
PHA 832 Computer-Assisted Drug Design	3 semester hours
PHA 833 Advanced Pharmacokinetics	3 semester hours
PHA 835 Advanced Physical Pharmacy	3 semester hours

PHA 837 Advanced Biopharmaceutics	3 semester hours
PHA 840 Industrial Pharmacy and Advanced Drug Delivery Systems	4 semester hours
PHA 841 Advanced Pharmacology	3 semester hours
PHA 846 Current Topics in Pharmaceutical Sciences	3 semester hours
PHA 847 Molecular and Behavioral Neuropharmacology	3 semester hours
PHA 849 Special Topics in Pharmaceutical Sciences	3 semester hours
PHA 850 Immunology	3 semester hours

Seminar Requirements

Throughout the course of study, the student is expected to read the current literature, attend, and actively participate in the seminar programs offered by the department and the College of Pharmacy. The student will register for seminar during the fall semester of each year.

Pharmacy Teaching Certificate Program (PTCP)

Each student in the Ph.D. program is required to complete the PTCP. Graduate students who are in their third year and beyond in the program are required to enroll and participate in this teaching certificate program conducted by the College of Pharmacy. The goal of the program is to help students improve on their teaching related skills should they decide to pursue a career in academics. These skills include writing, presentation, curriculum development, and teaching.

Residence Requirements

Graduate students must complete all degree requirements within six years of the initial date of matriculation. Two years must be completed in residence at Mercer University. A student must be in residence at the time of completion of the dissertation.

Preliminary Examination

The purpose of the preliminary examination is to determine whether the student has been adequately prepared through course work and other activities to undertake an original research project. The breadth and depth of knowledge in the student's chosen discipline will also be examined. This examination will be timed and closed-book, and it will be related to the student's selected discipline and course work. The examination will be administered after completion of all course work and other requirements listed on the Program of Study form. Approval for the student to undertake this examination must be granted by the program director at the recommendation of the major professor. The examination will be composed of questions solicited by the Director of Graduate programs and the Dissertation Committee.

Preliminary Research Protocol

A protocol describing the student's dissertation project must be submitted to the Dissertation Committee written in the format of an NIH grant proposal. The student will defend the proposal orally before the Dissertation Committee. Approval of the protocol by the Dissertation Committee is required before the student can proceed formally with research activities. Students must defend the Preliminary Research Proposal within 2 semesters of passing the Preliminary Examination.

Admission to Candidacy

A student must apply for admission to candidacy following the successful completion of both the preliminary examination and the preliminary research protocol. The student must receive admission to candidacy at least 2 semesters prior to the date of expected graduation.

Progress Reports

Progress reports will be prepared by each student in conjunction with the major professor and submitted to the Director of Graduate Programs by June 30 of each year.

Manuscript Requirements

All candidates for the Ph.D. degree must demonstrate competence in scientific writing. At least one original research manuscript be accepted for publication, as first author or co-first author, before graduation, before the candidate's final oral defense can be scheduled.

Dissertation and Final Oral Defense

An essential component of the Ph.D. degree program is the student's successful completion of an original research project under the supervision of the major professor and in consultation with the Dissertation Committee. The work is expected to lead to one or more publications in refereed scientific journals.

The student must prepare a written dissertation based on his/her research work. The format of the dissertation must comply with the regulations contained in the Guide to the Preparation of Theses and Dissertations. After the dissertation has been approved by the Dissertation Committee, a final oral defense is scheduled during which the candidate's understanding of the completed research project and knowledge of the major discipline are evaluated.

Course Descriptions

PHA 715. Pharmacokinetics (3 hours)

This course is designed to provide the student with the advanced knowledge and skills necessary for employing pharmacokinetic principles in the selection and evaluation of drug therapy. Emphasis will be placed upon a complete understanding of the basic and clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use. Aspects specifically related to multiple dosing and accumulation, drug protein binding, and non-linear pharmacokinetics will be addressed.

PHA 742. Foundation in Pharmaceutical Sciences (5 hours)

A didactic course that examines various dosage forms and drug delivery systems, as well as the principles of drug action from a pharmacology and medicinal chemistry perspective. This course is designed to teach the fundamental concepts and applications of pharmaceuticals, pharmacology, and medicinal chemistry. Emphasis will be placed on understanding the drug design and development process.

PHA 743. Foundations in Research (3 hours)

This course explores to assist in the general knowledge of the research compliance at Mercer, bioethics in research, basic safety procedures in the laboratory for graduate students and employees. A course designed for graduate students and employees to assist in the general knowledge of research compliance at Mercer, bioethics in research, basic safety procedures in the laboratory.

PHA 744. Scientific Writing (3 hours)

This course will focus on the basics of scientific writing and organization. Considerations related to writing a scientific publication, formatting, writing styles, grantsmanship and the development of hypotheses will be covered.

PHA 745. Statistical Methods (3 hours)

This course is designed to teach graduate students in pharmaceutical science statistical methods of data analysis. Theoretical fundamentals of statistical methods will be discussed. Major topics covered will include descriptive statistical methods, probability,

discrete and continuous distributions, hypothesis testing, regression methods and nonparametric analysis.

PHA 797. Graduate Seminar (1 hour)

Weekly to bi-weekly presentations and discussions of research and other miscellaneous topics. Students are expected to present a minimum of one seminar annually while in residence. The course is taught on a satisfactory/unsatisfactory grade basis.

PHA 804. Methods in Cell and Molecular Biology (3 hours)

A course designed to introduce students to a variety of biochemical, immunochemical and molecular biology theories and techniques used in the laboratory.

PHA 807. Pharmaceutical Biotechnology (3 hours)

Pharmaceutical Biotechnology is intended to provide the student with a working knowledge of the preparation, stability, and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics, and gene therapy. Current FDA approved biotechnology drugs such as human insulin; growth hormones and interferons will be discussed.

PHA 814. Analytical Methods and Instrumentation (3 hours)

This course is designed to provide the graduate student a background in modern analytical chemistry and instrumental methods of analysis. Application will be on the use in the pharmaceutical sciences.

PHA 832. Computer-Assisted Drug Design (3 hours)

Computer-Assisted Drug Design is an elective for the Pharmaceutical Sciences graduate students and third-professional year pharmacy students. This is a survey course designed to introduce students to the methods, applications, and limitations of computational chemistry in drug discovery.

PHA 833. Advanced Pharmacokinetics (3 hours)

This course is designed to provide the student with the advanced knowledge and skills necessary for problem solving techniques related to the relationship between plasma concentration and effect, and clearance concepts as it relates to drug therapy. Emphasis will be placed upon a complete understanding of advanced, clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use. This course will also utilize computer simulation programs to fit pharmacokinetic parameters using different models.

PHA 835. Advanced Physical Pharmacy (3 hours)

A course designed for the study of advanced physical concepts and methods as they apply to pharmaceutical systems and problems. Emphasis will be on chemical kinetics, solubility and dissolution, complexation, and interfacial phenomena.

PHA 837. Advanced Biopharmaceutics (3 hours)

A course to provide advanced study of the relationship between physicochemical properties of a drug in a dosage form and the pharmacologic, toxicologic or clinical response observed. Emphasis will be on design and evaluation of bioavailability studies.

PHA 840. Industrial Pharmacy and Advanced Drug Delivery Systems (4 hours)

This course is designed to study methods used to formulate, manufacture and test various dosage forms and delivery systems. There also is discussion of regulations and the role of the FDA and other regulatory agencies whose actions impact the pharmaceutical industry.

PHA 841. Advanced Pharmacology (3 hours)

A didactic and experiential course that examines concepts in the discipline of pharmacology. This course will provide a comprehensive overview of the field of pharmacology, developing an understanding of pharmacology from molecular processes through drug effects in whole, living organisms to clinical drug development. The sections for the course have been modeled on the divisions of the American Society for Pharmacology and Experimental Therapeutics, a 4800-member scientific society whose members conduct basic and clinical pharmacological research for academia, government, large pharmaceutical companies, small biotech companies, and non-profit organizations. The course sections include Neuropharmacology, Molecular Pharmacology, Behavioral Pharmacology, Cardiovascular Pharmacology, Toxicology, Drug Discovery and Development, and Integrative Systems, Translational, and Clinical Pharmacology.

PHA 846. Current Topics in Pharmaceutical Sciences (3 hours)

This course explores recent advances in the pharmaceutical sciences that are published as primary research reports in first-tier scientific journals.

PHA 847. Molecular and Behavioral Neuropharmacology (3 hours)

This course provides students with foundational knowledge in the fields of molecular neuropharmacology and behavioral neuropharmacology in the context of basic and applied science research.

PHA 849. Special Topics in Pharmaceutical Sciences (3 hours)

A course to provide an in-depth coverage of a variety of current topics in the pharmaceutical sciences.

PHA 850. Immunology (3 hours)

This course provides a comprehensive foundation on the structure and function of the human immune system. Topics include innate immunity, adaptive immunity, functions of B and T lymphocytes, immunodeficiency, hypersensitivity, autoimmune disease, transplantation immunity, cancer immunity, vaccination and immunological methods. Proficiency in teaching and oral presentation is developed through student led tutorials on immunological methods.

PHA 899. Doctoral Research (1 - 9 Hours)

Research for doctoral students. This course is taught on a satisfactory/unsatisfactory grade basis.

Doctor of Pharmacy/Doctor of Philosophy Program

Program Description

The Doctor of Pharmacy (Pharm.D.)/Doctor of Philosophy (Ph.D.) Degree Program enables highly qualified students to obtain both degrees in a shortened period. This Pharm.D./Ph.D. Degree program is designed primarily for students who are strongly motivated toward an academic/research career in the pharmaceutical sciences. Students may pursue a clinical specialization in experimental pharmacotherapeutics or medicinal chemistry, pharmaceuticals, pharmacology, or toxicology. The program is flexible enough to accommodate individuals of varied educational backgrounds. The actual time required for completion of the program is variable and depends primarily on the individual's progress in their dissertation research.

Admissions Process and Requirements

In order to enroll in the Pharm.D./Ph.D. program, a student must separately apply for and gain admission to both the Pharm.D. and the Ph.D. programs. It is recommended that application to the Ph.D. program be made at the same time of application to the Pharm.D.

program. A Pharm.D. student may join the Pharm.D./Ph.D. program by gaining admission to the Ph.D. program. However, this should be done by spring semester of the first year to gain full potential benefits of the program. Application forms for admission to the Ph.D. degree program may be obtained from the Department of Pharmaceutical Sciences website.

All applicants to the Pharm.D./Ph.D. program must have an earned Bachelor of Arts or Bachelor of Science degree. In addition, applicants are expected to satisfy the requirements for admission to both Pharm.D. and Ph.D. programs.

Program Requirements

Upon acceptance into the Pharm.D./Ph.D. Degree Program, an advisor from the faculty of the Department of Pharmaceutical Sciences will be assigned to the student. The advisor will schedule the program of study until the student selects a major professor. The specific program selected will be determined by the student's previous academic history as well as by the departmental requirements of the Ph.D. program. The structure of the Pharm.D./Ph.D. Degree Program differs from that of the Pharm.D. program in several respects.

1. During the first year, the student's research capability and commitment will be assessed through documented evaluation by the research advisor after the end of the 1st semester, 2nd semester, and again at the end of the 1st summer, with oversight of the Dissertation Committee as well as the Director of Graduate Studies and Department Chair. Additionally, Pharm.D./Ph.D. students will complete a self-assessment of their first year and present their first year research results at the end of the first summer as a requirement for progression. At the end of the first year, if progress is determined to be unsatisfactory, the student has the option of changing dissertation advisors, if one is willing to take them.
2. Pharm.D./Ph.D. students will take Ph.D. core courses in place of professional electives that simultaneously satisfy the requirements of both the Pharm.D. electives and the Ph.D. program.
3. Pharm.D./Ph.D. students are exempt from the following Ph.D. core courses: PHA 715, Pharmacokinetics (3 hours); PHA 742, Foundations in Pharmaceutical Sciences (5 hours).
4. Pharm.D./Ph.D. students are required to complete four (4) Advanced Pharmacy Practice Experiences (APPEs) in the areas of Community Pharmacy, Institutional Pharmacy, Adult Medicine, and Ambulatory Care. In addition, students complete four (4) elective experiences, of which two (2) must have a patient-care component, and can register for PHA 696 (Research) over two (2) APPE blocks. A third elective research block may be taken as a ninth APPE. PHA 620 (Pharmacy Review I), PHA 621 (Pharmacy Review II), and PHA 622 (Pharmacy Review III) are also required.
5. The student is expected to participate in Graduate Seminar throughout their matriculation and to enroll for credit in the fall semester beginning with the fourth year.
 - a. Following completion of the third year, the student focuses on the research component of the curriculum. With the exception of the Advanced Pharmacy Practice Experiences, the student should have completed all prerequisite and core courses by this time.

Continuation in the Pharm.D./Ph.D. Degree Program is contingent upon satisfactory performance and progress toward fulfillment of the requirements of the Doctor of Pharmacy Degree Program and the Doctor of Philosophy Degree Program. Students

admitted to the Pharm.D./Ph.D. degree program are expected to complete all program requirements. Should a student decide to withdraw from the combined degree program at any point, they must reapply for admission to either program separately, and if accepted, they must fulfill all requirements of either program individually.

Financial Arrangements

Students who are enrolled in the combined Pharm.D./Ph.D. Degree Program will pay full tuition for the first three years. Tuition waiver will be granted for the remainder of the program, normally the fourth through seventh years. Students will be encouraged to apply for extramural funding of their educational program. Departmental stipends will be awarded on a competitive basis for years 4-7, subject to availability. Stipend support beyond this time will be based on extramural funding. Financial support through tuition waiver or stipends is provided based on contribution to the teaching program as described in departmental policies.

Masters of Science (M.S.) in Pharmaceutical Sciences Program

Program Description

The Masters of Science (M.S.) in Pharmaceutical Sciences Degree Program is offered to students who demonstrate exceptional scholarly activity through achievement in academics and original thesis research or non-thesis project in an area of the pharmaceutical sciences. The program is flexible enough to accommodate individuals of varied educational backgrounds. The time required for completion of the program is five semesters. The program is offered with two options, a) a thesis option b) a non-thesis project option. A student who opts for thesis research must be in residence at all times including at the time of completion of the thesis. Students who opt for the non-thesis project option may choose to take listed courses online but it must be synchronous. Students who opt for the thesis research option, must take courses in-person only.

Purpose Outcomes/Objectives

The Masters in Pharmaceutical Sciences (M.S.) degree is granted to students who demonstrate exceptional scholarly activity through achievement in academics and original research in an area of the pharmaceutical sciences. The specific goals of this graduate program include:

1. Equipping the graduates with the skills necessary to perform in academia, in the pharmaceutical industry or in government;
2. Fostering the development of oral and written communication skills to be used in classroom instruction, in the presentation of research findings to the scientific community and in interdisciplinary collaborative research efforts.

Admission Policy

The College of Pharmacy uses a "rolling" admissions policy for the Master of Science in Pharmaceutical Sciences. Potential applicants are required to have completed a bachelor's degree program or higher with a C grade or better, from an institution accredited by an agency recognized by the U.S. Department of Education.

Applicants are required to submit an application through PharmGrad (www.pharmgrad.org) that includes their official college/university transcripts, their curriculum vitae or resume, and a statement of purpose.

For applicants whose undergraduate coursework was completed at a college/university outside the U.S., a course-by-course evaluation report from World Education Services (www.wes.org) must be submitted as part of their application. For an

applicant from a country where the primary language is other than English, a minimum official TOEFL or IELTS score must be submitted for review.

Submission of final official transcripts from all colleges/universities attended is required prior to enrollment. Failure to submit any items, required for enrollment by the deadline will result in the offer of admission being rescinded. Minimum expectations for consideration for admission into the graduate program include the following:

- A Bachelor of Science in Pharmacy, Chemistry, Biology, or an equivalent degree in a related area, Pharm.D. degree or conditional admission with completion of 2 years in the Pharm.D. program.
- Students entering the M.S. program in the Pharmaceutical Sciences are expected to have a background that includes the following minimum prerequisites: calculus, statistics, biochemistry, and anatomy and physiology. Students who have not completed these pre-requisites prior to entering the program may be required to remove deficiencies before they matriculate.
- A minimum GPA of 3.0 based on a 4.0 scale
- For an applicant from a country where the primary language is other than English, a minimum TOEFL score of 100 (IBT) or a score of 7.5 (IELTS).

Curriculum Requirements

M.S. Pharmaceutical Sciences Required Courses (30 hours)

PHA 715 Pharmacokinetics	3 semester hours*
PHA 742 Foundations in Pharmaceutical Sciences	5 semester hours*
PHA 743 Foundations in Research	3 semester hours
PHA 744 Scientific Writing	3 semester hours
PHA 745 Statistical Methods	3 semester hours
PHA 749 Introduction to Research	2 semester hours
PHA 797 Graduate Seminar	1 semester hour

Choose one

- | | |
|------------------------------|-------------------|
| • PHA 799 Thesis Research | 10 semester hours |
| • PHA 798 Non-Thesis Project | 10 semester hours |

*(waived for students who have completed the Pharm.D. program at Mercer)

Course Descriptions

PHA 749. Introduction to Research

2 hours

Students are required to work with a faculty member on a research topic. Students who register for this course will also need to additionally present a poster or an abstract

PHA799. Thesis Research

10 hours

This course is laboratory-based research project. Students enrolled in this course will work on a research project with a faculty member in the research laboratory. This course is graded on a satisfactory/unsatisfactory grade basis.

PHA 798. Non-Thesis Project

10 hours

This course is literature-based project. Students enrolled in this course will work with a faculty member on non-laboratory based research topics. This course is graded on a satisfactory/unsatisfactory grade basis.

Miscellaneous Requirements

Graduate students in the M.S. Program must complete all degree requirements within three years of the initial date of matriculation. A student who opts for thesis research must

be in residence at all times, including at the time of completion of the thesis. Students who opt for the non-thesis project may choose to take listed courses online but it must be synchronous. Students who opt for thesis research, must take courses in-person only. Mercer's Canvas zoom system will be used to deliver all courses to the students who select the non-thesis project option. All exams will be conducted using the lockdown browser, ExamSoft. Quizzes and other in-class activities will be conducted using Canvas. Students who select the on-line option, must leave their video streaming on at all times during class times. No recordings of lectures will be provided for viewing at a later time.

Abstract Presentation Requirement

All candidates for the M.S. in Pharmaceutical Sciences degree program must demonstrate experience in scientific writing by submitting and presenting at least one abstract at a local, regional or national meeting.

Thesis Defense (for Thesis Option)

An important requirement for obtaining the M.S. in Pharmaceutical Sciences degree is completion of an original research project. This project must be conducted under the direct supervision of the student's major professor in consultation with the Thesis Committee. Preparation of the thesis must comply with the regulations contained in the Guide to the Preparation of Theses and Dissertations. After approval of the thesis by the Thesis Committee, the candidate must orally defend the results of the research problem and submit the thesis.

Pharm.D./ Masters of Science (M.S.) in Pharmaceutical Sciences Program

Program Description

The combined Pharm.D./ M.S. in Pharmaceutical Sciences degree program is offered to students who demonstrate exceptional scholarly activity through achievement in academics and original thesis research or non-thesis project in an area of the pharmaceutical sciences. The program is flexible enough to accommodate individuals of varied educational backgrounds. The time required for completion of the program is two years. The program is offered with two options: A) a thesis option and B) a non-thesis project option. Students who opt for thesis research must be in residence at all times, including at the time of completion of the thesis. Students who opt for the non-thesis project must take the listed courses synchronously on-line at the same time as the students who opt for thesis research. Additionally, students in the combined Pharm.D./ M.S. in Pharmaceutical Sciences degree program receive credit for courses such as Pharmacokinetics and Foundations in Pharmaceutical Sciences. Courses such as Foundation in Research, Scientific writing, Statistical methods and Introduction to Research will be counted as electives for the Pharm.D. program.

Program Outcomes/Objectives

The combined Pharm.D./Masters in Pharmaceutical Sciences (M.S.) degree is granted to students who demonstrate exceptional scholarly activity through achievement in academics and original research in an area of the pharmaceutical sciences.

The specific goals of this graduate program include:

1. Equipping the graduates with the skills necessary to perform in academia, in the pharmaceutical industry or in government;

2. Fostering the development of oral and written communication skills to be used in classroom instruction, in the presentation of research findings to the scientific community and in interdisciplinary collaborative research efforts.

Admission policy

Students must meet the admission requirements for the Pharm.D. program in the College of Pharmacy and for the M.S. in Pharmaceutical Sciences. Please refer to the College of Pharmacy for admission requirements for the Pharm.D. program. Admission requirements for the M.S. in Pharmaceutical Sciences portion of the combined program are as follows:

- A Bachelor of Science in Pharmacy, Chemistry, Biology, or an equivalent degree in a related area, Pharm.D. degree or conditional admission with completion of 2 years in the Pharm.D. program
- Students entering the M.S. program in the Pharmaceutical Sciences are expected to have a background that includes the following minimum prerequisites: calculus, statistics, biochemistry, and anatomy and physiology. Students who have not completed these pre-requisites prior to entering the program may be required to remove deficiencies before they matriculate.
- A minimum GPA of 3.0 based on a 4.0 scale
- Applicants are also asked to submit their curriculum vitae or resume and a statement of purpose, which will be used along with their PharmCAS application materials (including official transcripts) as their application to the M.S. in Pharmaceutical Sciences program.

Program Requirements

Pharm.D./M.S. Pharmaceutical Sciences Required Courses (25 hours)

PHA 715	Pharmacokinetics*	3 semester hours
PHA 742	Foundations in Pharmaceutical Sciences*	5 semester hours
PHA 743	Foundations in Research	3 semester hours
PHA 744	Scientific Writing	3 semester hours
PHA 745	Statistical Methods	3 semester hours
PHA 749	Introduction to Research	2 semester hours
PHA 797	Graduate Seminar	1 semester hour

Choose one:

- PHA 799 Thesis Research 5 semester hours
- PHA 798 Non-Thesis Project 5 semester hours

*(credit from Pharm.D. courses)

Residence Requirements

Graduate students in the Pharm.D./M.S. in Pharmaceutical Sciences degree program must complete all degree requirements within six years of the initial date of matriculation. Two years must be completed in residence at Mercer University. For the thesis option, a student must be in residence at the time of completion of the thesis.

Abstract Presentation Requirement

All candidates for the M.S. in Pharmaceutical Sciences degree must demonstrate experience in scientific writing by submitting and presenting at least one abstract at a local, regional or national meeting.

Thesis Defense (for Thesis Option)

An important requirement for obtaining the Master's degree is completion of an original research project. This project must be conducted under the direct supervision of the student's major professor in consultation with the Thesis Committee. Preparation of the thesis must comply with the regulations contained in the Guide to the Preparation of Theses and Dissertations. After approval of the thesis by the Thesis Committee, the candidate must orally defend the results of the research problem and submit the thesis.

Georgia Baptist College of Nursing

Tammy D. Barbe, Ph.D., RN, CNE, *Interim Dean, Associate Dean for Graduate Programs, and Associate Professor*

Maura C. Schlairet, Ed.D., MA, MSN, RN, CNL, *Associate Dean for the Undergraduate Program and Professor*

Linda A. Streit, Ph.D., RN, *Professor and former dean*

Seongkum Heo, Ph.D., *Professor and Piedmont Healthcare Endowed Chair*

Lanell Bellury and Justus Randolph, *Professors*

Jennifer Bartlett, Andra Opalinski, and Patricia Troyan, *Associate Professors*

Vicki Black, Humberto Reinoso, and Sonique Sailsman, *Assistant Professors*

Tara Bertulfo, *Clinical Associate Professor*

Stephanie Bennett, Kathy Davis, Richard Frady, Toinette Higgins, Natasha Laibhen-Parkes, Macy Mosher, Charles Smith, Daphnee Stewart, and Omolara Fyle-Thorpe, *Clinical Assistant Professors*

Marie Candy, Tessy George, Michele Jackson, Robyn Lance, and Caroline Moore, *Clinical Instructors*

Charlette DeLoach, Jennifer Gandia, and LaDonia Patterson, *Lecturers*

A History of the College of Nursing

Georgia Baptist College of Nursing of Mercer University began its rich heritage with a vision for the future. Just after the turn of the century, in 1901, the Tabernacle Infirmary and Training School for Christian Nurses opened in a five-room cottage in downtown Atlanta. The Tabernacle Infirmary Training School for Christian Nurses was begun in 1902.

The school began with a simple vision of educating students to “heal the needy sick.” In 1989, the school became a college which has shaped a nationally recognized model for nursing education.

In 2001, the College of Nursing merged with Mercer University. The merger of these two outstanding institutions of higher education was based upon the mutual growth and enhancement of the missions and core values of both entities. In January 2002, the College of Nursing of Mercer University moved into a new academic building located on the Mercer University-Atlanta campus.

The considerable experience of the College’s first century of educational excellence strengthens the program as professors, administrators, and students boldly embrace a future filled with promise. Students in the College of Nursing of Mercer University become part of a living legacy. The vision still in sight, the College of Nursing invites today’s students to enjoy the rewards of a career in nursing that begins with acceptance to a College with a rich heritage and a future bright with promise.

Vision Statement

The College of Nursing of Mercer University will be nationally recognized for academic excellence and the development of professional nurses committed to scholarship, leadership, practice, research, and service.

Mission Statement

The mission of the College of Nursing is to excel in teaching, scholarship, leadership, practice, research, and service, while embracing the core values of the College.

Core Values

The College of Nursing embraces the following core values:

- ***Excellence*** – Diligent pursuit of distinction
- ***Christian Caring*** – To value and support all persons
- ***Compassion*** – Response to suffering that motivates one to help
- ***Civility*** – Respectful behavior toward others
- ***Integrity*** – Steadfast adherence to honesty and fairness
- ***Collaboration*** – Working cooperatively to achieve shared goals
- ***Social Responsibility*** – Commitment to act for the benefit of society

The GBCN Creed

As a member of the College of Nursing community, I am bound by honor to develop and uphold the highest standards of honesty and integrity; to strive for full intellectual and moral development; and to accept my personal and academic responsibilities in the community. To attain these ideals, I embrace this Academic Integrity Code as my way of life.

Goals of the College

1. Enroll and retain highly qualified students from diverse backgrounds for all degree programs.
2. Integrate liberal arts and sciences into nursing education to broaden intellectual capacity for engaging in innovative professional practice and making socially responsible contributions to the profession and healthcare.
3. Provide an environment which fosters student excellence in scholarship, interprofessional clinical practice, and leadership development.
4. Prepare students for a professional career that embraces lifelong learning, promotes health and quality of life, and contributes to the College, the profession, and society.
5. Recruit and support a highly qualified faculty and professional staff who embrace the vision and mission of the College.
6. Provide an academic environment which supports faculty excellence in teaching, scholarship, and service.

Accreditation

The Bachelor of Science in Nursing program, the Master of Science in Nursing program, and the Doctor of Nursing Practice program at Mercer University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750 Washington, DC 20001; (202) 887-6791 (<http://www/ccneaccreditation.org>). Georgia Baptist College of Nursing maintains full approval from the Georgia Board of Nursing (237 Coliseum Drive, Macon, GA, 31217-3858; 478-207-1640) to offer the pre-licensure Bachelor of Science in Nursing Program.

College of Nursing of Mercer University

Academic Calendar

2022-2023

The College of Nursing reserves the right to make changes to this calendar.

Fall Semester 2022

August 22	Tuition and Fees Due for Fall 2022
August 22	First Day of Classes
August 22-9	Late Registration and Drop/Add Period
October 24	Last Day to Withdraw and Receive a "W"
November	Spring 2023 Advisement and Registration Opens
November 21-23	Fall Break
November 24 & 25	Thanksgiving Holiday – No Classes
December 9	Last Day of Classes
December 12-16	Final Examinations
December 19	Grades Due at noon

Spring Semester 2023

January 9	Tuition and Fees Due for Spring 2023
January 9	First Day of Classes
January 9-17	Late Registration and Drop/Add period
January 16	Martin Luther King Holiday - No classes
March 6-10	Spring Break - No Nursing Classes
March 13	Last Day to Withdraw and Receive a "W"
April	Fall 2023 Advisement for BSN Students; Summer 2023 Advisement for RN-BSN, Graduate, and Doctoral Students
April 7	Good Friday Holiday – No Classes
April 28	Last Day of Classes
May 1-5	Final Examinations
May 8	Grades Due at noon
May	Pinning & Hooding Ceremony for Graduating Students
May 14	Commencement Ceremony

Summer Semester 2023

May 22	Tuition and Fees Due for Summer 2023
May 22	First Day of Classes
May 22-30	Late Registration and Drop/Add Period
May 29	Memorial Day – No Classes
June	Advisement and Registration Opens for RN-BSN, Graduate, and Doctoral Students for Fall 2023
July 4	Independence Day Holiday – No Classes
July 7	Last Day to Withdraw and Receive a "W"
July 28	Last Day of Semester
July 31	Grades Due at noon

Philosophy Statement of the College

The Faculty of the College of Nursing is committed to philosophical beliefs which support the goal of preparing professional nurses to make positive contributions to a global society. Congruent with the Christian values of love, concern, and caring, the Faculty believes that all individuals possess dignity and worth and have equal inherent rights of freedom and choice. We believe that as human beings develop over a lifespan, each is influenced by four major forces: family, culture, community, and faith. Within this network of relationships, society shares mutual obligations with individual human beings. The Faculty further believes that quality health care is a part of society's responsibility to its members and that it is viewed as an ever-changing process that can be moderated by positive behaviors.

Nursing is viewed by the Faculty as an art and a science. It is a process which requires a systematic approach to the provision of health care in a highly technical healthcare environment. This process involves the use of available information systems and healthcare technology to initiate lines of inquiry, to access comprehensive databases, to synthesize findings, to improve patient outcomes, and to provide population-focused professional nursing care. Successful practice of nursing depends upon the utilization of research, decision-making, analytical skills, the ability to communicate and empathize with people, and clinical competence. With these skills, professional nurses provide leadership to influence health care needs and resources.

The Faculty is committed to the ideals and values of professional practice and believes that the entry level to practice demands baccalaureate preparation. The Faculty further views the baccalaureate generalist education as the foundation upon which additional nursing education programs should be built. The Faculty is further committed to graduate education that prepares scholars and leaders who advance knowledge through research, education, and practice. The Faculty is obligated to make sure that the baccalaureate, master's, and doctoral nursing programs build on one another as appropriate and are derived from the discipline of nursing.

As educators who are committed to excellence in teaching, scholarly productivity, and community service, we believe that participation is essential in activities that enhance both the educational program of study within the College and the profession of nursing. The teaching-learning process provides the educational framework through which changes in behavior occur in the cognitive, affective, and psychomotor domains. The Faculty believes that teacher-learner relationships are based on mutual trust and individual learner accountability with a common goal of achievement of success for the learner. Toward this goal, faculty members serve as role models, resource persons, and learning facilitators. Competent and caring faculty promote professional pride and feelings of personal worth in each student.

Enrollment Policies

Once a student is accepted for admission to the College of Nursing, the following requirements for enrollment must be completed prior to the first day of enrollment to the program:

1. Nonrefundable reservation deposit of \$200 to reserve a place in the class.
2. Proof of health insurance or purchase health insurance through Mercer University.
3. Updated official college transcripts reflecting grades of B or better in all courses completed prior to the date specified in the acceptance letter.

4. Completion of all required immunizations and clinical credentialing requirements as listed in the following sections.
5. Liability Insurance: The College purchases coverage for each student and includes the charge as a student fee during the spring semester of each year.

Immunization Policy

Students are required to have the following immunizations and credentials on file in the nursing program's Administrative Secretary's office. Clinical agencies may require students to complete the credentialing process through specific agency compliance databases (e.g. ACEMAPP). Clinical course fees cover costs associated with database access.

TUBERCULIN SKIN TESTING***

Submit proof of negative T-spot test or Quantiferon Gold test*. Results must be updated annually at minimum.

- If positive: The student will be referred for further evaluation and possible treatment.

**If a student has tested positive for TB in the past, they must submit proof of treatment and a current normal/negative chest x-ray.*

REQUIRED IMMUNIZATIONS***

Tetanus, Diphtheria, Pertussis (Tdap): Submit proof of Tdap vaccine within the last 10 years. If more than 10 years since received Tdap, proof of the initial Tdap and proof of a Tdap or Td booster within the last 10 years.

Seasonal Flu Vaccine: Submit proof of current seasonal flu vaccine each academic year. Proof of vaccination must be on file by September 15th each year.

TITERS***

Hepatitis B Titer: Submit proof of positive or immune Hepatitis B titer. If titer is negative or non-immune, the student must repeat the vaccination series (3 injections) followed by a repeated titer. If still negative or non-immune after 6 injections and 2 titers, immunity is assumed.

Measles, Mumps, and Rubella (MMR) Titers: Submit proof of positive or immune MMR titers. If titer results are negative or non-immune, 2 MMR vaccines 4 weeks apart are required. A second titer is required after completing these 2 MMR vaccines.

Varicella Titer: Submit proof of positive or immune Varicella titer. If titer results are negative or non-immune, 2 Varicella vaccines are required.

****Individual clinical agencies may require additional credentialing components (PPD, immunizations, background check/drug screen).*

Clinical Compliance Requirements by Clinical Agencies

M.S.N. and D.N.P. students are required to have the following credentials on-file in the graduate program's Administrative Secretary's Office.

- Background Check: The Background Check must be initiated through advantagestudents.com no earlier than (30) days before the first day of the entry semester for full-time MSN, Post-Master's Certificate, and Post-Master's DNP students. Part-time MSN and BSN-DNP students will complete prior to the semester practicum begins. A copy of the Background Check's confirmation

page must clearly indicate that the Background Check is COMPLETED and include the student's first and last name, date initiated, and the advantagestudents.com ID.

- **Drug Screen:** The Drug Screen must be initiated through advantagestudents.com no earlier than (30) days before the first day of the entry semester for full-time MSN, Post-Master's Certificate, and Post-Master's DNP students. Part-time MSN and BSN-DNP students will complete prior to the semester practicum begins. A copy of the Drug Screen's confirmation page must clearly indicate that the Drug Screen is COMPLETED and include the student's first and last name, date initiated, and the advantagestudents.com ID.
- **CPR Card:** A copy of the CPR card must be current, include the student's signature. American Heart Association Basic Life Support (BLS) for Healthcare Providers is the only acceptable certification. The card must be valid through the end of the current academic year. This may require a re-certification earlier than the current card's expiration date.
- **Personal Health Insurance Card:** A copy of proof of personal health insurance must be current.
- **HIPAA Test Assessment:** HIPAA training is required for all enrolling students. After completing the training, submit the confirmation page with first and last name, date completed, and score.

Health Insurance Requirement

All Mercer University nursing students are required to have health insurance and submit proof of health insurance for class enrollment. To ensure that all students have insurance coverage, students are automatically enrolled in and billed for health insurance with CORE Management. If a student has an active health insurance policy, the student can exempt this charge through the waiver process located at <http://studentaffairs.mercer.edu/studenthealthcenter/insurance.cfm>. The student is not responsible for the insurance charge if a waiver for coverage is made through this website within the period specified.

Health Insurance Portability and Accountability Act Statement

It is the policy of the College to adhere to all Health Insurance Portability and Accountability Act (HIPAA) guidelines. All discussions and/or documents related to confidential patient/client health information shall be held in strict confidence. Information will only be written or electronically transmitted using client/patient initials. Further, this information will only be shared with faculty involved in the student's educational process. Client/patient discussions will only be held in designated areas of the university or clinical facility.

Student Services

Honor Societies

Sigma Theta Tau International Nursing Honor Society

The College of Nursing hosts the Pi Gamma at-Large Chapter of Sigma Theta Tau International, the prestigious nursing honor society with chapters around the globe. Student members continue their membership beyond graduation (see Student Handbook for additional information). In order to be considered for membership, graduate students must hold a 3.5 (or higher) GPA when they have completed one fourth of their program

curriculum. All prospective inductees must meet the Society's expectation of academic integrity.

Phi Kappa Phi

Founded in 1897 at the University of Maine, Phi Kappa Phi is the nation's oldest, largest and most selective all-discipline honor society. Phi Kappa Phi differs from most honor societies because it draws members from all academic disciplines within colleges and universities. Phi Kappa Phi inducts annually more than 30,000 students, faculty, professional staff and alumni. The Society has chapters at nearly 300 select colleges and universities in North America and the Philippines. Membership is earned. Of the many benefits of membership, none is more significant than the sense of pride Phi Kappa Phi brings its members. Membership in Phi Kappa Phi is by invitation and requires nomination and approval by a chapter. The following persons are eligible for membership in Mercer University's chapter: undergraduate students of good character who are of senior status, have achieved a GPA of 3.7 and are in the upper ten percent of their class, or who have reached the final period of their junior year, have achieved a GPA of 3.8 and are in the upper 7.5 percent of their class; graduate students in the upper ten percent of the number of candidates for graduate degrees during the year; and faculty, staff members and alumni who have achieved scholarly distinction.

Graduate Nursing Student Academy (GNSA)

Sponsored by the American Association of Colleges of Nursing (AACN) to provide free high value programming and services to master's and doctoral students to help them prepare for roles as future advanced practice nurses, faculty members researchers, policy experts, and leaders in healthcare. To join the Academy, register online at <http://www.aacn.nche.edu/students/gnsa>.

Drug-Free Workplace and Campus Program

The unlawful possession, use, distribution, dispensing, or manufacture of illegal drugs or alcohol at any time on any University property or as part of any University-sponsored (or college-sponsored) activity is absolutely prohibited. As a condition of employment or enrollment at Mercer, all employees and students must abide by these standards of conduct, and disciplinary sanctions will be imposed for violations.

Any College of Nursing student or employee convicted of any drug-related criminal statute must notify the Dean of College of Nursing and the Associate V.P. for Human Resources (for employees) in writing, no later than five (5) days after such a conviction regardless of where the offense occurred. Conviction for a drug-related felony may result in a student being denied financial assistance such as a Pell Grant and/or Georgia Tuition Equalization Grant. In addition, a drug-related conviction of any employee must be reported to designated Federal agencies and may result in sanctions by the University. See the following policies and related sanctions for violations: <http://hr.mercer.edu/>

Graduate Programs

Graduate degree programs in nursing at Mercer University include the Master of Science in Nursing (M.S.N.), the Doctor of Nursing Practice (D.N.P), and the Doctor of Philosophy in nursing (Ph.D.). The M.S.N. degree program offers three tracks: adult-gerontology acute care nurse practitioner (AGACNP), adult-gerontology primary care nurse practitioner (AGPCNP), and family nurse practitioner (FNP). The M.S.N. program also provides an AGACNP, AGPCNP, and a FNP Post-Master's Certificate track. The D.N.P. degree program provides a foundation of advanced nursing competencies to prepare nurses as leaders in health care delivery, and to propose solutions for the

improvement of health care outcomes for individuals and for society. The Doctor of Nursing Practice (D.N.P.) degree is offered as a post-master's or as a Bachelor of Science (BSN) to D.N.P. option of hybrid online study. The College of Nursing utilizes various settings for clinical experiences, including Atlanta area hospitals and community-based facilities. The Ph.D. in nursing degree program of study is offered with the cognate specialty of education. The Ph.D. program prepares nursing scholars equipped for careers in education, practice, and research.

Minimum Graduate Technology Requirements

The graduate program integrates technology into teaching and learning experiences for students across the curriculum and learning platforms. To ensure that all students have adequate technology access and support, all enrolled graduate students are required to have a laptop (required for students in the MSN and DNP nurse practitioner tracks) and/or a desktop computer with keyboard (students in the Post-Master's DNP track or the PhD program) that meets the minimum requirements listed below. Chromebooks, tablets or touch screen devices are not authorized for testing and not supported in our programs. In addition, high-speed internet access is required. Some courses will require students to have access to headphones, speakers, microphones, and/or webcams for use with web conferencing applications such as Zoom.

System Age	Recommended system 3 years old or newer
System Requirements	<u>Windows:</u> ✓Windows 10 recommended ✓Processor: Intel Core i5/i7/AMD Core CPU <u>Mac:</u> ✓MAC OS X 10.14 or greater ✓Processor: Intel Core i5/i7 or Apple CPU
RAM/Memory	Windows System Specifications: ✓8 GB (or more) RAM MAC System Specifications: ✓8 GB (or more) RAM
Hard Drive	256 GB of available space or higher
Display	1024 x 768 or higher screen resolution
Webcam	720 P (1280x720) Resolution
Browser Requirements	For the best user experience: <ul style="list-style-type: none"> • Preferred: Mozilla Firefox latest version • Preferred: Google Chrome latest version
Internet Access	A wired and/or wireless network card <ul style="list-style-type: none"> • Minimum high-speed connection: 3 Mbps (i.e. high-speed DSL, cable modem) [<i>5 Mbps connection recommended for quicker load times</i>]
Other Software/Plug-ins	Adobe Acrobat Reader latest version <ul style="list-style-type: none"> • Required to view documents in your browser Java latest version <ul style="list-style-type: none"> • Required for several features in Canvas Antivirus Software Microsoft Office <ul style="list-style-type: none"> • Required for course assignments and presentations

Graduate Program Admission

The admission requirements for the M.S.N., D.N.P., and Ph.D. degree programs are designed to encourage scholastic success within the program. Qualified applicants are accepted until class space is filled, after which applicants are placed on an alternate list. Interested applicants are encouraged to apply well in advance of published deadlines. Acceptance to graduate programs is determined by evaluation of all application materials and interview. The College uses a holistic admission review process for each applicant that considers an individual's unique life experiences, personal attributes, and traditional measures of academic achievement. This approach allows full consideration of the potential an applicant has for success in the program of study and contribution to the diverse learning environment in the College.

International Applicants

Applicants whose prior education is from a country other than the United States, whose primary or first language is not English or who submit international transcripts are considered **international applicants**. These applicants must meet the following requirements, in addition to meeting general admission requirements;

- Provide the Admissions Office with an official evaluation of transcripts from universities outside the U.S. by one of the international credential evaluation services listed below.
 - Joseph Silny & Associates, Inc.
 - Educational Credentials Evaluators, Inc.
 - World Education Services
- Submit Test of English as a Foreign Language (TOEFL) score taken within 5 years. The official score report of the TOEFL must be from the Educational Testing Service. Admission criteria includes a TOEFL score of 100 (Internet based TOEFL) as well as minimum scores of 20 in each of the subtests in listening, speaking, reading, and writing.
- If requested by the Admissions Office, provide a recommendation from a teacher, employer, or professional acquaintance addressing the applicant's ability to converse in, write, and understand the English language.
- Participate in an interview, when requested, with an admission advisor and/or complete an on-site writing assignment.

Please note: Applicants should contact the Admissions Office to request information regarding transcript submission and evaluation. The International applicant deadline is December 1. Applicants with F-1 status cannot be considered for graduate programs.

Provide the following items upon acceptance, if required to process a student visa:

- Proof of financial ability.
- Visa clearance form from the last college attended, verifying the student has remained in status.

Application Procedures for Graduate Programs

M.S.N., D.N.P. and Ph.D. applications are available online and include a \$50 non-refundable application fee.

Application Deadlines for Graduate Programs

Applications (including official transcripts and other supporting materials) must be received by the following dates: (Deadlines may be extended if cohort not filled)

Master of Science in Nursing Program

Fall semester entry	April 1	priority deadline and international students
	July 1	final deadline (space available)
Spring semester entry	Oct. 1	priority deadline and international students
	Nov. 1	final deadline (space available)
Summer semester entry	March 1	final deadline (space available)

Doctor of Nursing Practice

Fall Semester entry only	March 1	priority deadline
	July 1	final deadline (space available)

Doctor of Philosophy in Nursing

Fall Semester entry only	March 1	priority deadline
	July 1	final deadline (space available)

Residency Requirement

Students must complete courses in residence at Mercer University a minimum of 85% of the credit hours required for conferral of the Master of Science in Nursing (M.S.N.) degree, the Doctor of Nursing Practice (D.N.P.) degree, and the Doctor of Philosophy (Ph.D.) in Nursing degree.

Enrollment Requirements

1. Required immunization/titer records and health history prior to initial enrollment.
2. Proof of current health insurance prior to initial enrollment and during the spring semester of each year.
3. Current CPR certification (BLS) prior to initial enrollment and maintained throughout all clinical nursing courses.
4. Documentation of online training for Health Insurance Portability and Accountability Act of 1996 (HIPAA).
5. Unencumbered license to practice as a Registered Nurse (RN).
 - M.S.N. and D.N.P. students must maintain a current copy of an unencumbered Georgia license on file with the Academic Support Associate.
 - Ph.D. students must hold an unencumbered license to practice in a state or jurisdiction of the United States of America and a copy of a current license maintained in the student's file while enrolled in the program.

Each applicant offered admission is expected to enroll in the term indicated on the letter of acceptance. An applicant electing to delay enrollment is expected to correspond in writing prior to semester registration indicating the requested change. Failure to communicate the intentions of enrollment may result in the need for re-submission of application materials. Application documents are kept in the Admission Office for one year following the enrollment date indicated on the application. After one year, applicants must reactivate their materials by submitting a new application. The College reserves the right

to suspend admissions to specific degree programs because of lack of applicants for the specialty.

Course Load

For purposes of financial aid eligibility, an M.S.N. student is classified as full-time when enrolled in a minimum of 9 semester hours each term; a D.N.P. or Ph.D. student is classified as full-time when enrolled in a minimum of 6 semester hours each term. Half-time status is required for financial aid. Audited courses do not count toward full-time enrollment, and certificate programs do not qualify for financial aid. Part-time M.S.N. students may begin coursework in any semester. Full-time enrollment begins in the Fall semester. Financial aid is available to part-time and full-time students; however, preference is given to students enrolled in full-time coursework. D.N.P. and Ph.D. students are only admitted during the Fall Semester.

Grade Reports

Mercer University does not automatically mail grade reports to students. Students may check their semester grades on-line through MyMercer once the grades are posted.

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.

Grading Scale:

Grade	Nursing Courses	Quality Points Per Credit Hour
A	90-100	4.0
B	80-89	3.0
C	75-79	2.0
F	Below 75	0
FQ	Failure-Quit Attending/Never Attended	0
WF	Withdrawal Failure	0
S	Satisfactory	*
U	Unsatisfactory	*
ABX	Absent from final examination (excused)	*
IC	Incomplete due to some requirement other than the final examination (excused)	*
IP	In Progress	*
AU	Audit	*
W/WM	Withdrawal/Withdrawal Military	*
Z	Grade Not Reported	*

Quality Points Marked with an (*) can be referenced by categories below.

Satisfactory/Unsatisfactory (S/U) Grade

Some courses may be offered only on the basis of Satisfactory (Pass) / Unsatisfactory (Fail) grading; this grading pattern is stated in course syllabi. 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, however does affect progression.

Absence Final Exam (ABX)

ABX (Absence-Final Exam) denotes the student was absent from the regular final examination because of illness or another valid and compelling reason. A special examination to take the place of the one missed must be taken prior to the end of the next semester of enrollment or the "ABX" grade will be changed to the grade of "F." If the student does not re-enroll, the "ABX" will be changed to the grade of "F" unless it is removed by special examination within twelve months from the date the grade is assigned.

Incomplete (IC)

The grade of "incomplete" means some relatively small part of the semester's work remains incomplete because of sickness or other reasons satisfactory to the instructor. This work must be completed in the semester the student re-enters the College or the "IC" will be changed to the grade of "F." If the student does not reenroll and the work is not completed within 12 months after the "IC" was assigned, the "IC" will be changed to the grade of "F." The grade is not given to students whose work is below passing. All "ABX" and "IC" grades must be removed before a degree will be awarded.

In Progress (IP)

The "IP" (In Progress) grade is assigned only in courses that require completion of the assigned work beyond the end of the semester. An "IP" grade may not be given in place of a grade of "IC" (Incomplete). In order for a student to receive an "IP" grade it must be approved by the Associate Dean for Graduate Programs. 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.

Class Auditing Regulations (AU)

Auditors are assumed to be seriously interested in the courses for which they enroll. An official entry of audit on the permanent academic record shall be made only if 75 percent of the classes are attended.

Students may audit, with appropriate approval, courses for which they are eligible. 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. Students pay full tuition and related fees for audited courses.

Course Withdrawal

A student may withdraw from a course with a grade of "W" after the drop/add period and on or before the last day for withdrawals, as shown in the current academic calendar. The withdrawal must be formally declared in writing to the Office of the Registrar. A student who withdraws after the deadline will receive an "F," except in extreme personal circumstances and with appropriate documentation, the Associate Dean for Graduate Programs may assign a "W." Because financial aid can be reduced by changes in enrollment status, students should contact the Student Financial Planning Office before officially withdrawing from a course. A student who withdraws from the same nursing course twice will be academically dismissed.

Term Withdrawal

Term withdrawal from the University occurs when the student officially withdraws from all enrolled courses. A student may withdraw before the published withdrawal deadline for 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 in extreme personal

circumstances and with appropriate documentation, a "W" may be approved after the Provost, Dean, and the Associate Dean for Graduate Programs review and concur. Students who do not formally change their schedules, withdraw from courses, or totally withdraw from the College may be assigned grades of "F." Non-attendance does not constitute official schedule change, course withdrawal, or term withdrawal.

Administrative Withdrawals

A student may be administratively withdrawn from the program by the Associate Dean for Graduate Programs, or designated agent, when the student has a physical and/or psychological health condition that renders the student unable to complete the requirements of the academic program. Additionally, an administrative withdrawal may occur when in the judgment of the Associate Dean for Graduate Programs standards of conduct have been violated. With the exception of an emergency situation, students have the right to appeal to the Graduate Programs Committee prior to the final decision concerning their continued enrollment in the College. The committee will forward a recommendation to the Associate Dean for Graduate Programs for a final decision.

Advisement and Course Scheduling

Course schedules are available from the Mercer University Registrar-Atlanta web site. Academic advisement is an important component of faculty-student relationships at the College of Nursing. Upon enrollment, a student is assigned a faculty advisor. Each semester prior to registration, students are expected to meet with their academic advisor in-person, by telephone, or via web-facilitated methods to review curriculum progression and select courses for the next term. Although this guidance is offered to students, completion of program requirements is ultimately the responsibility of the student. Students are urged to schedule conferences with their advisors to discuss any aspects related to their curriculum of study. The College is under no obligation to grant individualized study through directed/independent study courses or special topics. Graduate students are responsible for adhering to policies and procedures located in the Catalog and Graduate Student Handbook. Prior to registration, students must sign the Statement of Student Rights and Responsibilities found on MyMercer.

Progression and Retention Policies and Procedures

Academic Honesty

Graduate students of Mercer University are expected to recognize and maintain the highest standards of academic and professional integrity. Furthermore, it is the responsibility of the student to be familiar with the College policy regarding academic honesty. Examples of academic and professional dishonesty are plagiarism, cheating on examinations, taking credit for another's academic efforts, falsification of materials submitted for academic credit, and submission of academic material previously submitted for academic credit. The above list serves only as examples of academic dishonesty and is not to be interpreted as exhaustive. The graduate honor system is governed by policies established by the University Graduate Council. An honor committee is responsible for decisions regarding alleged violations. The committee's decision is binding on the student involved, but may be appealed to the Provost. Information regarding the procedures of the Graduate Honor Committee are available in the Mercer University Student Handbook.

Graduation Requirements

All students must apply for graduation. It is the student's responsibility to be aware of all College and University degree requirements as published in the College Catalog and to insure that such requirements have been met. A degree will be awarded when the

Associate Dean for Graduate Programs in conjunction with the Office of Registrar determines that all academic and residency requirements commensurate with the degree of Master of Science in Nursing (M.S.N.), Doctor of Nursing Practice (D.N.P.), or Doctor of Philosophy (Ph.D.) in Nursing have been successfully completed. A student must have a minimum cumulative grade point average of 3.0 or greater to receive a graduate degree from the College of Nursing of Mercer University. A student must be enrolled in coursework during the semester of graduation. All "holds" and debts to Mercer University must be cleared prior to graduation or the student will not be permitted to participate in the Pinning and Hooding Ceremony or Commencement. **All credit hours required for the degree must be completed and on file by 5:00 p.m. the Monday prior to the Pinning & Hooding Ceremony and Commencement in order to participate.**

Transfer and Transient Credit

Students may receive credit for graduate courses taken at another institution, as either transfer or transient credit. The number of hours accepted as transfer and transient credit may not exceed 15% of the credit hours required for conferral of the 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 an agency recognized by the U.S. Department of Education; (2) the courses were at the appropriate graduate level for the program of study and applicable to the graduate degree sought; (3) grades of at least "B" were received in the courses; (4) the courses may not have been completed more than five years prior to enrolling in graduate studies at the College of Nursing; and (5) the courses have not been applied for credit to a previously earned degree.

Transient Status

Students enrolled in a graduate nursing program at another institution who wish to obtain graduate credit for a course taken at the College of Nursing of Mercer University must provide written authorization from the home institution. The letter of authorization must be accompanied by a completed application for admission and application fee. The student must be in good standing at their home institution. Transcripts will be waived. Enrollment is on a space available basis and at the discretion of the Associate Dean for Graduate Programs.

Graduate Academic Status

Students enrolled in a graduate nursing program at Mercer University are required to maintain a cumulative grade point average (GPA) of 3.0 from all courses taken toward the degree. Students not meeting the minimum academic standard will be placed on academic probation. Additionally, students in the PhD in Nursing degree program must earn a grade of B or higher in all courses taken toward the degree.

Midterm Warning

If a student has less than a B average at midpoint in the semester and/or is unsatisfactory in clinical performance, a midterm warning is issued to the student by the coordinator of the course in which the student is enrolled. Copies of the warning will be sent to the academic advisor, program coordinator, and the Associate Dean for Graduate Programs. The student is responsible for seeking advisement from the appropriate course faculty and the academic advisor.

Academic Warning

The Associate Dean for Graduate Programs is responsible for notifying the student of academic warning status. A copy of the warning is placed in the student's file and sent to the student's advisor.

MSN, Post-Graduate Certificate, and DNP Students

A student is placed on academic warning upon receiving a grade of "C" while maintaining a cumulative GPA of 3.0 or greater.

PhD Students

A student is placed on academic warning upon receiving a grade of "C" or an "Unsatisfactory" in NUR 815 Dissertation Research while maintaining a cumulative GPA of 3.0 or greater. Students may repeat a course only once in order to increase the grade earned in that course, and no student may repeat more than one course in their program of study.

Academic Probation

The Associate Dean for Graduate Programs is responsible for notifying the student of academic probation status. A copy of the probation is placed in the student's file and sent to the student's advisor.

MSN, Post-Graduate Certificate, and DNP Students

Academic probation occurs when a student receives a grade of "C" and the cumulative GPA is below 3.0 (not in good standing). To improve the academic standing of a student who is making unsatisfactory academic progress, the Associate Dean for Graduate Programs may specify conditions with which a student must comply to be able to register for subsequent semesters. Specifications may include courses to be taken, total semester hours, the attainment of a specific semester grade point average, and/or a suggestion of counseling. Students who do not achieve a GPA of 3.0 within the next two semesters after being placed on academic probation will be academically dismissed.

PhD Students

Academic probation occurs when a student receives a course grade of "C" or an "Unsatisfactory" in NUR 815 Dissertation Research and the cumulative GPA is below 3.0 (not in good standing). Students may repeat a course only once in order to increase the grade earned in that course, and no student may repeat more than one course in their program of study.

Academic Dismissal

MSN, Post-Graduate Certificate, and DNP Students

A student earning a second grade of "C" in a concurrent or subsequent course will be academically dismissed (not in good standing) and is eligible to apply for readmission to the program. If reentry is approved the student must repeat at least one of the courses with a grade of "C" as determined by the Graduate Programs Committee. A student earning a grade of "F" or "Unsatisfactory" will receive an academic dismissal and will be permanently excluded from the program. A student who withdraws from the same nursing course twice will be academically dismissed and permanently excluded from the program.

PhD Students

A student earning a grade of "C" in a repeated course or a second grade of "C" in a concurrent or subsequent course will be academically dismissed and permanently excluded from the program. A student earning a grade of "F" or "Unsatisfactory" will be academically dismissed and permanently excluded from the program (Exception: A student may earn an "Unsatisfactory" in NUR 815 Dissertation Research one time without being dismissed from the program). A student who withdraws from the same nursing course twice will be academically dismissed and permanently excluded from the program.

Reentry and Readmission

Students in Good Standing

A student in good standing who leaves the College for less than one year is eligible to return by contacting the Admissions Office. Reentry will be subject to availability and space restrictions in courses. The Associate Dean for Graduate Programs will make the determination. A student who leaves the College for more than one year must apply for readmission through the Admissions Office and must meet requirements in the latest catalog. The Associate Dean or designee will review all such applications and make the final decision on student readmission.

Students Not in Good Standing

A student withdrawing or academically dismissed who is not in good standing but deemed eligible to apply for readmission must submit an application for readmission to the Admissions Office. The Graduate Programs Committee (GPC) will review this application and make a decision regarding readmission. If readmission is allowed, the GPC will specify conditions with which a student must comply in order to register for subsequent semesters. Specifications may include courses to be taken/repeated along with the grade required, total semester hours allowed, the attainment of a specific semester grade point average, and/or a suggestion of counseling. A student permanently excluded from the program cannot apply for readmission.

Although all grades a student earns appear on the student's record, the grade received the last time a course is taken is the only grade calculated into the grade point average. Courses taken at another institution will not be accepted as Mercer repeat credit.

Limitation in Completion of Requirements

A student in the M.S.N. program must complete all degree requirements within a period of five (5) years. A student in the D.N.P. or Ph.D. program must complete all degree requirements within a seven-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 (3) consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Dismissal for Nonacademic Violations

A student may be dismissed for nonacademic violations in two ways:

Administrative

The College Dean or designated agent reserves the right to dismiss any student(s) who pose(s) a threat to the student's own health or to the safety of the College community or who exhibits behavior(s) that impede the educational process and/or are inconsistent with the nursing profession. This action may be taken without consultation of the Judicial Council.

Judicial

The College of Nursing reserves the right to dismiss a student for reasons that include but are not limited to, the following:

1. Violation of the Drug Free Campus Policy
2. Failure to adhere the College policies
3. Violation of the University Student Code of Conduct or Honor Code
4. Failure to meet the minimum College standards as stated in the Graduate Student Handbook

The reasons for student disciplinary action must be outlined in writing to the student. The Judicial Council, under the auspices of Office of Student Affairs on the Atlanta campus, is responsible for hearing evidence concerning alleged violations of the Standard of Conduct, as well as determining sanctions for such violations. Copies of the disciplinary action will be placed in the student's file and sent to the academic advisor and the Associate Dean for Graduate Programs. Based on sanctions set by the Judicial Council, the student must follow policies for progression, reentry, or admission. Information regarding grievances and appeal options can be found in the Mercer University Student Handbook.

Grade Appeals

Error in Grade

An incorrect course grade will be revised by the Office of the Registrar upon receipt of a Change of Grade Form initiated and signed by the course coordinator and Associate Dean for Graduate Programs.

Graduate Student Grade Appeal (Class and Clinical Disputes)

A student with a disagreement with a grade is expected to meet with the professor assigning the grade to discuss the dispute. If satisfaction is not achieved, the student may wish to submit a written appeal to the Associate Dean for Graduate Programs. Grade appeals must be student-initiated and submitted in writing within 30 days after the grade has been assigned. If satisfaction is not achieved, the student may select to continue the appeal option further by submitting the written appeal to the Office of the Provost. The decision of the Provost is final.

Graduate Level Courses –College of Nursing

- | | |
|----------|--|
| 600-699: | Master's level courses for graduate students with select courses available for BSN to D.N.P. and BSN to Ph.D. students.
Course credit hours vary depending on the course. |
| 700-799: | Doctor of Nursing Practice courses are for D.N.P. students with select courses available for BSN to Ph.D. students.
Course credit hours vary depending on the course. |
| 800-899: | Doctor of Philosophy level courses are for Ph.D. students with select courses available to D.N.P. students.
Course credit hours vary depending on the course. |

Master of Science in Nursing Program Description

The purpose of this program is to prepare professional nursing leaders in advanced specialty areas of nursing. Areas of specialization in this graduate program can be practiced in a variety of healthcare delivery systems and settings. The program builds upon baccalaureate preparation in nursing and is based on processes of advanced clinical practice; advanced theoretical application; social, economic, and political interpretation; professional role development; and legal and ethical analyses. The program provides the opportunity for students to think and write analytically and theoretically, to strengthen an area of practice, to apply theory to practice, to apply meaning and understanding in practice, and to develop skills of inquiry. Clinical credit hours have a 1:4 ratio (1 credit hour = 4 contact hours). Lab credit hours have a 1:2 ratio (1 credit hour = 2 contact hours).

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track prepares nurses to manage adults across the life span that have acute, critical, and complex chronic conditions in acute care settings. Nurse practitioners with this specialty provide care

ranging from disease prevention to acute and critical care management, restoring health, and/or providing symptom management.

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) track prepares nurses to deliver primary healthcare to individuals across the adult lifespan from adolescence through end of life. Nurse practitioners with this specialty have the knowledge and clinical skills necessary for health promotion, disease prevention, and management of acute and chronic illnesses in adult and older adults.

The Family Nurse Practitioner (FNP) track prepares nurses to fulfill the role of a competent health care provider responsible for managing the care of families across the life span in the primary care setting. The focus of the FNP program is to provide the knowledge and clinical skills necessary for health promotion, disease prevention, assessment, and management of common acute and chronic illnesses

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Post-Master's Certificate curriculum option is designed for nurses who have a master's degree in nursing and who is certified as an advanced practice nurse seeking eligibility for AGACNP certification.

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Post-Master's Certificate curriculum option is designed for nurses who have a master's degree in nursing and who is certified as an advanced practice nurse seeking eligibility for AGPCNP certification.

Family Nurse Practitioner (FNP) Post-Master's Certificate curriculum option is designed for nurses who have a master's degree in nursing and who is certified as an advanced practice nurse seeking eligibility for FNP certification.

M.S.N. Student Learning Outcomes

At the completion of the program, the graduate will:

1. Utilize best evidence as a basis for decision-making in advanced nursing practice.
2. Evaluate health care policy issues and trends that affect advanced nursing practice.
3. Provide leadership to promote effective change and quality improvement through integration of advanced nursing knowledge, theories, and research.
4. Use ethical principles to guide advanced nursing practice and decision-making.
5. Integrate professional integrity, Christian caring, and a broad base of knowledge into advanced nursing practice.
6. Demonstrate collaborative and interprofessional approaches in advanced nursing practice.
7. Apply principles of population-based health promotion, disease prevention, and/or comprehensive care across the lifespan in the provision of advanced nursing practice.

Admission Requirements for the Master of Science in Nursing Program

The College uses a holistic admission review process for each applicant that considers an individual's unique life experiences, personal attributes, and traditional measures of academic achievement. This approach allows full consideration of the potential an applicant has for success in the program of study and contribution to the diverse learning environment in the College.

1. Graduation from a baccalaureate nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing's (NLN), Commission for Nursing Education Accreditation (CNEA),

or the Commission on Collegiate Nursing Education (CCNE). International students should contact the Admissions Office directly.

2. An undergraduate Grade Point Average (GPA) of 3.0 on a 4.0 scale. Applicants with an undergraduate GPA of 2.75-2.99 on a 4.0 scale in the upper division undergraduate nursing courses may be conditionally accepted. Conditionally accepted students maintaining a GPA of 3.0 or higher during one semester of fulltime course work or two semesters of part-time course work will have the conditional status removed.
3. A current unencumbered license to practice as a Registered Nurse (RN) in Georgia.
4. An introductory cover letter describing professional goals and reasons for seeking graduate education.
5. A minimum of one year of work experience as a registered professional nurse. An applicant with less work experience may be admitted on a part-time basis or by permission of the Associate Dean for Graduate Programs.
6. Three professional references from individuals who can address the applicant's ability to successfully complete graduate study. At least one reference must be a master's degree prepared nurse. Applicants who have completed baccalaureate coursework within the last five (5) years must include a faculty reference from that program.
7. International student applicants, or students whose prior basic education was completed in another country, see the Graduate Program Admission section for information.
8. An interview with the Associate Dean for Graduate Programs, Nurse Practitioner Coordinator, or faculty designee.
9. A \$50 nonrefundable application fee.

Admissions Requirements for Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Post-Graduate Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), or Post-Graduate Family Nurse Practitioner (FNP) Certificate Program

1. Graduation from an NLNAC, ACEN, CNEA, or CCNE accredited MSN program.
2. An introductory cover letter describing professional goals and reason for seeking additional certification.
3. APRN license (unencumbered license in state of Georgia)
4. Three professional references from individuals who can address the applicant's experience as an advanced practice nurse
5. International student applicants, or students whose prior basic education was completed in another country, see the Graduate Program Admission section for information.
6. An interview with the Associate Dean for Graduate Programs or faculty designee.
7. A \$50 nonrefundable application fee.
8. Official Transcripts from all MSN and BSN universities.

9. Prior experience as an advanced practice registered nurse. Important Note: these programs are only available to nurses with an active APRN license and are not eligible for financial assistance.

Core M.S.N. Nursing Courses

		Semester Hours
NUR 601	Nursing Theory and Knowledge Development	2 hrs
NUR 602	Advanced Health Assessment	3 hrs
NUR 603	Advanced Physiology/Pathophysiology	3 hrs
NUR 607	Advanced Pharmacology	3 hrs
NUR 608	Healthcare Policy	2 hrs
NUR 617	Evidence-based Practice and Research for Advanced Nursing Practice	3 hrs
NUR 620	Capstone Project	2 hrs
NUR 644	Role Transition & Issues for the Advanced Practice Nurse	3 hrs
NUR 675	Statistics for Behavioral and Clinical Science	3 hrs
		24 hours

Specialization Courses – Adult-Gerontology Acute Care Nurse Practitioner

NUR 660	Management of Adult-Gerontology Health Problems in Acute Care Settings I	5 hrs
NUR 661	Management of Adult-Gerontology Health Problems in Acute Care Settings II	5 hrs
NUR 668	Management of Adult-Gerontology Health Problems in Acute Care Settings III	3 hrs
NUR 663	Acute Care Practicum I	3 hrs
NUR 664	Acute Care Practicum II	3 hrs
NUR 667	Acute Care Practicum III	4 hrs
	Clinical hours = 600	23 hours

Specialization Courses – Adult-Gerontology Primary Care Nurse Practitioner

NUR 631	Care of Adults in the Primary Care Setting I	4 hrs
NUR 634	Care of Adults in the Primary Care Setting II	3 hrs
NUR 653	Women's Health	2 hrs
NUR 628	Synthesis of Advanced Nursing Practice	1 hr
NUR 652	Adult-Gerontology Primary Care Practicum I	4 hrs
NUR 655	Adult-Gerontology Primary Care Practicum II	2 hrs
NUR 656	Adult-Gerontology Primary Care Practicum III	4 hrs
	Clinical hours = 600	20 hours

Specialization Courses – Family Nurse Practitioner

NUR 631	Care of Adults in the Primary Care Setting I	4 hrs
NUR 634	Care of Adults in the Primary Care Setting II	3 hrs
NUR 641	Care of Children/Adolescents in the Primary Care Setting	3 hrs
NUR 653	Women's Health	2 hrs
NUR 628	Synthesis of Advanced Nursing Practice	1 hr
NUR 622	Primary Care Practicum I	4 hrs
NUR 623	Primary Care Practicum II	3 hrs

Curriculum Plans**M.S.N. for Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) –Full-time****Semester 1 (Fall)**

NUR 603 (Core)	Advanced Physiology/Pathophysiology	3 hrs
NUR 602 (Core)	Advanced Health Assessment	3 hrs
NUR 607 (Core)	Advanced Pharmacology	3 hrs
NUR 660	Management of Adult-Gerontology Health Problems in the Acute Care Setting I	5 hrs

Semester 2 (Spring)

NUR 617 (Core)	Evidence-based Practice and Research for Advanced Nursing Practice	3 hrs
NUR 608 (Core)	Healthcare Policy	2 hrs
NUR 661	Management of Adult-Gerontology Health Problems in the Acute Care Setting II	5 hrs
NUR 663	Acute Care Practicum I (180 clinical hours)	3 hrs

Semester 3 (Summer)

NUR 601 (Core)	Nursing Theory and Knowledge Development	2 hrs
NUR 675 (Core)	Statistics for the Behavioral and Clinical Sciences	3 hrs
NUR 620 (Core)	Capstone Project	2 hrs
NUR 668	Management of Adult-Gerontology Health Problems in the Acute Care Setting III	3 hrs
NUR 664	Acute Care Practicum II (180 clinical hours)	3 hrs

Semester 4 (Fall)

NUR 667	Acute Care Practicum III (4 hours = 240 clinical hours)	4 hrs
NUR 644 (Core)	Role Transition and Issues for the Advanced Practice Nurse	3 hrs

*For practicum courses, the ratio of credit hours to clinical practice hours is 1:4.

TOTAL CREDIT HOURS**47 hrs****TOTAL CLINICAL PRACTICE HOURS****600 hrs**

This program of study includes a minimum of 600 practicum hours; *for practicum courses, the ratio of credit hours to clinical practice is 1:4.* A student completing this track will be prepared to meet requirements to take the certification examination under American Nurses Credentialing Center (ANCC) specific specialties and American Association of Critical-Care Nurses (AACN) examination for Adult-Gerontology Acute Care Nurse Practitioner.

M.S.N. for Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) – Full-time**Semester 1 (Fall)**

NUR 602 (Core)	Advanced Health Assessment	3 hrs
NUR 603 (Core)	Advanced Physiology/Pathophysiology	3 hrs
NUR 607 (Core)	Advanced Pharmacology	3 hrs
NUR 631	Care of Adults in the Primary Care Setting I	4 hrs

Semester 2 (Spring)

NUR 608 (Core)	Healthcare Policy	2 hrs
NUR 617 (Core)	Evidence-based Practice and Research for Advanced Nursing Practice	3 hrs
NUR 652	Adult-Gerontology Primary Care Practicum I (240 clinical hours)	4 hrs
NUR 653	Women's Health	2 hrs

Semester 3 (Summer)

NUR 601 (Core)	Nursing Theory and Knowledge Development	2 hrs
NUR 675 (Core)	Statistics for the Behavioral and Clinical Sciences	3 hrs
NUR 655	Adult-Gerontology Primary Care Practicum II (120 clinical hours)	2 hrs
NUR 634	Care of Adults in the Primary Care Setting II	3 hrs
NUR 620 (Core)	Capstone Project	2 hrs

Semester 4 (Fall)

NUR 656	Adult-Gerontology Primary Care Practicum III (240 clinical hours)	4 hrs
NUR 628	Synthesis of Advanced Nursing Practice	1 hr
NUR 644 (Core)	Role Transition and Issues for the Advanced Practice Nurse	3 hrs

TOTAL CREDIT HOURS**44 hrs****TOTAL CLINICAL PRACTICE HOURS****600 hrs**

This program of study includes a minimum of 600 clinical practice hours; *for practicum courses, the ratio of credit hours to clinical practice is 1:4*. A student completing this track will be prepared to meet requirements to take the Adult-Gerontology Primary Care Nurse Practitioner certification examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

M.S.N. for Family Nurse Practitioner (FNP) —Full-time**Semester 1 (Fall)**

NUR 602 (Core)	Advanced Health Assessment	3 hrs
NUR 603 (Core)	Advanced Physiology/Pathophysiology	3 hrs
NUR 607 (Core)	Advanced Pharmacology	3 hrs
NUR 631	Care of Adults in the Primary Care Setting I	4 hrs

Semester 2 (Spring)

NUR 608 (Core)	Healthcare Policy	2 hrs
NUR 617 (Core)	Evidence-based Practice and Research for Advanced Nursing Practice	3 hrs
NUR 622	Primary Care Practicum I (Practicum hours= 240)	4 hrs
NUR 641	Care of Children/Adolescents in the Primary Care Setting	3 hrs
NUR 653	Women's Health	2 hrs

Semester 3 (Summer)

NUR 601 (Core)	Nursing Theory and Knowledge Development	2 hrs
NUR 675 (Core)	Statistics for the Behavioral and Clinical Sciences	3 hrs
NUR 623	Primary Care Practicum II (Practicum hours= 180)	3 hrs

NUR 634	Care of Adults in the Primary Care Setting II	3 hrs
NUR 620 (Core)	Capstone Project	2 hrs

Semester 4 (Fall)

NUR 624	Primary Care Practicum III (Practicum hours = 240)	4 hrs
NUR 628	Synthesis of Advanced Nursing Practice	1 hr
NUR 644 (Core)	Role Transition and Issues for the Advanced Practice Nurse	3 hrs

TOTAL CREDIT HOURS **48 hrs**

TOTAL CLINICAL PRACTICE HOURS **660 hrs**

This program of study includes a minimum of 660 practicum hours; *for practicum courses, the ratio of credit hours to clinical practice is 1:4*. A student completing this track will be prepared to meet requirements to take the Family Nurse Practitioner certification examination under American Nurses Credentialing Center (ANCC) specific specialties and the American Academy of Nurse Practitioners Certification Board (AANPCB).

Post-Graduate Certificate for Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Semester 1 (Fall)

NUR 660	Management of Adult-Gerontology Health Problems in the Acute Care Setting I	5 hrs
NUR 663	Acute Care Practicum I (180 practicum hours/variable)	3 hrs

Semester 2 (Spring)

NUR 661	Management of Adult-Gerontology Health Problems in the Acute Care Setting II	5 hrs
NUR 664	Acute Care Practicum II (180 practicum hours/variable)	3 hrs

Semester 3 (Summer)

NUR 668	Management of Adult-Gerontology Health Problems in the Acute Care Setting III	3 hrs
NUR 667	Acute Care Practicum III (240 practicum hours/variable)	3 hrs

TOTAL CREDIT HOURS **23 hrs**

TOTAL PRACTICUM HOURS **600 hrs***

**For practicum courses, the ratio of credit hours to clinical practice is 1:4. A gap analysis on prior clinical experience is used to determine the required practicum hours for the certificate program.*

This offering does not qualify for financial assistance.

Post-Graduate Certificate for Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

Semester 1 (Fall)

NUR 631	Care of Adults in the Primary Care Setting I	4 hrs
NUR 652	Adult-Gerontology Primary Care Practicum I (240 clinical hours/variable)	4 hrs

Semester 2 (Spring)

NUR 653	Women's Health	2 hrs
NUR 655	Adult-Gerontology Primary Care Practicum II (120 clinical hours/variable)	2 hrs

Semester 3 (Summer)

NUR 634	Care of Adults in the Primary Care Setting II	3 hrs
NUR 656	Adult-Gerontology Primary Care Practicum III (240 clinical hours/variable)	4 hrs

TOTAL CREDIT HOURS**19 hrs****TOTAL PRACTICUM HOURS****600 hrs***

*For practicum courses, the ratio of credit hour to clinical practice hours is 1:4. A gap analysis of prior clinical experience is used to determine the required clinical practice hours for the certificate program.

This offering does not qualify for financial assistance.

Post-Graduate Certificate for Family Nurse Practitioner (FNP)**Semester 1 (Fall)**

NUR 631	Care of Adults in the Primary Care Setting I	4 hrs
NUR 622	Primary Care Practicum I (240 practicum hours/variable)	4 hrs

Semester 2 (Spring)

NUR 641	Care of Children/Adolescents in the Primary Care Setting	3 hrs
NUR 653	Women's Health	2 hrs
NUR 623	Primary Care Practicum II (180 practicum hours/variable)	3 hrs

Semester 3 (Summer)

NUR 634	Care of Adults in the Primary Care Setting II	3 hrs
NUR 624	Family Practice Practicum (240 practicum hours/variable)	4 hrs

TOTAL CREDIT HOURS**23 hours****TOTAL PRACTICUM HOURS****660 hours***

*For practicum courses, the ratio of credit hours to clinical practice is 1:4. A gap analysis of prior clinical experience is used to determine the required practicum hours for the certificate program.

This offering does not qualify for financial assistance

Doctor of Nursing Practice Program Description

The purpose of the Doctor of Nursing Practice (D.N.P.) degree program of study is to build upon the foundation of baccalaureate and advanced nursing practice to prepare nurses for clinical and organizational leadership in healthcare and to propose solutions for the improvement of healthcare outcomes for individuals and for society.

D.N.P. Student Learning Outcomes

At the completion of the program, the Doctor of Nursing Practice graduate will:

1. Engage in clinical scholarship using best available evidence, theoretical practice knowledge, and analytic methods to translate evidence into improved patient outcomes.
2. Integrate information technology and principles of finance and epidemiology into improvement processes that foster quality care for populations and systems.
3. Apply leadership and advocacy skills to influence equitable and ethical health policy.
4. Employ effective communication, collaboration, and consultation skills within interprofessional teams to influence change in healthcare and complex healthcare delivery systems.

5. Evidence clinical judgment, systems thinking, and specialized knowledge in the design and implementation of therapeutic interventions in complex healthcare situations.

D.N.P. Program

The Doctor of Nursing Practice (D.N.P.) Post-Master's program includes five (5) continuous semesters of hybrid online study and the Bachelor of Science in Nursing (BSN) to D.N.P. program includes eight (8) continuous semesters of hybrid online synchronous, asynchronous, and on campus study. Students enrolled in the BSN to DNP program will meet the Student Learning Outcomes for the MSN and the DNP programs. Three on campus Formation of Scholars (FoS) sessions are required each academic year; two in the Fall and one in the Spring semester. Online courses may have one synchronous class session each month, excluding months with a FoS session.

Admission requirements for the Doctor of Nursing Practice Program

The College uses a holistic admission review process for each applicant that considers an individual's unique life experiences, personal attributes, and traditional measures of academic achievement. This approach allows full consideration of the potential an applicant has for success in the program of study and contribution to the diverse learning environment in the College.

Post-Master's

1. Completion of a master's degree in nursing:
 - From a NLN, ACEN, CNEA, or CCNE accredited nursing program.
 - With a minimum cumulative grade point average of 3.0 on a 4.0 scale.
 - In an area of advanced practice (nurse practitioner, nurse anesthetist, clinical nurse specialist, nurse midwife) or as a nurse executive/nurse administrator
 - Including graduate courses in Pharmacology, Pathophysiology, Health Assessment, and Statistics. Graduate level statistics course must have been taken within five years from the date of application.
2. Unencumbered Registered Nurse license to practice in a state or jurisdiction of the USA and eligible to apply for licensure in Georgia.
3. Advanced practice national certification or national certification as a nurse executive/nurse administrator or eligibility to sit for national certification in these areas. The candidate must attain national certification by the end of the first semester of D.N.P. study to be eligible to continue in the program.
4. Three professional references from instructors, administrators, colleagues, or managers who have evaluated your clinical practice.
5. Copy of current Curriculum Vita according to guidelines provided by admissions office.
6. Confirmation of practicum/clinical hours from the director of prior master's program.
7. Evidence of strong writing ability, potential leadership, and scholarship.
8. Preference may be given to applicants meeting one or more of the following criteria:
 - Cumulative grade point average of 3.5 or greater in graduate coursework.
 - Distinguished leadership or scholarship.

9. Applications are accepted and reviewed year round for fall enrollment. Application deadline for fall admission is March 1. Applications received after the March 1st deadline may be considered for rapid enrollment on a space available basis.
10. International applicants must meet additional requirements for admission. See the Graduate Program Admission section for information.

BSN to DNP

1. Graduation from a baccalaureate nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing (NLN) Commission for Nursing Education Accreditation (CNEA), or the Commission on Collegiate Nursing Education (CCNE). International students should contact the Admissions Office directly.
2. An undergraduate grade point average (GPA) of 3.2 on a 4.0 scale. Applicants with an undergraduate GPA of 3.0 to 3.19 on a 4.0 scale in the upper division undergraduate nursing courses may be conditionally accepted. Conditionally accepted students maintaining a 3.0 or higher GPA during one semester of fulltime course work will have the conditional status removed.
3. A current unencumbered license to practice as a Registered Nurse (RN) in Georgia.
4. An introductory cover letter describing professional goals and reason for seeking graduate education.
5. Three professional references from individuals who can address the applicant's ability to successfully complete graduate study. References must be from masters or higher prepared nurses. Two references should be from the applicant's BSN faculty.
6. International applicants, whose prior basic education was completed in another country, must demonstrate proficiency in English and must meet additional requirements as described in the Graduate Program Admission section.

Admission Process for Doctor of Nursing Practice program

Phase One: All applicants must submit

1. Completed application including a \$50 nonrefundable application fee.
2. Official transcript from all Colleges/Universities attended.
3. Documentation of admission requirements listed above.

The Associate Dean for Graduate Programs and the selection committee review all materials submitted to determine whether the applicant progresses to the next phase. The Graduate Program Committee may be consulted in the decision process.

Phase Two

4. Selected applicants are invited for an interview.
5. Interview with the Associate Dean for Graduate Programs, Doctor of Nursing Practice Coordinator, or faculty designee.
6. A scholarly writing sample is required following the interview.

Applicants are typically notified of the admission decision within three weeks from interview and review of phase two materials.

D.N.P. Curriculum Plans are provided as follows:

Post-Master's Doctor of Nursing Practice (DNP)

Semester 1 (Fall)

NUR 728	Theoretical Foundations for Advanced Nursing Practice	3 hrs
NUR 730	Transition to the Practice Doctorate	2 hrs
NUR 731	Clinical Epidemiology	3 hrs

Semester 2 (Spring)

NUR 732	Population Health	3 hrs
NUR 733	Evidence Appraisal	3 hrs
NUR 734	Healthcare Economics and Finance	3 hrs

Semester 3 (Summer)

NUR 735	Informatics and Patient Care Technology	3 hrs
NUR 736	Outcomes Measurement and Program Evaluation	3 hrs
NUR 737	DNP Project Development (60 immersion hours)	2 hrs

Semester 4 (Fall)

NUR 738	Organizational and Systems Leadership (60 immersion hours)	3 hrs
NUR 740A	DNP Immersion (variable credit, up to 240 immersion hours)	4 hrs

Semester 5 (Spring)

NUR 739	Healthcare Policy	3 hrs
NUR 740B	DNP Immersion (variable credit, up to 180 immersion hours)	3 hrs

Total Credit Hours – 38

Total Practice Hours – 540

**For immersion courses, the ratio of credit hours to practice hours is 1:4.*

DNP degree students desiring to enhance their curriculum with nursing education courses must declare this plan of study at the time of acceptance to the program. An individual Plan of Study is developed at the time of entering the program. Changes to a curriculum plan will likely alter course sequencing.

Post-Master's DNP with Adult-Gerontology Acute Care Nurse Practitioner

Semester 1 (Fall)

NUR 728	Theoretical Foundations for Advanced Nursing Practice	3 hrs
NUR 730	Transition to the Practice Doctorate	2 hrs
NUR 731	Clinical Epidemiology	3 hrs

Semester 2 (Spring)

NUR 732	Population Health	3 hrs
NUR 733	Evidence Appraisal	3 hrs
NUR 734	Healthcare Economics and Finance	3 hrs

Semester 3 (Summer)

NUR 735	Informatics and Patient Care Technology	3 hrs
NUR 736	Outcomes Measurement and Program Evaluation	3 hrs
NUR 737	DNP Project Development (60 immersion hours)	2 hrs

Semester 4 (Fall)

NUR 738	Organizational and Systems Leadership (60 immersion hours)	3 hrs
NUR 740A	DNP Immersion (60 immersion hours)	1 hr
DNP 760	Management of Adult-Gerontology Health Problems in the Acute Care Setting I (blend of synchronous and on campus)	5 hrs
DNP 763	Acute Care Practicum I (180 practicum hours)	3 hrs

Semester 5 (Spring)

NUR 739	Healthcare Policy	3 hrs
NUR 740B	DNP Immersion (60 immersion hours)	1 hr
DNP 761	Management of Adult-Gerontology Health Problems in the Acute Care Setting II (blend of synchronous and on campus)	5 hrs
DNP 764	Acute Care Practicum II (180 practicum hours)	3 hrs

Semester 6 (Summer)

DNP 765	Acute Care Practicum III (180 practicum hours)	3 hrs
DNP 766	Management of Adult-Gerontology Health Problems in the Acute Care Setting III (synchronous)	3 hrs

Total Credit Hours – 55

Total Practicum Hours – 540

Total Immersion Hours – 240

Total Practice Hours – 780

**For practicum and immersion courses, the ratio of credit hours to practice hours is 1:4. A student completing this track will be prepared to meet requirements to take the certification examination under American Nurses Credentialing Center (ANCC) specific specialties and American Association of Critical-Care Nurses (AACN) examination for Adult-Gerontology Acute Care Nurse Practitioner.*

Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) with AGACNP**Semester 1 (Fall)**

NUR 603	Advanced Physiology/Pathophysiology (on campus)	3 hrs
NUR 607	Advanced Pharmacology (synchronous)	3 hrs
NUR 730	Transition to the Practice Doctorate	2 hrs
NUR 731	Clinical Epidemiology	3 hrs

Semester 2 (Spring)

NUR 732	Population Health	3 hrs
NUR 734	Healthcare Economics and Finance	3 hrs
NUR 739	Healthcare Policy	3 hrs

Semester 3 (Summer)

NUR 675	Statistics for the Behavioral and Clinical Sciences (synchronous)	3 hrs
NUR 735	Informatics and Patient Care Technology	3 hrs

Semester 4 (Fall)

NUR 602	Advanced Health Assessment (on campus)	3 hrs
NUR 660	Management of Adult-Gerontology Health Problems in Acute Care Settings I (blend of synchronous and on campus)	5 hrs
NUR 728	Theoretical Foundations for Advanced Nursing Practice	3 hrs

Semester 5 (Spring)

NUR 733	Evidence Appraisal	3 hrs
NUR 661	Management of Adult-Gerontology Health Problems in Acute Care Settings II (blend of synchronous and on campus)	5 hrs
NUR 761	Acute Care Practicum I for the DNP (180 practicum hours)	3 hrs

Semester 6 (Summer)

NUR 668	Management of Adult-Gerontology Health Problems in Acute Care Settings III (synchronous)	3 hrs
NUR 736	Outcomes Measurement and Program Evaluation	3 hrs
NUR 737	DNP Project Development (60 immersion hours)	2 hrs
NUR 762	Acute Care Practicum II for the DNP (180 practicum hours)	3 hrs

Semester 7 (Fall)

NUR 644	Role Transition and Issues for the Advanced Practice Nurse (on campus)	3 hrs
NUR 738	Organizational and Systems Leadership (60 immersion hours)	3 hrs
NUR 740A	DNP Immersion (60 immersion hours)	1 hr
NUR 763	Acute Care Practicum III for the DNP (180 practicum hours)	3 hrs

Semester 8 (Spring)

NUR 740B	DNP Immersion (120 immersion hours)	2 hrs
NUR 741	Advancing Nursing Practice	2 hrs
NUR 764	Acute Care Practicum IV for the DNP (180 practicum hours)	3 hrs

Total Credit Hours – 76

Total Practicum Hours – 720

Total Immersion Hours – 300

Total Post-Baccalaureate Practice Hours – 1020

**For practicum and immersion courses, the ratio of credit hours to practice hours is 1:4. A student completing this track will be prepared to meet requirements to take the certification examination under American Nurses Credentialing Center (ANCC) specific specialties and American Association of Critical-Care Nurses (AACN) examination for Adult-Gerontology Acute Care Nurse Practitioner.*

Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) Program with AGPCNP

Semester 1 (Fall)

NUR 603	Advanced Physiology/Pathophysiology (on campus)	3 hrs
NUR 607	Advanced Pharmacology (synchronous)	3 hrs
NUR 730	Transition to the Practice Doctorate	2 hrs
NUR 731	Clinical Epidemiology	3 hrs

Semester 2 (Spring)

NUR 732	Population Health	3 hrs
NUR 734	Healthcare Economics and Finance	3 hrs
NUR 739	Healthcare Policy	3 hrs

Semester 3 (Summer)

NUR 675	Statistics for the Behavioral and Clinical Sciences (synchronous)	3 hrs
NUR 735	Informatics and Patient Care Technology	3 hrs

Semester 4 (Fall)

NUR 602	Advanced Health Assessment (on campus)	3 hrs
NUR 631	Care of Adults in the Primary Care Setting I (blend of synchronous and on campus)	4 hrs
NUR 728	Theoretical Foundations for Advanced Nursing Practice	3 hrs

Semester 5 (Spring)

NUR 653	Women's Health (synchronous)	2 hrs
NUR 733	Evidence Appraisal	3 hrs
NUR 751	Adult-Gerontology Primary Care Practicum I for the DNP (180 practicum hours)	3 hrs

Semester 6 (Summer)

NUR 634	Care of Adults in the Primary Care Setting II (synchronous)	3 hrs
NUR 736	Outcomes Measurement and Program Evaluation	3 hrs
NUR 737	DNP Project Development (60 immersion hours)	2 hrs
NUR 752	Adult-Gerontology Primary Care Practicum II for the DNP (180 practicum hours)	3 hrs

Semester 7 (Fall)

NUR 628	Synthesis of Advanced Nursing Practice (on campus)	1 hr
NUR 644	Role Transition and Issues for the Advanced Practice Nurse (on campus)	3 hrs
NUR 738	Organizational and Systems Leadership (60 immersion hours)	3 hrs
NUR 740A	DNP Immersion (60 immersion hours)	1 hr
NUR 753	Adult-Gerontology Primary Care Practicum III for the DNP (180 practicum hours)	3 hrs

Semester 8 (Spring)

NUR 740B	DNP Immersion (120 immersion hours)	2 hrs
NUR 741	Advancing Nursing Practice	2 hrs

NUR 754	Adult-Gerontology Primary Care Practicum IV for the DNP (180 practicum hours)	3 hrs
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Total Credit Hours – 73

Total Practicum Hours – 720

Total Immersion Hours – 300

Total Post-Baccalaureate Practice Hours – 1020

For practicum and immersion courses, the ratio of credit hours to practice hours is 1:4. A student completing this track will be prepared to meet requirements to take the Adult-Gerontology Primary Care Nurse Practitioner certification examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) Program with FNP Track

Semester 1 (Fall)

NUR 603	Advanced Physiology/Pathophysiology (on campus)	3 hrs
NUR 607	Advanced Pharmacology (synchronous)	3 hrs
NUR 730	Transition to the Practice Doctorate	2 hrs
NUR 731	Clinical Epidemiology	3 hrs

Semester 2 (Spring)

NUR 732	Population Health	3 hrs
NUR 734	Healthcare Economics and Finance	3 hrs
NUR 739	Healthcare Policy	3 hrs

Semester 3 (Summer)

NUR 675	Statistics for the Behavioral and Clinical Sciences (synchronous)	3 hrs
NUR 735	Informatics and Patient Care Technology	3 hrs

Semester 4 (Fall)

NUR 602	Advanced Health Assessment (on campus)	3 hrs
NUR 631	Care of Adults in the Primary Care Setting I (blend of synchronous and on campus)	4 hrs
NUR 728	Theoretical Foundations for Advanced Nursing Practice	3 hrs

Semester 5 (Spring)

NUR 641	Care of Children/Adolescents in the Primary Care Setting (synchronous)	3 hrs
NUR 653	Women's Health (synchronous)	2 hrs
NUR 733	Evidence Appraisal	3 hrs
NUR 771	Primary Care Practicum I for the DNP (180 practicum hours)	3 hrs

Semester 6 (Summer)

NUR 634	Care of Adults in the Primary Care Setting II (synchronous)	3 hrs
NUR 736	Outcomes Measurement and Program Evaluation	3 hrs
NUR 737	DNP Project Development (60 immersion hours)	2 hrs
NUR 772	Primary Care Practicum II for the DNP (180 practicum hours)	3 hrs

Semester 7 (Fall)

NUR 628	Synthesis of Advanced Nursing Practice (on campus)	1 hr
NUR 644	Role Transition and Issues for the Advanced Practice Nurse (on campus)	3 hrs
NUR 738	Organizational and Systems Leadership (60 immersion hours)	3 hrs
NUR 740A	DNP Immersion (60 immersion hours)	1 hr
NUR 773	Primary Care Practicum III for the DNP (180 practicum hours)	3 hrs

Semester 8 (Spring)

NUR 740B	DNP Immersion (120 immersion hours)	2 hrs
NUR 741	Advancing Nursing Practice	2 hrs
NUR 774	Primary Care Practicum IV for the DNP (180 practicum hours)	3 hrs

Total Credit Hours – 76

Total Practicum Hours – 720

Total Immersion Hours – 300

Total Post-Baccalaureate Practice Hours – 1020

For practicum and immersion courses, the ratio of credit hours to practice hours is 1:4. A student completing this track will be prepared to meet requirements to take the Family Nurse Practitioner certification examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

Formation of Scholars for D.N.P. Students

The program of study for all doctoral students includes participation in the Formation of Scholars sessions. To facilitate professional development, doctoral students gather three times during each academic year for the Formation of Scholars sessions that include meetings of the courses and activities related to socialization in the role of a scholar in nursing.

Dates for AY 2022 –2023 Formation of Scholars:

- August 25, 2022: Orientation for new students only
- August 26 & 27, 2022
- November 11 & 12, 2022
- March 24 & 25, 2023

Doctor of Philosophy in Nursing Program Description

The purpose of the Doctor of Philosophy in Nursing (Ph.D.) degree program at the College of Nursing of Mercer University is to develop nurse scholars for careers in education, practice, and research. Graduates of the program will advance nursing knowledge, improve nursing practice, and be leaders in the profession.

Ph.D. Student Learning Outcomes

The Ph.D. program prepares nurse scholars to:

1. Develop expertise in an area of inquiry.
2. Make meaningful contributions to nursing knowledge through original research.

3. Advance the discipline of nursing through inter-, intra-, or trans-disciplinary research, teaching, mentorship, and/or service to the profession.
4. Demonstrate leadership within the evolving healthcare landscape of diversity, health equity, and inclusivity.

Admission Requirements for the Doctor of Philosophy in Nursing Program

Selective admission criteria ensure that applicants accepted into the PhD in Nursing program are academically and experientially prepared. The College uses a holistic admission review process for each applicant that considers an individual's unique life experiences, personal attributes, and traditional measures of academic achievement. This approach allows full consideration of the potential an applicant has for success in the program of study and contribution to the diverse learning environment in the College.

Post-Master's

1. Completion of a master's degree in nursing from a CNEA, ACEN, or CCNE accredited nursing program.
2. Minimum cumulative grade point average of 3.2 on a 4.0 scale. Applicants with an undergraduate GPA of 3.0 to 3.19 on a 4.0 scale may be conditionally accepted.
3. Completion of the following graduate level courses: nursing theory, research, and statistics. Graduate level statistics course must have been taken within five years from the date of application.
4. Evidence of strong writing ability, leadership, and/or scholarship.
5. Unencumbered Registered Nurse license to practice in a state or jurisdiction of the USA.
6. Three professional references. A reference from a university faculty member is strongly recommended. The other references should be from instructors, administrators, colleagues, or managers who have evaluated the applicant's professional practice.
7. Preference may be given to applicants meeting one or more of the following criteria:
 - a. Cumulative grade point average of 3.5 or greater in graduate coursework.
 - b. Intent to pursue fulltime study.
 - c. Distinguished leadership or scholarship.
8. International applicants must meet additional requirements for admission. See Graduate Program Admission section for further information.
9. Applications are reviewed and accepted year-round for fall enrollment. Application deadline for fall admission is March 1. Applications received after the March 1st deadline may be considered for rapid enrollment on a space available basis.

BSN-PhD

1. Completion of a bachelor's degree in nursing from a CNEA, ACEN, or CCNE accredited nursing program.
2. Minimum cumulative grade point average of 3.5 on a 4.0 scale. Applicants with an undergraduate GPA of 3.2 to 3.49 on a 4.0 scale may be conditionally accepted.
3. Evidence of strong writing ability, leadership, and/or scholarship.
4. Unencumbered Registered Nurse license to practice in a state or jurisdiction of the USA.
5. Three professional references. A reference from a university faculty member is strongly recommended. The other references should be from instructors, administrators, or managers who have evaluated the applicant's professional practice.
6. Preference may be given to applicants demonstrating distinguished leadership, service, or scholarship.
7. International applicants must meet additional requirements for admission. See Graduate Program Admission section for further information.
8. Applications are reviewed and accepted year-round for fall enrollment. Application deadline for fall admission is March 1. Applications received after the March 1st deadline may be considered for rapid enrollment on a space available basis.

Admission process for Doctor of Philosophy in Nursing

Admission to the Ph.D. in Nursing program involves a two-phase process

Phase One: All applicants must submit

1. Completed application including a \$50 nonrefundable application fee.
2. Official transcript from all Colleges/Universities attended.
3. Documentation of admission requirements listed above.
4. Copy of current Curriculum Vita following guidelines provided by admissions office.
5. An introductory cover letter describing professional goals and reason for seeking doctoral education. The Associate Dean for Graduate Programs and the selection committee review all materials submitted and determine whether the applicant progresses to the next phase. The Graduate Programs Committee may be consulted in the decision process.

Phase Two:

6. Selected applicants are invited for an interview.
7. Faculty members teaching in the Ph.D. program interview the applicant.
8. A scholarly writing sample is required following the interview. Applicants are notified of the admission decision within three weeks from review of Phase Two materials.

Ph.D. Program Courses and Current Offerings

The Doctor of Philosophy (Ph.D.) program provides a curriculum plan involving continuous semesters of hybrid online study. Synchronous and asynchronous methods of online learning are incorporated into courses within the program of study. Three on campus Formation of Scholars (FoS) sessions are required each academic year; two in the Fall and one in the Spring semester. A sample full-time curriculum plan is provided as follows.

Curriculum Plan

Doctor of Philosophy (Post-Master's) – Full-time

YEAR ONE

Semester 1 (Fall)

NUR 825	Philosophical Influences on Nursing Science	3 hrs
NUR 830	Becoming a Nurse Scholar	3 hrs
NUR 841	Research Design and Methods for Nursing Science I	3 hrs

Semester 2 (Spring)

NUR 826	Knowledge and Theory Development in Nursing	3 hrs
NUR 842	Research Design and Methods for Nursing Science II	3 hrs
NUR 851	Applied Statistical Reasoning I	3 hrs

Semester 3 (Summer)

NUR 816	Foundations of Nursing Education	3 hrs
NUR 831	Ethics in Nursing Research	2 hrs

YEAR TWO

Semester 4 (Fall)

NUR 844	Research Seminar	2 hrs
NUR 852	Applied Statistical Reasoning II	3 hrs
NUR 853	Qualitative Data Analysis	3 hrs

Semester 5 (Spring)

NUR 817	Nursing Program Development and Evaluation	3 hrs
NUR 843	Research Design and Methods for Nursing Science III	3 hrs
NUR 845	Research Synthesis	3 hrs

Semester 6 (Summer)

NUR 815	Dissertation Research	6 hrs
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YEAR THREE

Semester 7 (Fall)

NUR 815	Dissertation Research	6 hrs
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Semester 8 (Spring)

NUR 815	Dissertation Research	6 hrs
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***Students will complete Dissertation process during Semester 8 or continue to register for (1) semester hour of NUR 815 Dissertation Research until graduation.**

TOTAL HOURS PhD CURRICULUM = 58 minimum credit hours

Doctor of Philosophy (BSN to PhD) – Full-time

YEAR ONE

Semester 1 (Fall)

NUR 825 Philosophical Influences on Nursing Science	3 hrs
NUR 830 Becoming a Nurse Scholar	3 hrs
NUR 832 BSN-PhD Research Intensive I	1 hr

Semester 2 (Spring)

NUR 739 Healthcare Policy	3 hrs
NUR 826 Knowledge and Theory Development in Nursing	3 hrs

Semester 3 (Summer)

NUR 675 Statistics for Behavioral and Clinical Sciences	3 hrs
NUR 833 BSN-PhD Research Intensive II	2 hrs

YEAR TWO

Semester 4 (Fall)

NUR 731 Clinical Epidemiology	3 hrs
NUR 841 Research Design and Methods for Nursing Science I	3 hrs

Semester 5 (Spring)

NUR 842 Research Design and Methods for Nursing Science II	3 hrs
NUR 851 Applied Statistical Reasoning I	3 hrs

Semester 6 (Summer)

NUR 816 Foundations of Nursing Education	3 hrs
NUR 831 Ethics in Nursing Research	2 hrs

YEAR THREE

Semester 7 (Fall)

NUR 844 Research Seminar	2 hrs
NUR 852 Applied Statistical Reasoning II	3 hrs
NUR 853 Qualitative Data Analysis	3 hrs

Semester 8 (Spring)

NUR 817 Nursing Program Development and Evaluation	3 hrs
NUR 843 Research Design and Methods for Nursing Science III	3 hrs
NUR 845 Research Synthesis	3 hrs

Semester 9 (Summer)

NUR 815 Dissertation Research	6 hrs
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YEAR Four

Semester 10 (Fall)

NUR 815 Dissertation Research	6 hrs
NUR 834 Nursing Education Practicum	3 hrs

Semester 11 (Spring)

NUR 815 Dissertation Research	6 hrs
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***Students will complete Dissertation process during Semester 11 or continue to register for (1) semester hour of NUR 815 Dissertation Research until graduation.**

TOTAL HOURS PhD CURRICULUM = 73 minimum credit hours

Formation of Scholars for Ph.D. Students

The program of study for all doctoral students includes participation in the Formation of Scholars sessions. To facilitate professional development, doctoral students gather three times during each academic year for the Formation of Scholars sessions that include meetings of the courses and activities related to socialization in the role of a scholar in nursing. Ph.D. students in NUR 815 Dissertation Research will continue to join the FoS sessions at least once an academic year.

Dates for AY 2022–2023 Formation of Scholars:

- August 25, 2023: Orientation for new students only
- August 26 & 27, 2022
- November 11 & 12, 2022
- March 24 & 25, 2023

COURSE DESCRIPTIONS

Additional courses may be developed during the academic year. See the nursing website for the latest course offerings. The three-digit code in parentheses indicates the weekly class hours, the weekly clinical/practicum hours, and the course semester hours.

NUR 601. Nursing Theory and Knowledge Development (2-0-2)

Prerequisite: Admission to Graduate programs.

This core course builds on baccalaureate preparation of basic theories and concepts to advance the learner's deeper understanding of theoretical underpinnings and philosophy of advanced practice nursing. Faculty facilitate the learner's ability to integrate a range of nursing and borrowed theories necessary for practice change, including grand, middle range, and practice/situation specific nursing theories; theories of systems, organizational science, change and complexity; and learning, social, behavioral, ethical, and developmental theories. The learner demonstrates ability to critically analyze concepts and theories through professional writing, group presentations, and active classroom learning. (online; synchronous)

NUR 602. Advanced Health Assessment (2.5-2-3)

Prerequisite: Admission to Graduate programs.

This core course provides the theory and skills needed for comprehensive assessment of clients across the life span. Content builds upon basic assessment knowledge and includes advanced content relative to individual, familial, and genetic health history, physical examination, identification and interpretation of laboratory and radiological data, and identification and interpretation of abnormal assessment findings. Clinical decision-making skills, health promotion, prevention, and detection of disease in culturally diverse populations are integrated. A clinical lab component reinforces didactic content and provides opportunities for application and practice of assessment skills. (on campus)

NUR 603. Advanced Physiology/Pathophysiology (3-0-3)

Prerequisite: Admission to Graduate programs.

This core course includes advanced human physiological and pathophysiological processes across the lifespan by building upon competencies gained at the baccalaureate nursing level. Understanding these processes provides the foundation for clinical

assessment, decision-making, and disease management. The content integrates genetic and genomic factors at individual and population levels, diagnostic findings, and treatment responses with the analysis of alterations in function and clinical manifestations of illness. (on campus)

NUR 607. Advanced Pharmacology (3-0-3)

Prerequisite: Admission to Graduate programs.

This core course focuses on the clinical application of specific categories of drugs commonly encountered in healthcare settings. The use of protocols, prescription writing, and the ethical/legal and economic issues surrounding the advanced nurse's role in pharmacologic therapies are explained. Pharmacokinetics, pharmacogenetics, dosages, expected outcomes, and side effects of the drugs are discussed, including the tailoring of pharmacologic therapies across the lifespan. First-line versus second-line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy are addressed. The advanced nurse's role and responsibilities related to data collection, problem identification, and consultation with a physician are explored. (online; synchronous)

NUR 608. Healthcare Policy (2-0-2)

Prerequisite: Admission to Graduate programs.

This core course focuses on sociopolitical and economic issues that influence healthcare access, quality, and cost. Emphasis is placed on the analysis of healthcare policy, healthcare delivery models, and healthcare economic models. The learner will explore legal-ethical dimensions of healthcare policy formulation and healthcare delivery as well as advocacy strategies for the improvement of healthcare. (on campus)

NUR 617. Evidence-based Practice and Research for Advanced Nursing Practice (3-0-3)

Prerequisite: Admission to Graduate programs.

The purpose of this course is to develop knowledge and skills that facilitate sound critical appraisal of existing external and internal evidence to inform clinical decision-making and improve outcomes. Emphasis is placed on asking well-formulated questions, selecting and appraising research evidence from relevant databases, and synthesizing the best available evidence to guide clinical practice. (on campus)

NUR 619. Directed Studies (Variable Hours)

Prerequisite: Admission to Graduate programs.

Enrollment in directed studies is arranged directly with a faculty member and includes coursework that is not in the curriculum plan. Students may not enroll in this course unless approved by the faculty member and the Graduate Programs Committee.

NUR 620. Capstone Project (2-0-2)

Prerequisites: All core courses; may be taken concurrently with a core course.

This core course is an intensive mentored experience with a focus on advanced practice nursing where learners engage in translational scholarship. Learners integrate the knowledge and skills acquired in core courses by synthesizing theory, research evidence, and clinical judgment in the development of a professional project, poster presentation, and final paper related to the learner's area of specialization. An individual faculty member provides guidance throughout the process.

NUR 622. Primary Care Practicum I (0-16-4)

Prerequisite or Corequisite: NUR 631.

This practicum course is the first of three courses that provide an opportunity for application of knowledge in a clinical setting. The learner provides primary care to adults in various settings. The learner participates in focused and comprehensive physical

assessments, treatment protocols, and collaborative practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice. On campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 623. Primary Care Practicum II

(0-12-3)

Prerequisite: NUR 622.

This course builds on the previous clinical course experiences and is the companion clinical application course to the Adult, Child, and Women's Health courses. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to adults and children/adolescents with acute and chronic conditions. Care is also provided to women with reproductive health issues including sexual health, prenatal, and postpartum care. The learner participates in clinical practice activities to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice.

NUR 624. Primary Care Practicum III

(0-16-4)

Prerequisite or Corequisite: NUR 634.

This third clinical course provides the learner with the opportunity to synthesize all of the theory and coursework included in the nurse practitioner specialty and apply the information to clinical practice in collaboration with a preceptor. Learners participate in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to clients in various settings. Clinical practice activities are designed to develop advanced level direct care competencies. On campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 626. Global Health Practices

(3-0-3)

Prerequisites: NUR 632, NUR 642, NUR 622 or enrolled in DNP program; acceptance to Mercer on Mission.

This course provides an introduction to global health. Health disparities in developing countries and the effect of globalization will be examined. Students will explore common health problems and health education in the target developing country. The culmination of this course will include a three-week experience in the target country in which students will plan for and conduct clinics with a focus on addressing common health problems and providing health education. The in-country partners and communities will be intricately involved in the planning and implementation of the project.

NUR 627. Health Systems and Policies

(3-0-3)

Prerequisites: NUR 632, NUR 642, NUR 622, or enrolled in DNP program; acceptance to Mercer on Mission.

The primary goal is to provide the student with an overview of global health, teach the essential principal that disease does not respect borders, and study efforts of governments and world bodies to address the health challenges facing populations today. This course includes a historical context for a discussion of current health trends, issues, policies, and practices around the world while providing a hands-on experiential learning opportunity.

NUR 628. Synthesis of Advanced Nursing Practice

(0-2-1)

Prerequisite: NUR 634

The purpose of this final lab course is to integrate advanced clinical knowledge and facilitate the transition of the learner to autonomous practice. The learner will synthesize advanced nursing knowledge and skills in the care of complex patients. (on campus)

NUR 631. Care of Adults in the Primary Care Setting I (3-2-4)

Prerequisites or Corequisites: NUR 602, 603, 607.

This course prepares the primary care nurse practitioner learner to provide care for adults in the primary care setting. The course focuses on health promotion, health protection, disease prevention, and clinical management of common illnesses and health alterations of individuals across the adult lifespan from adolescence through end of life. Specific attention is placed on assessment, differential diagnosis, management, and/or referral of ambulatory, adult patients with acute and chronic health problems. The course also provides an opportunity for the learner to develop critical thinking and comprehensive understanding of diagnostic ordering and interpretation. (blended)

NUR 634. Care of Adults in the Primary Care Setting II (3-0-3)

Prerequisite: NUR 631.

This course continues to explore the role the advanced practice nurse providing care to adults from adolescence through end of life with select health problems in the primary care setting. Specific attention is placed on assessment, differential diagnosis, management, and/or referral of ambulatory, adult patients with acute and chronic health problems. The course facilitates the understanding of diagnostic and screening procedures for health promotion and disease prevention, as well as appropriate testing in the management of acute and chronic health issues in diverse populations. Critical thinking, enhanced problem solving, effective communication, and interdisciplinary collaboration with other health providers enable the learner to apply theory and evidence-based research in comprehensive care of individuals and families.(online; synchronous)

NUR 641. Care of Children/Adolescents in the Primary Care Setting (3-0-3)

Prerequisites: NUR 602, 603, and 607.

The purpose of this course is to prepare the learner to provide culturally competent, community-based, advanced nursing care to children and adolescents within a family context as appropriate to the role of the family nurse practitioner. Emphasis is on the development of comprehensive management plans, provision of anticipatory guidance, and healthcare management for children from birth through adolescence. The focus includes health promotion, illness prevention, and diagnosis and management of common acute and chronic illnesses, including family dysfunction and behavior problems. Collaborative care with other providers and appropriate referral are integrated throughout. (online; synchronous and asynchronous)

NUR 643. Child/Adolescent and Selected Health Problems (2-0-2)

Prerequisite: NUR 642.

This course focuses on the management of chronic conditions and disabilities in the ambulatory care setting in children and adolescents within a family context as appropriate to the role of the family nurse practitioner. The course addresses concerns in the mental health, psychosocial and behavioral domains. Collaborative care with other providers and appropriate referral are integrated throughout. (online; synchronous)

NUR 644. Role Transition and Issues for the Advanced Practice Nurse (3-0-3)

Prerequisites: NUR 623, NUR 655, or NUR 664.

This course concentrates on specific aspects of professional roles assumed by a nurse practitioner in the healthcare system of the United States. The NP fulfills the roles of practitioner, care coordinator, and researcher in diverse settings. The learner develops an

understanding of the nurse practitioner role in the current healthcare environment. The learner also examines legal, ethical, economic, and technological aspects of the role; business and legislative issues related to NP practice; and the necessity for interprofessional collaboration to promote health outcomes. (on campus)

NUR 652. Adult-Gerontology Primary Care Practicum I (0-16-4)

Prerequisite: NUR 631.

This practicum course is the first of three courses that provide an opportunity for application of knowledge in a clinical setting. The learner provides primary care to adults in various settings. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate within stated guidelines of a preceptor's practice. On-campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 653. Women's Health (2-0-2)

Prerequisites: NUR 602, 603, 607, and 632.

This course engages the learner in the role of the advanced practice nurse in the provision of healthcare to women across the life span and from diverse patient populations. Specific emphasis is on health promotion, disease prevention, and the clinical management of common conditions and health alterations affecting women from the onset of menarche to senescence. Critical thinking, enhanced problem solving, therapeutic communication, and interprofessional collaboration are also essential components of the course. (online; synchronous)

NUR 655. Adult-Gerontology Primary Care Practicum II (0-8-2)

Prerequisite: NUR 654.

This course builds on the previous clinical course experiences and is the companion clinical application course to the Adult and Women's Health courses. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to adults and frail older adults with acute and chronic conditions. Care is also provided to women with reproductive health issues including sexual health, prenatal, and postpartum care. The learner participates in clinical practice activities to develop advanced level direct care competencies. This course provides the student with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice.

NUR 656. Adult-Gerontology Primary Care Practicum III (0-16-4)

Prerequisite or Corequisite: NUR 634.

This third clinical course provides the learner with the opportunity to synthesize all of the theory and coursework included in the nurse practitioner specialty and apply the information to clinical practice in collaboration with a preceptor. Learners participate in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to clients in various settings. Clinical practice activities are designed to develop advanced level direct care competencies. On-campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 660. Management of Adult-Gerontology Health Problems in the Acute Care Setting I (4-2-5)

Prerequisites or corequisites: NUR 602, NUR 603, NUR 607.

The purpose of this course is to address the healthcare needs of adult-gerontological patients in the acute and critical phases of care through the assessment, diagnosis,

management, and evaluation of patients. Course content facilitates an understanding of evidence-based practice, diagnostic reasoning, health promotion, disease prevention, and clinical decision making. A lab component reinforces didactic content and provides the opportunities for implementation of clinical decision making. The role of the Adult-Gerontology Acute Care Nurse Practitioner is examined within the context of an inter-professional healthcare team including ethical and legal standards of care. (blended)

NUR 661. Management of Adult-Gerontology Health Problems (4-2-5) in the Acute Care Setting II

Prerequisite: NUR 660.

This course continues to address the healthcare needs of adult-gerontological patients in the acute and critical phases of care through the assessment, diagnosis, management, and evaluation of patients. Course content facilitates an understanding of evidence-based practice, diagnostic reasoning, health promotion, disease prevention, and clinical decision making. A lab component reinforces didactic content and provides the opportunities for implementation of clinical decision making. The role of the Adult-Gerontology Acute Care Nurse Practitioner is examined within the context of an inter-professional healthcare team including ethical and legal standards of care. (blended)

NUR 663. Acute Care Practicum I (0-12-3)

Prerequisite: NUR 660.

This practicum course is the first of three courses that provide an opportunity for application of knowledge in a clinical setting. The learner begins to develop advanced competencies to manage patients with complex acute, critical, and chronic illnesses within stated guidelines of the preceptor's practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate within stated guidelines of a preceptor's practice. On-campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 664. Acute Care Practicum II (0-12-3)

Prerequisites: NUR 660, NUR 663

This second practicum course provides clinical experiences in development and application of the role of the Adult-Gerontology Acute Care Nurse Practitioner. The learner manages complex physiologic and psychosocial needs of adolescents, young adults, middle age, elder, and frail elderly patients in acute care settings. The learner develops advanced competencies to manage patients with complex acute, critical, and chronic illnesses in collaboration within stated guidelines of the preceptor's practice.

NUR 667. Acute Care Practicum III (0-16-4)

Prerequisites: NUR 661, NUR 664.

This third clinical course provides the learner with the opportunity to synthesize all of the theory and coursework included in the Adult-Gerontology Acute Care Nurse Practitioner nurse practitioner specialty and apply the information to clinical practice. The learner manages complex physiologic and psychosocial needs. The learner develops advanced competencies to manage of adolescents, young adults, middle age, elder, and frail elderly patients with complex acute, critical, and chronic illnesses in acute care settings. On-campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 668. Management of Adult-Gerontology Health Problems (3-0-3) in the Acute Care Setting III

Prerequisite: NUR 661

The purpose of this third and final course continues to address the healthcare needs of adult-gerontological patients in the acute and critical phases of care through the assessment, diagnosis, management, and evaluation of patients. Course content facilitates an understanding of evidence-based practice, diagnostic reasoning, health promotion, disease prevention, and clinical decision making. The role of the Adult-Gerontology Acute Care Nurse Practitioner is examined within the context of an inter-professional healthcare team including ethical and legal standards of care. (online; synchronous)

NUR 675. Statistics for the Behavioral and Clinical Sciences (3-0-3)

Prerequisites: Admission to Graduate programs.

This core course provides learners with a basic understanding of statistical methods commonly used in clinical research and nursing education. Key statistical concepts are reviewed including sampling, level of measurement, probability, sensitivity/specificity, and Type I and Type II errors. Inferential statistical tests including chi-square, independent and dependent samples t-tests, simple linear regression, and analysis of variance are studied, and the application of these tests in research reports is analyzed and critiqued. (online; synchronous)

DNP 760. Management of Adult-Gerontology Health Problems in the Acute Care Setting I (4-2-5)

Prerequisite: First year DNP coursework

The purpose of this course is to address the healthcare needs of adult-gerontological patients in the acute and critical phases of care through the assessment, diagnosis, management, and evaluation of patients. Course content facilitates an understanding of evidence-based practice, diagnostic reasoning, health promotion, disease prevention, and clinical decision making. A lab component reinforces didactic content and provides the opportunities for implementation of clinical decision making. The role of the Adult-Gerontology Acute Care Nurse Practitioner is examined within the context of an inter-professional healthcare team including ethical and legal standards of care. (blended)

DNP 761. Management of Adult-Gerontology Health Problems in the Acute Care Setting II (4-2-5)

Prerequisite: DNP 760

This course continues to address the healthcare needs of adult-gerontological patients in the acute and critical phases of care through the assessment, diagnosis, management, and evaluation of patients. Course content facilitates an understanding of evidence-based practice, diagnostic reasoning, health promotion, disease prevention, and clinical decision making. A lab component reinforces didactic content and provides the opportunities for implementation of clinical decision making. The role of the Adult-Gerontology Acute Care Nurse Practitioner is examined within the context of an inter-professional healthcare team including ethical and legal standards of care. (blended)

DNP 763. Acute Care Practicum I (0-12-3)

Prerequisite or Corequisite: DNP 760

This first practicum course provides clinical experiences in the development of the role of the Adult-Gerontology Acute Care Nurse Practitioner. The learner begins to develop advanced competencies to manage patients with complex acute, critical, and chronic illnesses within stated guidelines of the preceptor's practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate within stated guidelines of a preceptor's practice.

DNP 764. Acute Care Practicum II (0-12-3)

Prerequisite or Corequisite: DNP 763

This second practicum course provides clinical experiences in development and application of the role of the Adult-Gerontology Acute Care Nurse Practitioner. The learner manages complex physiologic and psychosocial needs of adolescents, young adults, middle age, elder, and frail elderly patients in acute care settings. The learner develops advanced competencies to manage patients with complex acute, critical, and chronic illnesses in collaboration within stated guidelines of the preceptor's practice.

DNP 765. Acute Care Practicum III (0-12-3)

Prerequisite: DNP 764

This third clinical course provides the learner with the opportunity to synthesize all of the theory and coursework included in the Adult-Gerontology Acute Care Nurse Practitioner nurse practitioner specialty and apply the information to clinical practice. The learner manages complex physiologic and psychosocial needs. The learner develops advanced competencies to manage adolescents, young adults, middle age, elder, and frail elderly patients with complex acute, critical, and chronic illnesses in acute care settings.

DNP 766. Management of Adult-Gerontology Health Problems in the Acute Care Setting III (3-0-3)

Prerequisite: DNP 761

The purpose of this third and final course continues to address the healthcare needs of adult-gerontological patients in the acute and critical phases of care through the assessment, diagnosis, management, and evaluation of patients. Course content facilitates an understanding of evidence-based practice, diagnostic reasoning, health promotion, disease prevention, and clinical decision making. The role of the Adult-Gerontology Acute Care Nurse Practitioner is examined within the context of an inter-professional healthcare team including ethical and legal standards of care. (online; synchronous)

NUR 719. Directed Studies (Variable hours)

Prerequisite: Admission to DNP Program.

Enrollment in directed studies is arranged directly with a faculty member and includes coursework that is not in the curriculum plan. Students may not enroll in this course unless approved by the faculty member and the Graduate Programs Committee.

NUR 728. Theoretical Foundations of Advanced Nursing Practice (3-0-3)

This course provides the learner with an opportunity to examine interdisciplinary philosophies and theories. The interrelationships among theory, knowledge, and science as integral components of evidence-based practice are explored. Learners will analyze concepts relevant to clinical questions or problems and examine applicable theoretical or conceptual frameworks to use in the practice setting.

NUR 730. Transition to the Practice Doctorate (2-0-2)

This course introduces the essential competencies of the Doctor of Nursing Practice degree with an emphasis on personal development as a clinical scholar.

NUR 731. Clinical Epidemiology (3-0-3)

In this course learners apply foundational epidemiological principles to improve population health and inform advanced nursing practice. Data analysis methods central to understanding health-related indicators for population health management are used.

NUR 732. Population Health (3-0-3)

In this course learners analyze concepts that contribute to the health of populations in a local to global context. This course prepares nurse leaders to integrate evidence-based disease prevention and health promotion activities that impact the health of populations.

NUR 733. Evidence Appraisal**(3-0-3)**

Prerequisites: NUR 728, NUR 730

In this course, learners evaluate and translate evidence into practice environments. Learners analyze emerging evidence-based practice, quality improvement, and patient safety paradigms to translate research into practice and examine methods to determine clinical effectiveness.

NUR 734. Healthcare Economics and Finance**(3-0-3)**

This course examines the application of economic and finance management principles in health care from various perspectives. Learners examine methods to evaluate cost effectiveness of care incorporating principles of health equity and diversity. This course provides learners with the tools to plan and evaluate the acquisition, use, and outcomes of fiscal resources for practice and program initiatives.

NUR 735. Informatics and Patient Care Technology**(3-0-3)**

This course prepares health care leaders to effectively select, implement and utilize health information systems to deliver health care services that promote quality, safety and patient engagement. Discussion of the legal, ethical and cultural issues related to the use of information technology in healthcare is integrated throughout the course.

NUR 736. Outcomes Measurement and Program Evaluation**(3-0-3)**

Prerequisites: NUR 675 or equivalent

This course will address measurement and evaluation strategies to promote effective, efficient, equitable, and patient-centered healthcare.

NUR 737. DNP Project Development**(1-4-2)**

Prerequisites: NUR 733, NUR 675 or equivalent

In this course learners design a scholarly project to address a specific problem of interest. Learners utilize evidence-based findings and practice inquiry skills to synthesize and integrate newly acquired knowledge in the development of a project proposal. DNP immersion hours are included (60 hours).

NUR 738. Organizational and Systems Leadership**(2-4-3)**

This course incorporates principles of organizational leadership, mentoring, and team building skills to improve the quality and safety of health care delivery. Learners explore integration of leadership skills into collaborative practice that promotes change in healthcare systems. DNP Immersion hours are included (60 hours).

NUR 739. Healthcare Policy**(3-0-3)**

In this course learners examine the economic, cultural, ethical, political, and sociological factors which influence health care and health care policy. Learners obtain the requisite knowledge and understanding needed to participate in health policy analysis, development, and implementation.

NUR 740A-B. DNP Immersion**(0-28-7 over two semesters; variable)**

Prerequisites: NUR 736, NUR 737

740A = 60-240 immersion hours

740B = 60-180 immersion hours

This course provides the learner a mentored opportunity to implement, evaluate and disseminate scholarly work that contributes to evidence-based practice. The learner integrates knowledge, theory, and research to address a selected healthcare issue or clinical problem. Enrollment in these courses occurs in subsequent semesters (while the learner is in good standing) until the requirements for the DNP Scholarly Project are met and the degree is conferred. An individual faculty member provides guidance through the process.

NUR 741. Advancing Nursing Practice

(2-0-2)

Prerequisites: NUR 737

This course focuses on the transition to practice and represents a culmination of the essential DNP competencies for advancing professional nursing practice. The course is designed to prepare the learner to analyze, evaluate, and disseminate practice change. Emphasis is placed on developing a trajectory for clinical scholarship.

NUR 751. Adult-Gerontology Primary Care Practicum I for the DNP (0-12-3)

Prerequisites: NUR 631

This practicum course is the first of four courses that provides an opportunity for application of knowledge in a clinical setting. The learner provides primary care to adults in various settings. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice. On campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 752. Adult-Gerontology Primary Care Practicum II for the DNP

(0-12-3)

Prerequisites: NUR 751

This course builds on the previous clinical course experiences and is the companion clinical application course to the Adult and Women's Health courses. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to adults and frail older adults with acute and chronic conditions. Care is also provided to women with reproductive health issues including sexual health, prenatal, and postpartum care. The learner participates in clinical practice activities to develop advanced level direct care competencies. This course provides the student with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice.

NUR 753. Adult-Gerontology Primary Care Practicum III for the DNP

(0-12-3)

Prerequisites: NUR 752

This third clinical course provides the learner with the opportunity to synthesize the theory and coursework included in the nurse practitioner specialty and apply the information to clinical practice in collaboration with a preceptor. Learners participate in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to clients in various settings. Clinical practice activities are designed to develop advanced level direct care competencies. On-campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 754. Adult-Gerontology Primary Care Practicum IV for the DNP

(0-12-3)

Prerequisites: NUR 753

This final clinical course provides the learner the opportunity to focus on the synthesis of theory and clinical management skills to manage the care of adolescents, adults, older adults, and frail elders in various settings. The learner will embrace the full scope of advanced practice nursing in conjunction with a preceptor in preparation for

graduation. Learners apply evidence-based practice knowledge and skills in collaborative settings that support interdisciplinary learning practice.

NUR 761. Acute Care Practicum I for the DNP (0-12-3)

Prerequisites: NUR 660

This practicum course is the first of four clinical courses that provide an opportunity for application of knowledge in a clinical setting. The learner begins to develop advanced competencies to manage patients with complex acute, critical, and chronic illnesses within stated guidelines of the preceptor's practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate within stated guidelines of a preceptor's practice. On campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 762. Acute Care Practicum II for the DNP (0-12-3)

Prerequisites: NUR 761

This second clinical course provides clinical experiences in the development and application of the role of the Adult-Gerontology Acute Care Nurse Practitioner. The learner manages complex physiologic and psychosocial needs of adolescents, young adults, middle age, elder, and frail elderly patients in acute care settings. The learner develops advanced competencies to manage patients with complex acute, critical, and chronic illnesses in collaboration within stated guidelines of the preceptor's practice.

NUR 763. Acute Care Practicum III for the DNP (0-12-3)

Prerequisites: NUR 762

This third clinical course student provides the learner with the opportunity to synthesize of theory and coursework included in the Adult-Gerontology Acute Care Nurse Practitioner nurse practitioner specialty and apply the information to clinical practice. The learner manages complex physiologic and psychosocial needs and develops advanced competencies to manage of adolescents, young adults, middle age, elder, and frail elderly patients with complex acute, critical, and chronic illnesses in acute care settings. On campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 764. Acute Care Practicum IV for the DNP (0-12-3)

Prerequisites: NUR 763

This final clinical course provides the learner the opportunity to focus on the synthesis of theory and clinical management skills to manage care of patients in the acute care setting. The learner will embrace the full scope of advanced practice nursing in conjunction with a preceptor in preparation for graduation. Learners apply evidence-based practice knowledge and skills in collaborative settings that support interdisciplinary learning practice.

NUR 771. Primary Care Practicum I for the DNP (0-12-3)

Prerequisites: NUR 631

This practicum course is the first of four courses that provides an opportunity for application of knowledge in a clinical setting. The learner provides primary care to adults in various settings. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate within stated guidelines of a preceptor's practice. On campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 772. Primary Care Practicum II for the DNP**(0-12-3)**

Prerequisites: NUR 771

This course builds on the previous clinical course experiences and is the companion clinical application course to the Adult, Child, and Women's Health courses. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to adults and children/adolescents with acute and chronic conditions. Care is also provided to women with reproductive health issues including sexual health, prenatal, and postpartum care. The learner participates in clinical practice activities to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice.

NUR 773. Primary Care Practicum III for the DNP**(0-12-3)**

Prerequisites: NUR 772

This third clinical course provides the learner with the opportunity to synthesize all of the theory and coursework included in the nurse practitioner specialty and apply the information to clinical practice in collaboration with a preceptor. Learners participate in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to clients in various settings. Clinical practice activities are designed to develop advanced level direct care competencies. On campus intensives provide learners the opportunity to demonstrate clinical practice skills and competency during observational structured clinical experiences.

NUR 774. Primary Care Practicum IV for the DNP**(0-12-3)**

Prerequisites: NUR 773

This final clinical course provides the learner the opportunity to focus on the synthesis of theory and clinical management skills to manage the primary care of patients across the lifespan. The learner will embrace the full scope of advanced practice nursing in conjunction with a preceptor in preparation for graduation. Learners apply evidence-based practice knowledge and skills in collaborative settings that support interdisciplinary learning practice.

NUR 815. Dissertation Research**(Variable 1-6 hours)**

Prerequisite: Successful completion of Qualifying Examination.

Learners work independently with faculty to develop and implement their approved dissertation proposal. This course may be repeated while the student is in good standing as often as necessary until successful dissertation defense and University approval of the final dissertation, or until the seven (7) year time limit has expired. (Minimum 18 hours)

NUR 816. Foundations of Nursing Education**(3-0-3)**

Prerequisite: Admission to Ph.D. program or permission of Associate Dean.

This course provides a foundation for the development of knowledge, skills, and competencies essential for the multiple roles and responsibilities nursing faculty assume in academic settings. Legal, professional, and ethical issues pertinent to nursing faculty will be examined.

NUR 817. Nursing Program Development and Evaluation**(3-0-3)**

Prerequisite: NUR 816

This course provides the learner with the opportunity to develop and evaluate evidence-informed, context-relevant nursing curricula. Legal and environmental forces that influence nursing program development and evaluation will be analyzed to understand the current and future impact on nursing education and practice.

NUR 819. Directed Studies**(Variable hours)**

Prerequisite: Admission to Ph.D. program.

This course is design for coursework in a specific topic area that is not included in the curriculum plan. Student may not enroll in this course unless approved by Associate Dean for Graduate Programs or designee. May be repeated for credit when topics vary.

NUR 825. Philosophical Influences on Nursing Science**(3-0-3)**

This course explores the structure of science by analyzing historical and contemporary ways of knowing. The learner examines the epistemological and ontological foundations of science to consider different ways of knowing in science and nursing science. The learner explores the challenges and controversies in developing nursing knowledge and nursing science.

NUR 826. Knowledge and Theory Development in Nursing**(3-0-3)**

Prerequisite: NUR 825

This course explores the scholarly development of the discipline of nursing. The learner explores the historical, contemporary, educational, scientific, and professional influences on the development of theoretical knowledge in nursing. The learner examines various methods of theory development to generate nursing knowledge. The learner analyzes the conceptual basis and utilization of selected nursing and non-nursing theories.

NUR 830. Becoming a Nurse Scholar**(3-0-3)**

This course introduces the critical role of nursing research in the development of nursing knowledge and the role of the nurse scientist as steward of the discipline. The course also focuses on the foundational role of existing literature, review, analysis and synthesis of literature, and publication in the development of programs of research.

NUR 831. Ethics in Nursing Research**(2-0-2)**

In this course learners critically examine ethical issues and dilemmas encountered in nursing research. Intersections of personal convictions, professional responsibilities, legal obligations, and situational dilemmas are examined using a variety of interdisciplinary approaches. Classic and current bioethics literature informs ethical development throughout the course.

NUR 832. BSN-PhD Research Intensive I**(1-0-1)**

This course welcomes BSN prepared nurses into the community of scholars and prepares them for success in the PhD program. The course provides an introduction to nursing scholarship with four main foci including: 1) linking clinical practice with nursing research, 2) developing core nursing knowledge and skills for nursing research, 3) reading and understanding the nursing research literature, and 4) identifying appropriate research interests.

NUR 833. BSN-PhD Research Intensive II**(2-0-2)**

Prerequisites: NUR 739, 825, 826, 830, 832

The course builds on the first research intensive and first year courses to develop research competencies and conceptual thinking specifically related to a selected nursing problem. The overall goal of the course is to prepare the learner to use the nursing literature, philosophy, theory, and policy to inform the development of nursing research. Additionally, the course introduces the learner to nursing academe.

NUR 834. Nursing Education Practicum**(0-12-3)**

Prerequisite: NUR 817

Through experiential learning in an academic setting, learners will engage in the teaching, scholarship, and service roles of nurse faculty.

NUR 841. Research Design and Methods for Nursing I (3-0-3)

The course provides a hands-on opportunity for learners to appraise and design rigorous qualitative research studies. The course examines the philosophical underpinnings and theoretical foundations of qualitative research and a wide range of methodological qualitative research techniques.

NUR 842. Research Design and Methods for Nursing II (3-0-3)

Prerequisites: NUR 841

This course provides an analysis of research designs and methods from conventional approaches that use quantitative data. The course also emphasizes how to select and effectively employ research designs and methods with a focus on contemporary nursing research topics.

NUR 843. Research Design and Methods for Nursing III (3-0-3)

Prerequisites: NUR 851, 852, 853

In this course, learners will first gain familiarity with the broad landscape of mixed-methods and other advanced nursing-research designs not yet addressed in the PhD curriculum. Learners will deepen that understanding through practical research experiences and critical analyses of a wide spectrum of nursing research literature.

NUR 844. Research Seminar (2-0-2)

Prerequisites: NUR 825, 826, 830, 831, 841, 842, 851

This seminar course supports the learner to prepare, develop, and share a dissertation proposal, to discuss pertinent research issues, and to identify possible solutions to the issues discovered. This course may be repeated upon recommendation of faculty and the direction of the Associate Dean.

NUR 845. Research Synthesis (3-0-3)

Prerequisite: NUR 844

In this course learners synthesize knowledge related to philosophy, theory, research design, ethics, and methods, to develop a research proposal with a rigorous, scientific research plan. The course includes an overview of the format and content of common sections of research and grant proposals. Course content focuses on creating basic sections of a research proposal, selecting funding mechanisms, and participating in the peer review process.

NUR 851. Applied Statistical Reasoning I (3-0-3)

This course will provide learners with foundational skills for applied statistical analysis, interpretation, and reporting. Topics include the management, exploration, and visualization of quantitative data; basic inferential analysis using the general linear model and its robust alternatives; and the social consequences of the misuse of statistics.

NUR 852. Applied Statistical Reasoning II (3-0-3)

Prerequisite: NUR 851

In this course, learners will continue to refine their skills in applied statistical reasoning. Topics include advanced applications of the general linear model, data mining, and the analysis of measurement validity and reliability.

NUR 853. Qualitative Data Analysis (3-0-3)

Prerequisite: NUR 841

This course is designed to explore the principles and methodological foundations of qualitative data analysis. Learners will use multiple data analysis approaches to understand, describe, interpret and/or explain phenomena.

The Stetson-Hatcher School of Business

Graduate Faculty

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Andrés Marroquín, *Associate Professor of Practice in Economics*

Ehsan Ahmadi, Laura Boman, Blake D. Bowler, Juanita K. Forrester, Charles A. Lambert, Greg McAmis, , Agnieszka Shepard, Briana Stenard, Rui Sun, Kenneth Tah, and Ronald Tsang, *Assistant Professors*

Jasna Marker, *Assistant Professor of Practice in Finance and Accounting*

Sean S. Chen, John W. Gordon, Stephanie Howard, and Stephanie B. Morris, *Lecturers*

Graduate Programs

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

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.

For information on these graduate programs persons may write or call the School of Business, Mercer University, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341, (678) 547-6300.

Accreditation

The Stetson-Hatcher School of Business (SHSB) is accredited by AACSB International – The Association to Advance Collegiate Schools of Business, 777 South

Beta Gamma Sigma

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

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

Graduate Program Policies and Procedures

1. Eligibility for Admission

Applicants seeking graduate admission must meet the following requirements as determined by the School of Business faculty:

- A. Bachelor's degree with an acceptable level of scholarship from a regionally accredited institution of higher learning.
 - a. The degree may be in any discipline.
 - b. International applicants must provide their transcripts and academic records showing the completion of an academic program which is considered equivalent to a US bachelor's degree or higher. The Office of International Recruitment and Student Success can verify and establish this equivalency on behalf of potential students. Students must submit certified English translations of their academic records if the language of record on such documents is not English.
- B. Applicants have the option to take the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE) to supplement their application.
 - a. Score reports should be forwarded to the Office of Admissions, Stetson-Hatcher School of Business in Atlanta or Macon using Institutional Code #5025.
 - b. GMAT/GRE scores cannot be more than five years old.
- C. Additional application requirements for the PMBA include the following:
 - a. Two letters of recommendation (preferably from current or previous employers).
 - b. A one-page written essay outlining how the program will enhance the applicant's personal and career goals.
 - c. Admissions interview with faculty and the Director of Admissions.
 - d. Quantitative Assessment

2. Application for Admission

An official application for admission must be submitted for the intended program of study indicating the anticipated start date.

- A. Applications are available online at business.mercer.edu or in person at the Office of Admissions in either Atlanta or Macon.
- B. A \$50.00 non-refundable application fee is required for all graduate applicants.

- C. A \$100.00 non-refundable application is required for international applicants seeking a F-1 student visa.
- D. A current résumé is required for all graduate students and can be attached to the application.

3. Transcripts

All applicants must submit official transcripts from each collegiate institution previously attended to the School of Business in Atlanta. All applicants should submit transcripts to the School of Business, Office of Admissions, 3001 Mercer University Drive, Atlanta, Georgia 30341 or MBA Office, 1501 Mercer University Drive, Macon, Georgia 31207-0001.

- A. Electronic transcripts are acceptable when submitted directly through a secure service by the institution.
- B. Applicants with foreign coursework may submit an electronic copy of their records for an initial admissions decision. Sealed original records of all transcripts, accompanied by a certified, notarized, English translation must be submitted on or prior to the first day of the program start.

4. Special Consideration Program (SCP) for Stetson-Hatcher School of Business and Economics

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

- a. All BBA degree requirements have been met, and
 - i. Minimum of 30 semester hours of undergraduate coursework completed at SHSB,
 - ii. 32 semester hours completed at Mercer.
 - iii. Overall 3.0 grade point average (GPA) at Mercer (including transfer hours)
 - iv. 3.0 GPA for business core curriculum courses (including transfer hours)
 - v. Earned grade C or better in ALL business courses taken at Mercer
 - vi. A 3.0 GPA in the Business minor (in addition to an overall 3.0 GPA at Mercer)
 - vii. GPA requirements must be maintained through graduation to receive Special Consideration.

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

- a. All undergraduate degree requirements have been met, and
 - i. Minimum 32 semester hours completed at Mercer.
 - ii. Completed minimum math and statistics courses, including At least STA 126 or MATH 220, and Completed MAT 191 or MAT 141 or MATH 130.
 - iii. Overall 3.0 GPA at Mercer (including transfer hours)

- iv. 3.0 GPA for business core curriculum courses, including transfer hours (if applicable)
 - v. 3.0 GPA for major courses at Mercer
 - vi. Earned grade C or better in ALL business, math, and major courses taken at Mercer
 - vii. GPA requirements must be maintained through graduation to receive Special Consideration.
- 3) **SCP for the Macon Innovation MBA.** Special Consideration to Mercer MBA programs may also be granted to students who are employees of Robins Air Force Base and who have an overall undergraduate grade point average of 3.0 (including transferred hours).
 - 4) **SCP for the Macon Health Care MBA.** Special Consideration to Mercer MBA programs may also be granted to students who are employed in a health care field and who have an overall undergraduate grade point average of 3.0 (including transferred hours).
 - 5) **SCP for the Juris Doctor/Evening MBA.** To be considered for Juris Doctor/Evening MBA SCP, a student must be enrolled at the Walter F. George School of Law as a 1L (first-year) student, and must have an overall law school grade point average of 78 or higher.

5. International Applicants

All international applicants are required to adhere to the graduate admissions eligibility as outlined above. Furthermore, international applicants must submit the following additional documentation to be considered for admission:

- A. A qualified applicant whose native language is not English will need an official TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS, to be eligible for admission.
 - a. Students successfully completing Mercer's English Language Institute's Level Six or Mercer's English Language Institute's Graduate Business Preparatory program will be exempt from the TOEFL/IELTS requirement with a certificate of completion.
 - b. Students who have successfully earned a "C" or better in English Composition I and II from a US based school will be exempt from the TOEFL/IELTS requirement.
 - c. Students who have studies at an international institution of higher learning where the language of instruction was in English may be exempt from the TOEFL/IELT requirement.
- B. International applicants who completed all or part of their education abroad are required to have their foreign credentials evaluated by the Office of International Recruitment and Student Success. All academic records not in English must be accompanied by a certified, notarized English translation.
- C. 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.

- D. International applicants must submit applicable identification information including a copy of passport and I-94, copy of visa, and copy of I-20 form from the last school attended.
- E. An applicant who is academically qualified but who has submitted a TOEFL or IELTS score below the minimums above may be conditionally admitted to the University, with the agreement that the student will attend our Intensive English Program (IEP). Upon arrival to campus, you are required to take a placement exam for our Intensive English Program. The outcome of this exam will determine which IEP level is most appropriate for your current English language skills. You will be required to continue in IEP until you complete the program or obtain a minimum institutional TOEFL score of 80 or an IELTS score of 6.5. Depending on the results of your placement exam, you may be permitted to attend academic classes as a part-time student while attending the program.
- F. Students conditionally admitted into a graduate program and attending the IEP program can be fully admitted into a graduate program by passing all classes throughout their IEP program with the approval of IEP instructors. To be fully admitted into your academic program, student must also meet every requirement for the program in which they wish to enroll, including any additional requirements specified in their acceptance letter.

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 are waived with a letter of good standing.

7. Transfer and Transient Credit:

The MAcc and MSBA programs do not accept graduate level transfer or transient credits. In the MBA and MSIB programs program, students may receive credit for graduate courses taken at another institution, as either transfer or transient credit. The number of hours accepted as transfer and transient credit 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 an agency recognized by the U.S. Department of Education and by AACSB-International; (2) the courses were graduate-degree courses; (3) grades of at least B were received in the courses; (4) the courses were completed within the five years prior to enrolling in graduate studies at Mercer; (5) other restrictions as set by the graduate faculty. Courses taken for another degree previously earned may not be applied toward the MBA, MAcc, MSIB or MSBA degrees.

If acceptable transfer and/or transient course credits are approved for the MBA, all but two of the graduate-level courses (of the total required for the master's degree) must be completed in residence in the graduate program at Mercer University.

A written request for consideration of transfer credit should be submitted to the program director by the student within six months of initial enrollment. The request must indicate the specific course(s) for which transfer credit is sought and must include a copy of the other institution's catalog, a course outline and an official transcript.

Students who wish to earn transient credit from another AACSB business school must have prior approval from the appropriate program director for such credit to be accepted as a part of the degree program. Transient credit may not be used to meet the residency requirement necessary for graduation, except under unusual circumstances which must be approved by the program director.

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 are required to complete the Readmission form and submit it to the Registrar's office.. 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 dean's office. 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 appropriate faculty member and the Dean's Office of the School of Business, no later than 30 days from the completion of the term in which the course was offered. If the student and faculty member do not come to an agreement regarding the grade appeal, the Dean's office will review the appeal and make a final decision, in writing.

10. Degree Requirements:

To qualify for the MBA degree, the student must successfully complete either (a) 30-hour MBA requirement that includes 27 hours of core course work and 3 hours of elective(s) of choice OR (b) 36-hour Specialized MBA with a Concentration that includes 24-hours of core course work and 12 hours of a chosen concentration (not including foundation courses), as specified under the MBA Program of Study section below. To qualify for the MAcc or MSBA degrees, the student must successfully complete at least 30 semester hours of graduate level course work (not including foundation courses), in residence, as specified under the MAcc or MSBA Program of Study section. On all courses taken in residence and considered for graduation, the student must achieve a cumulative GPA of at least 3.0. No course with a grade of less than C, and no more than six semester hours with grades of C or C+ are permitted in the graduate coursework and will count toward graduation requirements. No more than six semester hours with a grade of less than B may be repeated for credit in the graduate programs. Courses taken for another degree previously earned may not be applied toward any graduate degree. The time limit for completion of all course work for graduate degrees is seven (7) years. All graduate business students must also complete career and professional development academies as a requirement of graduation.

11. Residency Requirements:

To qualify for the MBA degree, the students in the MBA program must complete all courses at Mercer, with the exception of transferring a maximum of 6 semester hours under the 36-hour Specialized MBA with concentration to meet residency requirements (not including foundation courses). Students in the

MAcc or MSBA program must complete at least 30 hours of graduate level (not including foundation courses) 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. Students earning five letter grades of C or C+ in the required core and foundation courses may, after the student has expended all repeats for a course as allowed by the Program Director or Associate Dean of the Stetson-Hatcher School of Business, be permanently excluded from the graduate 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. CLEP Information:

Any attempts to CLEP a foundation course or courses must be successfully completed as an undergraduate and prior to matriculation in any Mercer

graduate program. Once enrollment has occurred in a graduate level program, CLEPs for foundation courses will not be accepted. Additionally, CLEP credit for foundation courses will not be accepted/awarded if a student has already taken or attempted the equivalent college-level course. CLEPs are not accepted for any MBA courses other than foundation courses as specified above

15. Online MBA Admissions:

For those interested in completing the Online MBA, the admissions criteria are the same, but it should be noted that Mercer University complies with applicable state and federal regulations pertaining to Distance Learning programs and enrollment in these programs depends on the state laws where the student resides. Mercer University may not be able to offer these programs in your state. There are also special provisions for International applicants interested in the Online MBA. Please contact the SHSB Office of Admissions to discuss this as part of your application.

16. Academic Regulations:

It is the responsibility of each graduate student to become familiar with the above policies, other relevant catalog information, the university calendar, and the specific regulations of his/her degree program.

17. Non-Degree Seeking Policy

Applicants from an institution accredited by an agency recognized by the U.S. Department of Education and wish to take courses may apply as non-degree seeking students and take courses for which they are eligible. Please be aware that non-degree students do not receive a transfer evaluation of previous coursework. Non-degree seeking students are not planning to get a degree from the university. They may already have a degree and need some specific courses or they might be taking courses solely for their own personal satisfaction, enrichment, or professional development. They may get assigned an adviser but there are no course requirements other than prerequisites for particular courses. Often, they are taking courses for the purpose of transferring them somewhere else immediately (transient student).

Enrollment as a non-degree student is subject to approval by the Office of Admissions provided the student is in good academic standing at the last institution attended. Registration is on a space-available basis and will require SHSB approval. Applicants who have been denied admission as a degree-seeking student or who missed the deadline for submitting a degree-seeking application will not be considered for enrollment as a non-degree student.

Coursework taken as a non-degree student carries no degree credit. Up to 9 semester hours earned as a graduate non-degree student may be applied toward a graduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification provided that a grade of "B" (3.0) or better has been achieved. Non-degree students must adhere to the same academic rules that govern degree-seeking students (i.e., application deadlines, fees, drop/add, withdrawals, grading, retention policies, etc.).

Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student.

18. Program or Concentration Change

Requests to change program or concentration is not allowed in student's last semester and processed only in between semesters. Students must have

outstanding requirements in the new program selected and be registered in the term the change takes effect. A form must be submitted to the Registrar's office after consultation with the academic advisor.

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.*

MBA Program of Study

The Master of Business Administration (MBA) curriculum offers students seeking an MBA flexibility to complete their degree in four consistent delivery formats: Online, Evening (Atlanta, Macon, and Douglas), Full-Time Day, and Two-Year MBA Program of Study.

Online and Evening MBA Program of Study

The program offers a student a 30-hour generic MBA and a 36-hour specialized MBA that allows for concentrations.

The following programs of study applies to all delivery formats:

A. Foundation Courses (up to 9 hours)

To be considered for admission to the Master of Business Administration program of the School of Business, students must demonstrate proficiency in designated foundation areas. There are two general means by which this can be accomplished. The first path requires the successful completion of a diverse set of foundations courses at the undergraduate level. These courses may be taken at any approved college or university. The second path requires successful completion of three graduate level foundations courses, offered online, through the Stetson-Hatcher School of Business.

1) Undergraduate Foundations Path

STA 126: Introductory Statistics OR MATH 220: Applied Statistical Methods (Completing either of these courses, or an approved equivalent undergraduate course with a grade of C or better, will eliminate the requirement to complete BAM 530 (Business Statistics) at the graduate level if completed within five years of matriculation).

ECN 150: Principles of Microeconomics and ECN 151: Principles of Macroeconomics (Completing both of these courses, or an approved equivalent undergraduate courses with grades of C or better, will eliminate the requirement to complete BAA 505 (Micro & Macro Economics) at the graduate level if completed within five years of matriculation).

FIN 362: Principles of Finance (Completing both this course and ACC 204, or approved equivalent undergraduate courses with a grade of C or better, will eliminate the requirement to complete BAA 510 (Accounting and Finance) at the graduate level if completed within five years of matriculation).

ACC 204: Introductory Financial Accounting and ACC 205: Introductory Managerial Accounting (Completing both this course and FIN 362, or approved equivalent undergraduate courses, with grades of C or better, will eliminate the requirement to complete BAA 510 (Accounting and Finance) at the graduate level if completed within five years of matriculation).

2) Graduate Foundations Path

BAA 505. Micro and Macro Economics (3 hour)

This course is a study of economic theory applied to activities associated with the 21st century's global and domestic perspectives. The course analyzes and reveals the environments that are significant in business activities as they relate to economic decision-making at the micro and macro levels.

BAA 510. Accounting and Finance (3 hour)

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.

BAM 530. Business Statistics (3 hour)

This course will teach statistical methods that will help the student to make sound business decisions. Topics include numerical and graphical descriptive methods, correlation, contingency tables, probability concepts and distributions, confidence intervals, hypothesis tests, and important statistical tools: t-tests, Chi-Square Tests, ANOVA, and regression models. This course emphasizes application and interpretation rather than theoretical detail.

3) Additional Notes for Foundations

The Foundation Course(s) may be waived with the satisfactory completion of equivalent undergraduate courses within five years of matriculation into the MBA program, as evidenced by official transcripts. Waivers must be approved by the Director of the MBA Program after completing testing requirement..

Students may find themselves with some, but not all, of the required undergraduate foundations courses described in the "Undergraduate

Foundations Path.” In such instances, students may substitute a subset of the foundations courses listed in the “Graduate Foundations Path” to complete the requirements of the “Undergraduate Foundations Path.” In other words, students may combine undergraduate courses (often transferred from other schools) with graduate level foundations courses in order to meet the foundation requirements. Students interested in combining undergraduate and graduate level courses to meet foundations requirements must receive prior approval from the appropriate Associate Dean or Program Director prior to completing foundations courses. Foundation Courses are normally offered at least once during each academic year.

THE 30-HOUR MBA

This 30-hour MBA includes 27 hours of required core and 3 hours of an elective(s) of choice.

CORE COURSES (27 HOURS)

BUS 601.	Global Managerial Economics	(3 hours)
BUS 603.	Accounting for Managers	(3 hours)
BUS 605.	Marketing Decision Making	(3 hours)
BUS 609.	Financial Decision Making	(3 hours)
BUS 602.	Human Capital Management	(3 hours)
BUS 613.	Ethical Leadership	(3 hours)
BUS 604.	Legal Environment of Business	(3 hours)*

Either:

BUS 606.	Decision Making and Decision Analytics	(3 hours)
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OR

BUS 611.	Supply Chain and Logistics Management	(3 hours)
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And:

BUS 699.	Strategy/Capstone	(3 hours)**
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PLUS

BUS 6xx Elective§

§The elective course must be a 600 level or higher course offered by the Stetson-Hatcher School of Business.

*This requirement may also be met with one of the following courses:

BUS 681.	Legal Environment of Business and Management Law	(3 hours)
BUS 682.	Legal Environment of Business and Marketing Law	(3 hours)
BUS 683.	Legal Environment of Business and Finance Law	(3 hours)
BUS 684.	Legal Environment of Business and Healthcare Law	(3 hours)

**The Capstone course provides students with the opportunity to correlate, integrate, and apply the concepts and principles that have been learned in the MBA program. The course must be taken at Mercer after all other core courses have been successfully completed. It is usually taken as the final course in the MBA program. Students can register for capstone only after approval from the Academic advisor regarding completion of all course requirements.

36-Hour Specialized MBA with Concentration

This 36-hour Specialized MBA includes 24 hours of a required core and 12 hours in a specific concentration.

CORE COURSES (24 HOURS)

BUS 601.	Global Managerial Economics	(3 hours)
BUS 603.	Accounting for Managers	(3 hours)
BUS 605.	Marketing Decision Making	(3 hours)
BUS 609.	Financial Decision Making	(3 hours)
BUS 602.	Human Capital Management	(3 hours)
BUS 613.	Ethical Leadership	(3 hours)

Either:

BUS 606.	Decision Making and Decision Analytics	(3 hours)
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OR

BUS 611.	Supply Chain and Logistics Management	(3 hours)
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And:

BUS 699.	Strategy/Capstone	(3 hours)**
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**The Capstone course provides students with the opportunity to correlate, integrate, and apply the concepts and principles that have been learned in the MBA program. The course must be taken at Mercer after all other core courses have been successfully completed. It is usually taken as the final course in the MBA program.

PLUS

Specialized Concentration of Study (12 Hours)

Students may select a specialized concentration of study, which requires 12 semester hours (four courses) beyond the MBA core. The concentration must include a customized law course (3 hours).

Each concentration will have 9 hours (3 courses) of concentration-specific content, including one distinctive course from the list below:

BUS 681.	Legal Environment of Business and Management Law	(3 hours)
BUS 682.	Legal Environment of Business and Marketing Law	(3 hours)
BUS 683.	Legal Environment of Business and Finance Law	(3 hours)
BUS 684.	Legal Environment of Business and Healthcare Law	(3 hours)

Concentrations include:

1. MARKETING

- BUS 682 Legal Environment of Business and Marketing Law (3 hours)

Plus, any 3 of the following:

- BUS 651. Services Marketing
- BUS 652. Buyer Behavior
- BUS 653. Social Media and eMarketing
- BUS 654. Marketing Research
- BUS 655. Marketing Promotion
- BUS 658. International Marketing

2. ENTREPRENEURSHIP AND INNOVATION

- BUS 681. Legal Environment of Business and Management Law

Plus any three of the following:

- BUS 690 Entrepreneurship
- BUS 693. Negotiations
- BUS 694 Innovation Management
- BUS 670 Entrepreneurial Finance
- BUS 628 Internship

3. FINANCE

- BUS 683 Legal Environment of Business and Finance Law

Plus any three of the following:

- BUS 674 Investments and Portfolio Management
- BUS 678 International Finance
- BUS 672 Managing Financial Institutions
- ACC 621 Advanced Financial Statement Analysis
- BUS 670 Entrepreneurial Finance

4. GLOBAL BUSINESS

- BUS 681. Legal Environment of Business and Management Law

Plus, any 3 of the following:

- BUS 620. Study Abroad (or Mercer On Mission)*
- BUS 698. International Management
- BUS 648. International Economics
- BUS 658. International Marketing
- BUS 678 International Finance
- BUS 673 Seminar in International Business

5. MANAGING PEOPLE & CHANGE

- BUS 681. Legal Environment of Business and Management Law

Plus, any 3 of the following:

- BUS 691. Project Management
- BUS 692. Organizational Behavior
- BUS 693. Negotiations
- BUS 694. Innovation Management
- BUS 695. Human Resource Management
- BUS 698. International Management

*Requires International Travel and participation in the Mercer on Mission program.

6. INTEGRATIVE BUSINESS

A student must take one of the following courses

BUS 604.	Legal Environment of Business	(3 hours)
BUS 681.	Legal Environment of Business and Management Law	(3 hours)
BUS 682.	Legal Environment of Business and Finance Law	(3 hours)
BUS 683.	Legal Environment of Business and Marketing Law	(3 hours)
BUS 684.	Legal Environment of Business and Healthcare Law	(3 hours)

PLUS

Any three electives courses at the 600 level or higher in the Stetson-Hatcher School of Business, if they seek the 36-hour degree but not necessarily a specific area of concentration.

7. HEALTH CARE MANAGEMENT

- BUS 684. Legal Environment of Business and Healthcare Law

Plus, any 3 of the following:

- HCM 600. Health Care Policy, Structure & Comparative Systems
- HCM 602. Ethical Considerations in Health Care Delivery and Management
- HCM 604. Quality & Research Methods in Health Care
- HCM 650. Health Care Information Management

8. ACCOUNTING/TAXATION

- BUS 683 Legal Environment of Business and Finance Law

Plus any three of the following:

- ACC 601 Accounting Theory
- ACC 602 Seminar in Accounting Information Systems
- ACC 620 Issues in Accounting and Taxation Research
- ACC 621 Advanced Financial Statement Analysis
- ACC 635 Corporate Taxation
- ACC 640 Advanced Accounting Topics*
- ACC 655 Advanced Auditing*
- ACC 603 Seminar in Taxation*
- ACC 641 International Financial Reporting Standards*

*Will require Permission from Program Director.

Full-Time Day MBA Program of Study

The full-time day MBA is designed as an accelerated path to the MBA that allows completion of the degree in one year or less, but a slower pace is allowed.

As with the Evening MBA, students may waive out of foundation courses with the satisfactory completion of equivalent undergraduate courses prior to matriculation into the Full-Time MBA.

Two-Year MBA Program of Study

The Two-Year MBA is designed to equip international students with the knowledge and skills needed to succeed and work in fast-paced corporate environments. MBA coursework is delivered through top-notch instruction, hands-on experiences, and immersive training in the business culture of the United States.

As detailed above, the program offers a student a 30-hour generic MBA and a 36-hour specialized MBA that allows for concentrations.

The aforementioned Foundation Course(s) BAA 505, BAA 510 and BAM 530 may be waived with the satisfactory completion of equivalent undergraduate courses within five years of matriculation into the MBA program, as evidenced by official transcripts. Waivers must be approved by the Director of the MBA Program.

In addition, students in this program will be required to learn the language of business and be immersed in U.S. business culture through quality education and real experience by taking the following courses.

BA 511. Intro to Business Culture (3 hours)

This course provides an overview of the American business environment by examining current business practices. This course will explore the various business cultures, networking groups and opportunities, business meetings and etiquette as it relates to a business context.

BA 512. Intro to Business Communications (3 hours)

This course is an introduction to the English language used to participate in business. This class will focus on the students' ability to engage in business related discussions and expand their current vocabulary and knowledge of idiomatic expressions used in American business. Topics covered include: presentation skills; sharing opinions, agreeing and disagreeing with colleagues; persuasion and negation skills; engaging in small talk; refining sales pitches; and email and phone etiquette. This course will provide students with the strategies they need to effectively and confidently communicate in a business context.

BA 513. Business Writing (3 hours)

This course focuses on advanced applied business writing genres including, specialized letters, resumes, email communications, reports and summaries and other essential forms of written communication or research. The course writing assignments will allow students to use critical thinking and writing skills in an authentic business context.

BA 514. Business Literature (3 hours)

This course provides practice for students in building the essential skills necessary for comprehension of advanced business related reading materials. Genres explored include, business news articles, case studies, business related extended reading texts or short stories.

Combined Master of Business Administration and Doctor of Pharmacy**Program Description**

For qualified students at the College of Pharmacy, Mercer University provides an opportunity to pursue the Master of Business Administration (MBA) concurrently with the Doctor of Pharmacy (PharmD) degree. The MBA is earned through the Stetson-Hatcher School of Business (SHSB).

The MBA degree is for 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 PharmD 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 PharmD and MBA curriculum.

Admission Requirements

In order to apply for admission to the MBA Program, applicants must have a baccalaureate degree or 120 hours of college credit. Applicants must meet admissions requirements for both the PharmD and MBA programs. Applicants must follow the admissions procedures outlined on the SHSB website (<http://business.mercer.edu/mbaatlanta/>). A GMAT waiver may be available.

For detailed information on the program, contact the Director of the PharmD/MBA Program in the College of Pharmacy.

PharmD students who are eligible may enter into the 30-hour or 36-hour MBA degree (see aforementioned MBA Program of Study). This 30-hour MBA includes 27 hours of required core and 3 hours of an elective(s) of choice. The 36-hour Specialized MBA includes 24 hours of a required core courses and 12 hours in a specific concentration. 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 Dean's Office of the Stetson-Hatcher School of Business.

Combined Master of Business Administration and Master of Divinity

The combined 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 nine (9) hours of MBA core course work into the seventy-four (74) 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 School of Theology and the School of Business and Economics. Applicants must demonstrate completion of the foundation courses from the Stetson-Hatcher School of Business. 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 Admissions of the Stetson-Hatcher School of Business 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: BUS 601 Global Managerial Economics, BUS 603 Accounting for Managers, BUS 605 Marketing Decision Making, and BUS 609 Financial Decision Making 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 Dean's Office of the Stetson-Hatcher School of Business. Students may be credited up to six (6) hours of M.Div. credit into the MBA degree from the following M.Div. courses: THPT 501 Leadership for Church and Community and THPT 502 Emotional Intelligence in Ministry & Leadership.

Combined Master of Business Administration and Doctor of Physical Therapy

The Combined Master of Business Administration/Doctor of Physical Therapy degree is offered in partnership with Mercer University's College of Health Professions and the School of Business. This strong combined program is designed for students pursuing a Doctor of Physical Therapy degree who are interested in learning more about the role of the physical therapist in administrative and business aspects. Sharing the goal of ethical business and practice, this combined degree program will strengthen the knowledge and ability of graduates to function in a global healthcare market. Applicants must meet the admission requirements for both the School of Business and Mercer's College of Health Professions' Doctor of Physical Therapy Program. The MBA program incorporates up to nine credit hours from the Doctor of Physical Therapy curriculum that will be applied towards the MBA concentration electives in the 36-hour Specialized Master of Business Administration degree. Seven of the nine credits will come from leadership courses (PT 632 (Leadership Development II: Health Policy; PT 702 (Leadership Development III: Management; and PT 732 (Leadership Development IV: Lifelong Leadership); and the additional two credits will come from business-related experiences and activities that occur within one of the three required Physical Therapy full-time clinical education courses (PT 669, PT 709, PT 739).

Master of Business Administration Curriculum

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). Courses indicated by * at the end of the description are normally offered at least once during each academic year. Courses indicated by ** are offered occasionally.

Core Courses

BUS 601. Global 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. *

BUS 602. Human Capital Management (3 hours)

Prerequisite: BAA 505.

This course is an in-depth study of people as a source of sustained competitive advantage in order to optimize the firm's investment in its most valuable asset, its people. This class will focus on managerial skills needed to attract and develop people in the workplace.*

BUS 603. Accounting for Managers (3 hours)

Prerequisite: BAA 510.

This is a course designed to prepare managers to make effective business decisions using the organization's accounting data. This includes the foundations of financial accounting, interrelations of financial statements, other forms of financial analysis, and the functions of managerial accounting. *

BUS 604. Legal Environment of Business (3 hours)

This course introduces students to the many legal and regulatory challenges that confront businesses today. It focuses on the relationship between law, government, and business, and considers how effective use of legal strategies can advance a business. Topics covered may include an introduction to the law and to court systems, alternative dispute resolution, contract, tort, property law, business organizations, director liability, and other legal issues.*

BUS 605. Marketing Decision Making (3 hours)

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. *

BUS 606. Decision Making and Decision Analytics (3 hours)

Prerequisites: BAA 530

This course prepares the 21st century student with the skills and knowledge to identify opportunities for analytical solutions to meet business needs. Students will construct decision models that will concentrate on business analytics integral to making better decisions and improving customer and shareholder value. Emphasis is placed on articulating business problems, interpreting solutions, and communicating results in both technical as well as non-technical language.*

BUS 609. Financial Decision Making (3 hours)

Prerequisites: BAA 510, with BUS 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.

BUS 611. Supply Chain and Logistics Management (3 hours)

Prerequisite: BAA 530.

This course focuses on the cross-chain processes for managing the creation and distribution of goods and services throughout the supply chain. The assurance of efficient and effective supply chains that guarantee customers will receive the right product and services in the right place, at the right time, at the right cost is essential for successful supply chain execution. Strategic issues relating to supply chain alignment will also be covered. *

BUS 613. Ethical Leadership (3 hours)

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. *

BUS 699. MBA Capstone (3 hours)

Prerequisite: Restricted to candidates who have completed the core program and are in good standing. May not be taken in conjunction with another course.

This is normally taken as the final course in the MBA program. The culmination course for the MBA program provides students with the opportunity to correlate, integrate and apply the concepts and principles learned in the core and elective courses of the MBA program.*

Business Administration Electives (BUS)

Completion or approved coverage of all Foundation courses and completion of the listed Core course(s) are prerequisites for all elective courses.

BUS 625. Special Topics (3 hours)

Special Topics courses are designed to provide instruction in areas and subjects that are not offered in the program curriculum as shown in the catalog. Special Topics is a mechanism that facilitates the development of new courses, and encourages curricular experimentation and development. *

BUS 626. Independent Study (3 hours)

Independent Study is designed to allow an individual student to study in an area or subject that is not offered in the program curriculum as shown in the catalog. The student's proposal for Independent Study must be planned with and approved by an instructor, and must be approved by the program director. Maximum degree credit of Independent Study for any student is 3 semester hours.**

BUS 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 12 semester hours in the MBA program, have earned a grade-point average of at least 3.0, and have received the program director's permission before enrolling in an academic internship. The student will be assigned an academic internship advisor, who will be responsible for establishing the internship objectives and coordinating these with the internship sponsor at the employer. The student's advisor will oversee, with the help of the sponsor, the intern's study and review the student's work and assign the grade. May not be taken more than once for credit towards completion of a degree.**

Accounting/Taxation

All Accounting/Taxation classes are listed under Masters in Accountancy Program. MBA students are eligible to take these classes as electives if they meet the prerequisites and upon discussion with their advisor.

Economics

BUS 648. International Economics

(3 hours)

Prerequisite: BUS 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

BUS 670. Entrepreneurial Finance

Prerequisite: BUS 609.

This course offers the academic tools, real world expertise, and practical knowledge necessary for teams to build financial plans for early stage companies and to make smart financing decisions. It is targeted to those who want to learn about and understand the unique issues related to starting and financing an entrepreneurial company from the earliest idea stage to bringing the investment to a conclusion on exit. The chief objective of the course is to provide an understanding of the criteria for a successful entrepreneurial endeavor and the methods of analysis to make the proper financial decisions.**

BUS 671. Corporate Restructuring via Mergers and Acquisitions (3 hours)

Prerequisite: BUS 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.**

BUS 672. Financial Institutions

(3 hours)

Prerequisite: BUS 609.

This course entails an analysis of financial markets, the instruments that trade on them, and the financial and governmental institutions that participate or support these markets. The course discusses interest rates, equity markets, the money and capital markets, the Federal Reserve, and management and operations of Financial Institutions. As fintech seems to be on the rise, we discuss the remaking of financial institutions to incorporate fintech as it evolves.**

BUS 673. Seminar in International Business

(3 hours)

Prerequisite: BUS 609.

The course aims to expose students to the comprehensive set of dynamics that comprise international business decision environments, initiating for them the ability to consider and evaluate alternative courses of action in light of theoretical foundations of global competitiveness. The seminar will provide students with an overview of the structures and strategies pursued by Multinational Enterprises (MNEs) and expose students to an expanded notion of risk to explore the concepts of political risk, currency exchange risk, and cultural risk.**

BUS 674. Investment Analysis & Portfolio Management (3 hours)

Prerequisite: BUS 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.**

BUS 678. International Finance (3 hours)

Prerequisite: BUS 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)**

Health Care Management (HCM)**HCM 600. Health Care Policy, Structure & Comparative Systems (3 hours)**

This course 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 policy issues that affect the performance of the health care system regarding cost, access, and quality.**

HCM 602. Ethical Considerations in Health Care Delivery and Management (3 hours)

This course introduces the ethical environment of health-care and the framework of ethical decision making. Ethical considerations of health-care management are discussed from the perspective of the provider, payer, consumer and regulator. Topics include advance directives, living wills, physician-assisted suicide, quality of life and end-of-life decisions.**

HCM 603. Health Care Economics and Finance (3 hours)

This course covers an analysis and evaluation of the economic, financial and payment environment of the health-care consumer, provider, institution and the different organizations found in the health-care industry. These areas are integrated to provide a complete understanding of the managed-care organization's economic, financial and payment objectives to provide health services to all health-care clients.**

HCM 604. Quality and Research Methods in Health Care (3 hours)

This course provides a comprehensive review of quality-management principles and concepts that focus on systemic improvement methods and tools to improve health care processes. It addresses the management and measurement of outcomes through critical pathways, reference databases, practice guidelines and state and federal quality measurement initiatives. Approaches to health-care research and program evaluation are discussed.**

HCM 645. Managed Care and Third Party Payers (3 hours)

Prerequisite: HCM 600 or permission of instructor

Health-care delivery and financing through managed care are the topics of this course. The structure of managed-care products, their objectives, and their market perception are discussed. The impact of these reimbursement vehicles on health-care cost, health outcomes and customer/consumer satisfaction are examined. Included is a review of the financing of health care on the state and federal level and the integration of managed care in the publicly funded programs of Medicare and Medicaid as well as national and state health-care reform.**

HCM 650. Health Care Information Management (3 hours)

This course deals with information-systems management and operations research for problem solving in health-care organizations. Converting data to information and its

application are the basis of the course. The student is introduced to hardware, software and system architecture applicable to health-care information management.**

HCM 667. Role of Public Health in the U.S. Health Care Delivery System (3 hours)

This course provides an introduction to the concepts and practices of public health at the community, state, and national levels. It examines the philosophy, purpose, organization, functions, activities and results of public health practice. The important health issues and problems facing the public health system are also addressed, along with approaches and constraints to solving these problems. The course emphasizes the importance of disease prevention and health promotion in our society.**

HCM 670. Health Care Law and Ethics (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

BUS 620. Study Abroad (3 hours)

This course involves travel to a foreign country or countries in order to interview and consult with business managers, labor leaders, academics, and public officials. It includes lectures, discussions, and facilities tours, and analysis of the role and impact of cultural, economic, social, political and legal influences on management philosophy and practice. It examines business theories and practices in different national settings. Research reports and oral presentations are required. Direct costs such as airfare, meals and lodging are added to normal tuition charges. (Atl) *

BUS 648. International Economics (3 hours)

Prerequisites: BUS 601.

See description under Economics.

BUS 658. International Marketing (3 hours)

Prerequisite: BUS 605.

See description under Marketing

BUS 678. International Finance (3 hours)

Prerequisite: BUS 609.

See description under Finance.

BUS 698. International Management (3 hours)

Prerequisite: BUS 613.

See description under Management.

Management

BUS 690. Entrepreneurship (3 hours)

This course provides students with an understanding of the process of starting a business. It will cover such topics as the nature of the entrepreneur, team formation, how to evaluate market opportunities, business model generation, marketing, legal aspects of business creation, and financing a business. Students develop a business model and business pitch as part of the class experience. *

BUS 691. Project Management (3 hours)

Prerequisite: BUS 605.

This course provides a socio-technical perspective to the management of projects. The content deals with planning, scheduling, organizing, and implementing projects - e.g., product development, construction, information systems, new business, and special events. Primary class emphasis is on the project management process and tools. Today, more and more companies are realizing that managing projects is a vital part of everyone's job. Mastery of key tools and concepts could give you a significant competitive advantage in the marketplace.*

BUS 692. Organizational Behavior (3 hours)

Prerequisite: BUS 602.

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.**

BUS 693. Negotiations (3 hours)

This course is designed to help students become better negotiators by understanding and practicing the negotiation strategies and tactics appropriate for different situations. The course focuses primarily on negotiation planning, distributive negotiation, and integrative negotiation. The course is a general treatment of negotiation that is useful to students from a broad range of majors.*

BUS 694. Innovation Management (3 hours)

The course will focus on the processes necessary for the development, cultivation, and growth of innovation within large organizations and within entrepreneurial ventures. Innovation management consists of a set of tools that allow managers and engineers to cooperate with a common understanding of processes and goals. Innovation management allows the organization to respond to external or internal opportunities and use it creatively to introduce new ideas, processes or products.**

BUS 695. Human Resource Management (3 hours)

Prerequisite: BUS 602.

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.**

BUS 698. International Management (3 hours)

Prerequisite: BUS 602.

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

BUS 697. 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.**

Marketing

BUS 651. Services Marketing

(3 hours)

Prerequisite: BUS 605.

The U.S., as well as much of the world economy, is dominated by services. In the U.S. approximately 75% of the labor force, 70% of the GNP, 45% of an average family's budget, and 32% of exports are accounted for by services. Yet, business school courses traditionally have focused on the manufacturing sector of the economy. This course is designed for students who may be interested in working in service industries and will address the distinct needs and problems of service firms in the area of marketing. The primary theme of the course is that service organizations (e.g., banks, educational institutions, hospitals, hotels, professional services, transportation companies) require a distinctive approach to marketing strategy, both in its development and execution.**

BUS 652. Buyer Behavior

(3 hours)

Prerequisite: BUS 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) *

BUS 653. Social Media and eMarketing

(3 hours)

Prerequisite: BUS 605.

This course focuses on the strategy and decision-making aspects of electronic marketing, to include the constantly evolving marketplace of mobile solutions and key social media channels. The course emphasizes various choices available for creation and execution of a modern, efficient and effective promotional campaign. It is relevant to both business-to-consumer and business-to-business settings. **

BUS 654. Marketing Research

(3 hours)

Prerequisite: BUS 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.**

BUS 655. Marketing Promotion

(3 hours)

Prerequisite: BUS 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)**

BUS 658. International Marketing

(3 hours)

Prerequisite: BUS 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) *

Specialized Business Law Courses

BUS 681. Legal Environment of Business and Management Law (3 credits)

This course introduces students to the many legal and regulatory challenges that confront businesses today. It focuses on the relationship between law, government, and business, and considers how effective use of legal strategies can advance a business. Topics covered may include an introduction to the law and to court systems, alternative dispute resolution, contract, tort, property law, business organizations, director liability, criminal law and business, international business law, and employment law, including covenants not to compete, agency, employment discrimination, unions, and independent contractors.

BUS 682. Legal Environment of Business and Finance Law (3 credits)

This course introduces students to the many legal and regulatory challenges that confront businesses today. It focuses on the relationship between law, government, and business, and considers how effective use of legal strategies can advance a business. Topics covered may include an introduction to the law and to court systems, alternative dispute resolution, contract, tort, property law, business organizations, director liability, securities regulation, secured transactions, banking law, consumer finance protection law, bankruptcy, and antitrust law.

BUS 683. Legal Environment of Business and Marketing Law (3 credits)

This course introduces students to the many legal and regulatory challenges that confront businesses today. It focuses on the relationship between law, government, and business, and considers how effective use of legal strategies can advance a business. Topics covered may include an introduction to the law and to court systems, alternative dispute resolution, contract, tort, property law, business organizations, director liability, copyright, trademark and trade secret law, regulation of advertising, international business law, consumer protection law, defamation law, and privacy law.

BUS 684. Legal Environment of Business and Healthcare Law (3 credits)

This course introduces students to the many legal and regulatory challenges that confront businesses today. It focuses on the relationship between law, government, and business, and considers how effective use of legal strategies can advance a business. Topics covered may include an introduction to the law and to court systems, alternative dispute resolution, contract, tort, property law, business organizations, director liability, negligence, malpractice and liability issues, privacy law and HIPAA, advance directives, compliance issues, and insurance and regulation issues.

BUS 685. Privacy Law and Policy (3 hours)

This course discusses the history, development and application of privacy law and policy. It explores the theoretical basis of privacy and the evolution of privacy as a legal right. It examines the many applications of privacy today in an electronic society, as well as its legal, regulatory and ethical aspects.

Professional Master of Business Administration Program for Innovation

This program focuses on the need for companies to Create, Grow and Sell through the process of innovation and entrepreneurship. This MBA provides the tools for those planning to start their own ventures, as well as organizational innovation leaders who strive to develop transformational products for their current employer. You will learn how to create new businesses, new products, new services, new processes, and to profit from them. The “idea” is merely the starting point, as the real challenge lies in the long journey from initial creativity to business impact. The PMBA for Innovation provides the practical

framework and skills to successfully execute on a broad range of innovation initiatives, whether they are risky or controlled, large or small, new products, new services, new processes, new markets, or entirely new businesses.

MODULE 1: Idea and Entity Creation

PBA 615R. Retreat I: Team Building (1 hour)

Facilitated through interactive workshops, this retreat will examine the ongoing process of team building to help groups evolve into a cohesive unit. Team members not only share expectations for accomplishing group tasks, but trust and support one another and respect one another's individual differences while learning to build on people's unique strengths. With good team-building skills and maintenance, team members can unite around a common goal and generate greater productivity.

PBA 615A. Analytical Thinking and Problem Solving (3 hours)

Analytical thinking and problem solving are foundational skills that involve deductive reasoning, drawing conclusions from data and applying judgments to reach conclusions from a combination of evidence and assumptions. This course provides students with a mathematical and statistical background to perform quantitative analyses to successfully interpret and scrutinize data in the process of solving a wide variety of business problems.

PBA 615B. Idea Generation/New Product Development (3 hours)

Students will apply a variety of idea generation techniques such as brainstorming, mind-mapping, and storyboarding. Techniques for challenging assumptions as well as busting bad ideas will also be applied. The course will delve into customer validation, product design, prototyping, product testing, branding, product revisions and pivoting, and product pricing. Students will thoroughly explore the product life cycle management process.

PBA 615C. Accounting for Start-up Projects and Firms (3 hours)

This course explains key topics such as financial statements, break-even analysis, financial ratio analysis, and working capital management. Students will learn to develop pro-forma statements and advanced applications of time value of money.

MODULE 2: Team Building

PBA 625C. Retreat: Project Management (2 hours)

Students will learn the basics of good project management skills including: how to structure projects as parts of larger programs, resource allocation, managing schedules and budgets. This course provides a socio-technical perspective to the management of projects of all sizes. The content deals with planning, scheduling, organizing, and implementing - e.g., product development, construction, information systems, new business, and special events. Primary class emphasis is on the project management process and tools. Today, more and more companies are realizing that managing projects is a vital part of everyone's job. Mastery of key tools and concepts will give you a significant competitive advantage in the marketplace.

PBA 625B. Law for Entrepreneurs (3 hours)

An introduction to the American legal system includes topics such as the court system, litigation, arbitration, contract law, tort law and risk management, business organizations, officer liability, and intellectual property law – copyright, patent, trademark and trade secret law. Other issues relevant to starting and maintaining a business, such as Ethics, will also be discussed.

PBA 635B. Entrepreneurial Finance (3 hours)

This course offers the academic tools, real world expertise, and practical knowledge necessary for teams to build financial plans for early stage companies and to make smart financing decisions. It is targeted to those who want to learn about and understand the

unique issues related to starting and financing an entrepreneurial company from the earliest idea stage to bringing the investment to a conclusion on exit. The chief objective of the course is to provide an understanding of the criteria for a successful entrepreneurial endeavor and the methods of analysis to make the proper financial decisions.

MODULE 3: Decision Making

PBA 635R. Retreat 3: Transformative Leadership (1 hour)

This retreat will examine a variety of growth issues and facilitate practical simulations and examples for discussion purposes. Topics will include team diversity and quality, empowerment, IT infrastructure, and cash flow analysis which will be facilitated through workshops.

PBA 635A. Risk Analysis and Decision Making (3 hours)

Students will explore various approaches for decisions using decision analysis, decision trees, and pareto analyses as well as other tools for selecting options. Risk analysis and risk management is introduced for evaluating and managing risk including evaluating decisions to go forward, go/no-go decisions, what if analysis, and force field analysis.

PBA 625A. Socio-Economics of Innovation (3 hours)

The economics of innovation explains how economic conditions and incentives affect innovation, and how the actions of innovation launch in turn affect the broader economy. This course presents a wide-ranging overview of the place of innovation in economic theory, with a special emphasis on economic thought, market activity, economic growth, and social and demographic fluctuations domestically and internationally.

PBA 645A. Negotiation and Leadership (3 hours)

This course is designed to build leadership and negotiation skills of aspiring entrepreneurs and/or innovators in an organization. Leadership for these individuals in particular often requires honest and ethical but compelling persuasion to get people to support their ideas. Furthermore, negotiation is a critical skill when we need others to help us achieve our objectives. The course will build tangible leadership and negotiation skills aimed at building a persuasive case for your ideas, inspiring trust, leading by example, managing people and projects, and recognizing distributive and integrative elements of negotiation. Course objectives will be accomplished through highly interactive cases and simulations, whereby students learn by actively engaging in various leadership and negotiation scenarios.

PBA 640R. Residency (1 hour)

Travel to city or county in order to meet with and consult with business managers, labor leaders, academicians, and/or government officials. The trip will involve lectures, discussions, and facilities tours. The course will analyze the role and impact of cultural, economic, social, political and legal influences on international and domestic marketing strategies.

MODULE 4: Entity Growth and Stabilization

PBA 645R. Retreat 4: Selling the Idea (1 hour)

This retreat will feature speakers from a variety of industries and start-ups that will discuss their stories of both failure and success. The stories will be presented in a case study format allowing the students the opportunity to identify the primary catalyst for success or failure.

PBA 645B. Venture Funding (3 hours)

The course will focus on the range of public and private sources of finance currently used for major projects in developed and developing countries. The advantages and disadvantages of each source of funding, the factors and policies which influence their

selection in given circumstances, and the appraisal methods which affect the decision will be discussed in detail. Students will explore this as a focused approach to the broader part of the financial decision making. The raising of funds on a limited recourse or non-recourse basis to finance in an economically separable capital investment project in which the providers of the funds look primarily to the cash flow from the project as the source of funds to service loans and provide the return on their equity invested in the project.

PBA 655A. Business Model Canvas and Competition (3 hours)

Students will prepare final versions of their Business Model Canvas and supporting documents. The nine critical elements of the BMC are further discussed and refined. Successful alumni will continue their roles as mentors during these final stages of development, as students prepare for and compete in the Business Model Competition. Awards for the winning business model can include start-up capital, work/office space, and professional services. This course will emphasize the importance of understanding the competitor reactions, marketing strategies, selling the idea, the pitch, first launch, branding, and the launch marketing budget. This course provides students with solid experience in creating market-driven and market-driving strategies for the future success of a business. A focus is on discovering and developing a set of unique competencies for a firm that, through strategic differentiation, leads to sustainable competitive advantage in the marketplace.

PBA 655C. Venture Management (3 hours)

This course explores the strategic, leadership, financial, legal and technological challenges to a growing venture or disruptive innovation. Leaders and teams need to properly change, adjust, and analyze their organizational structures, investments and risks from initial start-up phase to growth phase. Proper understanding of these critical issues and astute responses to growth separates businesses and innovations between those that continue to attract resources and grow, and those that stagnate or go bankrupt.

Master of Accountancy Program (MAcc)

The Master of Accountancy degree is intended to provide students with the knowledge and skills consistent with a professional graduate degree. The program is designed to prepare students for careers in public or private accounting and enable them to achieve career advancement in the accounting profession. To implement this mission, the MAcc program is constructed around the following objectives and outcomes:

- Provide students with the necessary background for entry into, and advancement in the accounting profession.
- Enhance and further develop the written and verbal skills necessary for success in the accounting profession.
- Provide the educational requirements necessary to qualify graduates to sit for the Uniform CPA exam.
- Provide the educational requirements necessary to qualify graduates for CPA licensure for the State of Georgia.

The MAcc program comprises 30 graduate semester hours (not including foundation or prerequisite courses), including a twenty-one hour Accounting core, and nine hours of approved graduate business electives.

Requirement for Admission to the Master of Accountancy Program

Students must meet all of the published requirements in the Graduate Program Policies and Procedures section found at the beginning of the School of Business Graduate Programs section.

Academic Policies for the Master of Accountancy Program

Students should refer to the Graduate Program Policies and Procedures section found at the beginning of the School of Business Graduate Programs portion of this Catalog.

Program of Study

Foundation Courses ¹ (0 - 13 hours)

- BUS 510. Foundations of Accounting and Finance
- ACC 550. Intermediate Accounting I
- ACC 555. Intermediate Accounting II
- ACC 530. Auditing
- ACC 535. Individual Tax

¹ May be waived with appropriate prior college course work.

Core Program (21 hours)

- ACC 601. Accounting Theory
- ACC 602. Seminar in AIS
- ACC 620. Accounting & Tax Research
- ACC 621. Advanced Financial Statement Analysis
- ACC 635. Corporate Taxation
- ACC 640. Advanced Accounting Topics
- ACC 655. Advanced Auditing

Electives (9 hours)

Choose three 600 level BUS, BA, or ACC courses

MAcc Summary

- | | |
|----------------|----------|
| Core Electives | 21 hours |
| Electives | 9 hours |

Total MAcc Program 30 hours

Master of Accountancy Curriculum

Accounting Foundation, Core, and Electives (ACC)

Courses indicated by * at the end of the description are normally offered at least once during each academic year. Courses indicated by ** are offered occasionally.

Foundation Courses

BAA 510. Foundations of Accounting and Finance (1 hours)

See MBA course description. *

ACC 550. Intermediate Financial Accounting I (3 hours)

Prerequisites: BAA 510 or equivalent.

This course is a study of the theory and principles underlying financial statements. It is a concise review of the basic principles and concepts relating to the collection and summarization of accounting information and the preparation of the income statement and the balance sheet. Included is basic financial statement analysis. The theory and issues related to the recognition and measurement of cash, receivables, inventories and revenue, the time value of money, and recognition and measurement of property, plant and equipment, depreciation, and intangible assets. *

ACC 555. Intermediate Financial Accounting II (3 hours)

Prerequisite: ACC 550.

This course is an in depth study of theory and issues related to recognition and measurement of current liabilities, long-term liabilities, stockholders' equity, cash flows, earnings per share, investments, income taxes, pensions and leases, accounting changes and error analysis, full disclosure, and constant dollar. *

ACC 530. Auditing (3 hours)

Prerequisite: ACC 550 or equivalent.

Corequisite: ACC 555 or equivalent.

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

ACC 535. Individual Tax (3 hours)

Prerequisite: BAA 510 or equivalent.

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

Core Courses

ACC 601. Accounting Theory (3 hours)

Prerequisite: BAA 510.

This course focuses on financial accounting theories, current pronouncements, problems of income determination, and accounting research and research methodology applied to accounting issues. *

ACC 602. Seminar in Accounting Information Systems (3 hours)

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course is a study of theories and practices on the design, implementation, integration and application of accounting information systems (AIS). Topics covered include: AIS transaction processing cycles such as general ledger, revenue, expenditure, and management reporting; risks and internal control mechanisms involved in each cycle; business documentation and reporting required for each cycle; fraud detection and ethical considerations in AIS implementation and application. *

ACC 620. Issues in Accounting & Taxation Research (3 hours)

Prerequisites: BAA 510.

This course is an introduction to research as well as an opportunity to look at topics of current interest and importance in accounting practice. The course includes such topics as the research methodology, primary sources of research, computer research tools and the implementation of research tools. *

ACC 621. Advanced Financial Statement Analysis (3 hours)

Prerequisites: ACC 550 and ACC 555 or equivalent.

This course will provide students with the advanced tools to analyze and use the information in corporate financial statements. The course will also increase the students' abilities to detect earnings management, and is intended to enhance students' analytical skills. Finally, the course will emphasize the role of accounting information in earnings-based and free cash flows-based valuation. *

ACC 635. Corporate Taxation (3 hours)

Prerequisites: BAA 510.

This course examines the income taxation of corporations and partnerships including operating, formation, and distributions. Gift and estate taxation issues are also addressed.**

ACC 640. Advanced Accounting Topics (3 hours)

Prerequisite: ACC 550 and ACC 555 or equivalent.

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. Credit will not be awarded if credit for ACC436 or equivalent has already been awarded. Topics will vary. *

ACC 655. Advanced Auditing (3 hours)

Prerequisite: ACC 530 and ACC 550 and ACC 555 or equivalent.

This is a continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined. *

MAcc Electives

Electives can be selected from any 600 level BUS and BA courses or from the following ACC electives.

ACC 603. Seminar in Taxation (3 hours)

Prerequisite: ACC 535 or equivalent.

This course takes an in depth look at domestic and international tax issues that are significant to the accounting profession. Potential topics include current tax policy, corporate tax planning, compensation and retirement planning, and components of the tax gap.**

ACC 641. International Financial Reporting Standards (IFRS) (3 hours)

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course focuses on international accounting standards. It addresses the issues in international financial reporting which include organizations and efforts in international accounting harmonization, international financial reporting standards and reporting standards in foreign countries. **

ACC 650. Accounting Internship/Project (3 hours)

Prerequisite: 12 graduate semester hours in the MAcc program.

The student must have completed at least 12 graduate semester hours in the MAcc program, have earned a grade point average of least 3.0, and have received the program director's permission before enrolling in an academic internship. The student will be assigned an academic internship/project advisor, who will be responsible for establishing the internship/project objectives and, if appropriate, coordinating these with the internship sponsor at the employer. The student's advisor will oversee, with the help of the sponsor as appropriate, the intern's study and review the student's work and assign the grade.**

MBA/MAcc Combined Degree Program

This combined degree program is intended for students who wish to pursue a graduate business administration and accountancy degree concurrently. The combined program requires 60 credit hours of graduate courses. This professional degree for qualified students is intended for those interested in the management of human, material, and financial resources in business, government and non-profit organizations in addition to preparation for public or private accounting and career advancement in the accounting

profession. The combined degree meets the course requirements to be eligible to take the CPA exam. Students earn both the Master of Business Administration degree (MBA) and the Master of Accounting (MAcc) degrees via an accelerated combined MBA/MAcc degree program.

The combined plan requires a total of 60 semester hours with specified course work in both the MBA and MAcc curriculum (6 credits from MAcc curriculum apply to the MBA, requiring 30 credit hours in the 36-hour Specialized MBA). Upon successful completion of the combined degree program, the MBA and MAcc degrees are concurrently awarded.

Students who do not complete the whole combined degree program may be awarded either the MBA or MAcc degree upon the successful completion of all degree requirements for the individual degree as published in the Catalog in effect at the time of matriculation to Mercer.

Admission to the MBA/MAcc Combined Degree Program

The admission requirements for this combined degree are the same as that of the MBA and MAcc degree programs.

Course of Study for the MBA/MAcc Combined Degree

Foundation Courses (0- 9 hours)

- BAA 505. Macro and Micro Economics
- BAA 510. Accounting and Finance
- BAM 530. Business Statistics

MBA Core (18 hours)

- BUS 601. Global Managerial Economics
- BUS 604. Legal Environment of Business
- BUS 605. Marketing Decision Making
- BUS 609. Financial Decision Making
- BUS 611. Supply Chain and Logistics Management
- BUS 613. Ethical Leadership

MBA Electives (9 hours)

- MBA International Elective
- MBA Elective
- MBA Elective

Capstone (3 hours)

- BUS 699. MBA Capstone

TOTAL MBA (30 hours)

MAcc Foundation Courses (0-12 hours)

- ACC 550. Intermediate Accounting I
- ACC 555. Intermediate Accounting II
- ACC 530. Auditing (cross-listed with ACC 431)
- ACC 535. Individual Tax (cross-listed with ACC 375)

MAcc Core (18 hours)

- ACC 601. Accounting Theory
- ACC 602. Seminar in AIS
- ACC 620. Accounting & Tax Research
- ACC 621. Advanced Financial Statement Analysis
- ACC 635. Corporate Taxation
- ACC 640. Advanced Accounting Topics
- ACC 655. Advanced Auditing

MAcc Electives

(9 hours)

MAcc Elective

MAcc Elective

MAcc Elective

Required Course Summary

MBA Core 18 hours

MBA International Elective

3 hours

MBA Capstone

3 hours

MBA Electives

6 hours

MAcc Core 21 hours

MAcc Electives

9 hours

TOTAL

60 hours

Master of Science in Business Analytics Program (MSBA)

The Master of Science in Business Analytics prepares graduates for positions such as credit analyst, data scientist, quantitative marketing analyst, web analyst, social media strategist, among others. The M.S. in Business Analytics will develop the skills, technology applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. Business analytics makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision making. It is therefore closely related to management science. Analytics may be used as input for human decisions or may drive fully automated decisions. Business intelligence is querying, reporting, online analytical processing (OLAP), and "alerts." In other words, querying, reporting, OLAP, and alert tools can answer questions such as what happened, how many, how often, where the problem is, and what actions are needed. Business analytics can answer questions like why is this happening, what if these trends continue, what will happen next (that is, predict), what is the best that can happen (that is, optimize). Upon completion of the M.S. in Business Analytics, students will:

- Understand and apply quantitative tools such as probability, statistics, optimization, and simulation within business context.
- Be able to rely on descriptive, predictive, and prescriptive analytics to guide them in decision making.
- Develop skills in modeling and quantifying structured and unstructured data.
- Communicate findings effectively orally, visually and in writing with diverse audience.

To qualify for the M.S. degree, the student must successfully complete at least 30 semester hours of course work (not including foundation courses or Field Work), in residence, as specified under the M.S. Program of Study.

The M.S. in Business Analytics is offered in two cohort delivery models: a weekday format and a weekend format. The weekend format is a hybrid program, with duration of approximately 16 months. Courses will be offered on Saturdays in Atlanta with some online meetings.

The weekday format is the Full-Time M.S. in Business Analytics that is designed to be a cohort program that allows completion of the degree in 15-24 months. The program may begin in either Fall (August) or Spring (January). The progression order of courses may

differ from the weekend MSBA program; however, the course and admission requirements are the same.

Requirement for Admission to the Master of Science in Business Analytics

Students must meet all of the published requirements in the Graduate Program Policies and Procedures section found at the beginning of the Stetson-Hatcher School of Business Graduate Program section.

Academic Policies for the Master of Science in Business Analytics

Students should refer to Graduate Program Policies and Procedures section found at the beginning of the Stetson-Hatcher School of Business Graduate Program section.

Program of Study

Session 1 (6 hours)*

BDA 600 Survey of Business Analytics (3 hours)

BDA 601 Foundations of Programming (3 hours)

Session II (6 hours)

BDA 602 Statistics for Business Analytics (3 hours)

BDA 611 Visual Reporting and Communication (3 hours)

Session III (6 hours)

BDA 610 Advanced Business Statistics (3 hours)

BDA 612 Management Analytics (3 hours)

Session IV (6 hours)

BDA 620 Data Mining (3 hours)

BDA 622 Marketing Analytics (3 hours)

Session V (6 hours)

BDA 630 Legal and Ethical Issues Affecting Big Data (3 hours)

BDA 632 Financial Analytics (3 hours)

Session VI (6 hours)

BDA 640 Data Driven Decision Making (3 hours)

BDA 650 Fieldwork (3 hours)

TOTAL 30–39 Semester Hours

CURRICULUM

BDA 600. Survey of Business Analytics (3 hours)

This course will provide a general framework of business and the effects of the external and internal factors on the decision making process at the firm. This course provides the foundations on descriptive, prescriptive and predictive analytics to establish a clear understanding of business analytics and its applications. Emphasis will be placed on the general business framework and the role of business analytics in it, terminology, introduction to tools used in various business disciplines, recent advancements in the field, and application for prospective career opportunities.

BDA 601. Foundations of Programming (3 hours)

This course is a highly applied and introduces students to programming tools and environments frequently used in business analytics. The focus will be on developing basic applications using different software tools that include widely available programming environments. The course will also include working with missing and non-normal data, combining and manipulating large datasets and approaches to data manipulation based on business needs.

BDA 602. Statistics for Business Analytics (3 hours)

This course will teach statistical methods that will help make sound business decisions. The course emphasizes application and interpretation and is unique to the MSBA program because it will use analytical/statistical software (presently Excel, R, and Python) that would be expected and used in future courses in the MSBA program.

BDA 610. Advanced Business Statistics (3 hours)

Prerequisite: BDA 602.

This is an advanced statistics course that will cover practical statistical analysis, estimation, forecasting and testing of time series. The students will use computer to analyze, estimate and test a variety of time series methods to actual data (primarily financial and economic time series data). The course will cover topics such as moving average and exponential smoothing, seasonality and trending models, as well as univariate Box-Jenkins methodology for fitting and forecasting time series, ARIMA models, autocorrelation and partial autocorrelation functions, unit root tests for stationary and non-stationary data, estimation and model fitting, diagnostic tests for time series models, vector autoregression (VAR), cointegration and error correction models, volatility modeling using ARCH and GARCH models, nonlinear time series models.

BDA 611. Visual Reporting and Communication (3 hours)

Prerequisite: BDA 602.

This is data visualization and communication of results. Topics will include but are not limited to visualization of data in the form of plotting, charting and graphing. Students will use EXCEL and other popular statistical software. Students will learn how to convey results from advanced analysis into visual representations easy to understand by upper and lower management as well as the members of non-analytics teams. Finally, students will learn how to communicate their findings both relying on the professional analytical language and in lay terms.

BDA 612. Management Analytics (3 hours)

Prerequisite: BDA 602.

A review of major theories, tools, and techniques useful in making decisions and solving problems. Special emphasis on the problems more commonly encountered by middle and lower levels of management. Students will be also exposed to simulations and their usability.

BDA 620. Data Mining (3 hours)

Prerequisite: BDA 601, BDA 610.

The goal of this course is to familiarize students with data mining techniques that allow organizations to find patterns of data otherwise difficult to explore. This course will acquaint students with how they can more efficiently use big data to improve managerial decisions. Special emphasis will be placed on quantitative data mining, textual analysis, and cluster analysis. Students will be able to apply their newly gained knowledge.

BDA 622. Marketing Analytics (3 hours)

Prerequisite: BDA 610.

This course provides students the opportunity to directly apply the content of BAM 622 into the marketing environment. Statistical analysis topics will cover but are not limited to different types of regression analyses, factor analyses, and diagnostic testing techniques. Furthermore, marketing topics will include but are not limited to email, mobile and social media analytics. Students will learn the principles of A/B testing and segmentation. The entire course is based on a self-defined problem that can be encountered in a marketing setting. After identifying and organizing the available data and after discussing appropriate techniques, students will develop a detailed statistical analysis that aids in the understanding of a problem. Practical recommendations and potential solutions will be a critical component of the project.

BDA 630. Legal and Ethical Issues Affecting Big Data (3 hours)

This course will explore the various legal, ethical and regulatory issues relating to the collection, use and retention of data. It will examine the privacy requirements mandated for certain industries, such as health, finance and credit reporting. It will also address topics related to the use of data in social media and targeted advertising.

BDA 632. Financial Analytics (3 hours)

Prerequisite: BDA 601.

The focus of this course is modeling and forecasting corporate financial decisions. The course is designed for students planning careers involving valuation and forecasting in corporate finance, private equity, venture capital, treasury management and mergers and acquisitions among others. We shall link the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a forecasting, valuation, firm's investment and capital structure decisions. Students will also be introduced to both simulation and optimization.

BDA 640. Data Driven Decision Making (3 hours)

Prerequisite: BDA 610, BDA 620.

The goal of big data is to have access to information which will help in decision making. This course will focus on data driven optimization of business related problems included but not limited to goods, services, information, pricing, transportation and distribution center operations, facility and network design, inventory and order management, customer service, information execution systems, and outsourcing decisions. In this course students will learn also how to state business problems. This course will specifically focus on integrating big data into business actions and corporate strategies. Students will also learn key intangible elements that will allow them to succeed in a data driven environment.

BDA 650. Fieldwork (3 hours)

Prerequisite: Restricted to students who have completed the core program and are in good standing.

Ideally, this course is to be taken as a final course of the program. However, those students who are nearing completion may also enroll in fieldwork after meeting faculty approval. The student must have completed at least 12 semester hours in the MSBA 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. Students will do a fieldwork project that uses private or public data to make recommendations regarding marketing, supply chain, or financial investments. Project must receive faculty approval prior to initiation. Students may repeat the course for additional 3 credit hours.

Master of Science Integrative Business (MSIB)

The MSIB prepares graduates who want the flexibility to combine two (or more) areas of expertise into one degree and for their academic credentials to match their career goals. It is also for professionals seeking a graduate degree to gain practical skills that positions them for greater advancement opportunities. A MSIB graduate will qualify for positions such as compliance analyst, fintech analyst, data analyst, diversity manager, human resource manager, human resource generalist, project manager, quantitative marketing analyst, marketing officer, innovation officer, research director, entrepreneur among others.

- 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;
- Analyze techniques and multi-disciplinary approaches useful in making and implementing decisions;
- Design improvement plans based on chosen path of business study.

MSIB Program of Study

The Master of Science Integrative Business (MSIB) program is designed to offer a modular, stackable, tailored graduate business education that provides students with opportunities to blend two (or more) areas of expertise in order to best meet the needs of contemporary hybrid careers. Students may choose to bolster their existing skill sets and scale-up for further depth in specific areas or they may broaden their horizons to either complement their existing skill sets or choose a new path to pivot their career in a new direction.

Core (12 credits) (exempt for those with a BBA, MBA or BS in business administration from an AACSB school)

- BUS 603. Accounting Decision Making (3 credits)
- BUS 609. Financial Decision Making (3 credits)
- BUS 602. Human Capital Management (3 credits)
- BUS 605. Marketing Decision Making (3 credits)

Specialized Concentration of Study

Completion of two of the graduate certificates listed below (three certificates if student has BBA, MBA or BS in business administration from an AACSB school and chooses to waive core)

- Diversity, Equity and Inclusion Management (12-credit)
 - DEI 610. Managing Diversity, Equity and Inclusion
 - DEI 620. Inclusion & Diversity Self-Assessment and Development
 - DEI 630. Diversity, Equity and Inclusion in a Global Workplace
 - DEI 640. Creating Inclusive Workplaces
- Business and Data Analytics (12-credit)
 - BDA 600. Survey of Business Analytics
 - BDA 602. Statistics for Business Analytics
 - BDA 611. Visual Reporting and Communication
 - Elective (Choose One)
 - BDA 612. Management Analytics
 - BDA 622. Marketing Analytics

- BDA 632. Financial Analytics
 - BDA 620. Data Mining
- Entrepreneurship and Innovation (12-credit)
 - ENT 610. Entrepreneurship, Intrapreneurship and Innovation
 - ENT 620. Innovation Management
 - ENT 630. Social Entrepreneurship
 - ENT 640. Economic Information for Business Development
- Compliance, Regulation and Analytics in Fintech (12-credit)
 - BFT 610. Fintech Foundations and Overview
 - BFT 620. Innovation and Technology in Fintech
 - BFT 630. Data Analytics and Communications in Fintech
 - BFT 640. Regulation and Compliance in Fintech
- Women in Leadership (12-credit)
 - WIL 610. Negotiation and Critical Conversations for Women
 - WIL 620. Entrepreneurship and Innovation for Women
 - WIL 630. Data-Driven Decision Making for Women Leaders
 - WIL 640. Women in Leadership Capstone
- Healthcare Management and Analytics (12-credit)
 - HMA 610. Introduction to the Healthcare Business Environment
 - HMA 620. Economics and Business Aspects of Healthcare
 - HMA 630. Managing People and Processes in the Healthcare Business
 - HMA 640. Healthcare Analytics

Graduate Certificates

Diversity Equity and Inclusion Management

The Stetson-Hatcher School of Business (SHSB) delivers career focused business education to develop innovative leaders and responsible global citizens. Educating leaders on the importance of developing and managing diversity, equity and inclusion better prepares them to be responsible global citizens and innovative leaders in today's society.

In this experiential and values-centered Certificate program you will gain applicable awareness, knowledge, and skills to become a more effective principled change agent in organizations and communities with respect to creating inclusive cultures, enhancing organizational effectiveness, and maximizing the sense of belonging among diverse stakeholders. The Certificate introduces you to human-centered theory and best practices for infusing inclusion throughout diverse and global organizations. Upon completing the certificate, you will demonstrate capability in planning, executing, and assessing a small-scale inclusion, diversity, or belonging-related intervention in an organization at either the intrapersonal, interpersonal, group, or organizational level.

Admissions Requirements

Submission of all official transcripts (bachelor's degree earned and higher). Students must be able to demonstrate an earned undergraduate degree from an accredited institution with a competitive grade point average.

Required Courses

- DEI 610 Managing Diversity, Equity and Inclusion
- DEI 620 Inclusion & Diversity Self-Assessment and Development
- DEI 630 Diversity, Equity and Inclusion in a Global Workplace
- DEI 640 Creating Inclusive Workplaces

Grade Requirement

A student may not have any grade lower than a C in any course applied to the certificate. The S/U grading option may not be elected for any course applied to the certificate. Students must complete the required 12 credits with a cumulative 3.0 or higher grade point average in order to receive the certificate.

Student Learning Outcomes

Students completing the certificate will be able to demonstrate the following

- Demonstrate historical understanding and fluent usage of contemporary terms and language used in the field of diversity, inclusion, and belonging.
- Demonstrate the ability to conceive of, plan, conduct, and evaluate a diversity or inclusion initiative within an organization.
- Facilitate effective dialogue within a diverse group of individuals holding widely divergent views.

Business and Data Analytics

In this experiential Certificate program, you will gain applicable awareness, knowledge, and skills to become a more effective manager with fundamental knowledge and skills required to perform data analysis and interpretation of results with a focus on decision making. The program allows for a specialization in Marketing, Management, Finance, or Data Mining with further options being in development.

Admissions Requirements

Submission of all official transcripts (bachelor's degree earned and higher). Students must be able to demonstrate an earned undergraduate degree from an accredited institution with a competitive grade point average.

Required Courses

BDA 600 Survey of Business Analytics

BDA 602 Statistics for Business Analytics

BDA 611 Visual Reporting and Communication

Elective (Choose One)

- BDA 612 Management Analytics
- BDA 622 Marketing Analytics
- BDA 632 Financial Analytics
- BDA 620 Data Mining

Grade Requirement

A student may not have any grade lower than a C in any course applied to the certificate. The S/U grading option may not be elected for any course applied to the certificate. Students must complete the required 12 credits with a cumulative 3.0 or higher grade point average in order to receive the certificate.

Student Learning Outcomes

Students completing the certificate will be able to demonstrate the following

- Understand the general framework of business and the role business and data analytics plays in decision making. Understand business and data analytics terminology relating to data, technology, statistical analysis, quantitative methods, and mathematical models.
- Use probability concepts and probability distributions for inferential statistics for predictive analytics in business decision making. Basic use of linear regressions for predictive and prescriptive analytics for business decision

making. Interpret the analytical results from statistical software to create professional business reports based on the results of statistical analysis.

- Gather and transform data in a format required for data visualization. Apply the basic and advanced tools and techniques to create data graphics. Present data graphics as reports, dashboards or data stories.

Entrepreneurship and Innovation

At its core, entrepreneurship is about identifying opportunities and creating value. These are skills that can be learned and used regardless if you start your own business, work for a start-up or lead growth for an established organization. Many companies are looking for leaders who have the ability to recognize and seize opportunities, the ability to innovate, and the desire to create change. Graduates skilled in innovative thinking and creative problem solving are in high demand across all industries as there is a need for people who can solve real world problems. This certificate provides an excellent foundation of strategic aspects of business equipping you to succeed in an established corporation or start your own venture. This certificate includes learning about the identification of business opportunities, the development of unique business models, the formation of the entrepreneurial team, the securing of financial resources, and the importance and practical application of many aspects of business from marketing to management skills. The entrepreneurship and innovation certificate at the Stetson School of Business offers the knowledge to transform your ideas into reality.

Admissions Requirements

Submission of all official transcripts (bachelor's degree earned and higher). Students must be able to demonstrate an earned undergraduate degree from an accredited institution with a competitive grade point average

Required Courses

ENT 610 Entrepreneurship, Intrapreneurship and Innovation

ENT 620 Innovation Management

ENT 630 Social Entrepreneurship

ENT 640 Economic Information for Business Development

Grade Requirement

A student may not have any grade lower than a C in any course applied to the certificate. The S/U grading option may not be elected for any course applied to the certificate. Students must complete the required 12 credits with a cumulative 3.0 or higher grade point average in order to receive the certificate.

Student Learning Outcomes

Students completing the certificate will be able to demonstrate the following

- Develop the tools and tactics used to develop, manage, and grow an entrepreneurial firm.
- Analyze the macroeconomic factors that affect the socio-economic environment of the innovative business.
- Build your capacity to recognize a good social business opportunity, provide you the tools to create a social business, learn how to mobilize resources, and challenge you to implement a social change project

Compliance, Regulation and Analytics in Fintech

This certification focuses on preparing students to work effectively in the increasingly complex and diverse environments of the Fintech industry. Students completing this courses within this certificate will have a better understanding of the management and

analytical processes of financial services, their regulatory and compliance framework, and their emerging competitive technological landscape. Graduating students should possess the requisite knowledge and skills for productive and continuing careers in the Fintech industry and other related industries and institutions.

Admissions Requirements

Submission of all official transcripts (bachelor's degree earned and higher). Students must be able to demonstrate an earned undergraduate degree from an accredited institution with a competitive grade point average.

Required Courses

BFT 610 Fintech Foundations and Overview

BFT 620 Innovation and Technology in Fintech

BFT 630 Data Analytics and Communications in Fintech

BFT 640 Regulation and Compliance in Fintech

Grade Requirement

A student may not have any grade lower than a C in any course applied to the certificate. The S/U grading option may not be elected for any course applied to the certificate. Students must complete the required 12 credits with a cumulative 3.0 or higher grade point average in order to receive the certificate.

Student Learning Outcomes

Students completing the certificate will be able to demonstrate the following

- Understand the basics of the Fintech industry, its history, size and impact;
- Examine peripheral issues involving the law and ethics of privacy and data protection, cybersecurity, artificial intelligence, machine learning, large data sets, and antitrust ramifications.
- Present data management and analysis in a manner that can be used for communication with clients in a simple way and tell compelling stories using data

Healthcare Business Management and Analytics

This is a graduate level learning experience in healthcare management targeted specifically for busy professionals who are either already part of the healthcare sector (administrators, practicing clinicians, allied health professionals, clinicians doing research and delving into business, medical directors, nurses, physicians), or for professionals working in other sectors, who are trying to enter the healthcare business delivery sector.

This certificate aims to specifically target the healthcare professionals to fill the training and career improvement opportunity gaps. It will provide just-in-time business and analytical training for healthcare professionals taking on delivery and administration roles or making business decision such as investing in new projects, or undertaking new business ventures, research studies, etc.

Admissions Requirements

Submission of all official transcripts (bachelor's degree earned and higher). Students must be able to demonstrate an earned undergraduate degree from an accredited institution with a competitive grade point average.

Required Courses

HMA 610 Introduction to the Healthcare Business Environment

HMA 620 Economics and Business Aspects of Healthcare

HMA 630 Managing People and Processes in the Healthcare Business

HMA 640 Healthcare Analytics

Grade Requirement

A student may not have any grade lower than a C in any course applied to the certificate. The S/U grading option may not be elected for any course applied to the certificate. Students must complete the required 12 credits with a cumulative 3.0 or higher grade point average in order to receive the certificate.

Student Learning Outcomes

Students completing the certificate will be able to demonstrate the following

- Understand the problems, policies, economic and ethical constraints faced by different agents in the healthcare business.
- Analyze and implement solutions to problems facing clinicians, hospital/provider/payor management professionals and governments and policy agents, giving them the knowledge base and tools required to undertake project planning, financing, implementation, staffing, analyzing costs/benefits, budgeting and outcome analysis in different healthcare roles and settings.
- Apply the tools learned using real healthcare data and cases to come-up with practical solutions to actual healthcare businesses' problems.

Women in Leadership

The Stetson-Hatcher School of Business (SHSB) delivers career focused business education to develop innovative leaders and responsible global citizens. Despite a trend toward women in leadership positions over the years, in 2020, women held 38 percent of manager-level positions, while men held 62 percent (McKinsey, Women in the Workplace, 2021). This certificate is focused on developing more women for leadership roles, inspiring innovation, and creating greater gender equality in organizations, all of which align with the SHSB mission.

In this experiential and women-focused certificate program, you will gain applicable knowledge and skills that deal head on with the challenges women face on their leadership journey. Courses provide applicable tools that help women identify resources and engage techniques for change and innovation in business. Strong women leaders will be developed via a dynamic curriculum that includes negotiation and conflict resolution, innovation and entrepreneurship, data-driven decision making, and organizational behavior topics, culminating in a comprehensive leadership proposal and presentation.

Admissions Requirements

Submission of all official transcripts (bachelor's degree earned and higher). Students must be able to demonstrate an earned undergraduate degree from an accredited institution with a competitive grade point average

Required Courses

WIL 610 Negotiation and Critical Conversations for Women
WIL 620 Entrepreneurship and Innovation for Women
WIL 630 Data-Driven Decision Making for Women Leaders
WIL 640 Women in Leadership Capstone

Grade Requirement

A student may not have any grade lower than a C in any course applied to the certificate. The S/U grading option may not be elected for any course applied to the certificate. Students must complete the required 12 credits with a cumulative 3.0 or higher grade point average in order to receive the certificate.

Student Learning Outcomes

Students completing the certificate will be able to demonstrate the following

- Demonstrate the ability to negotiate to obtain fair and ideal outcomes and communicate effectively in critical conversations.
- Recognize the entrepreneurial potential within women and develop an understanding of the entrepreneurial process to effectively move from an idea to the launch of a business venture.
- Identify, analyze, and present data to support organizational change or business initiatives.
- Demonstrate an understanding of organizational behavior topics in design and implementation of leadership initiatives.

CURRICULUM

BFT 610. Fintech Foundations and Overview (3 hours)

This course introduces what is meant by Fintech and how these technologies are disrupting the business sector with special emphasis on the services and specifically the payments industry. Applications on the Fintech in various industries will be presented and discussed in terms of both current state and future trends. This may include traditional and non-traditional financial intermediaries, insurance industry, and real estate industry, to name a few.

BFT 620. Innovation and Technology in Fintech (3 hours)

Prerequisites: BFT 610.

This course is a blend of financial concepts and the technologies that enable them today. The idea is to expose students to new technologies that are disrupting the financial services industry and driving material change in business models, products, applications and customer interface.

The course will survey technology strategies geared towards artificial intelligence and machine learning. This class will explore how artificial intelligence (AI), deep learning, blockchain technology, and open APIs have been leveraged to lower costs, improve access and convenience to the end user and created new innovative business models.

BFT 630. Data Analytics and Communications in Fintech (3 hours)

Prerequisites: BFT 610.

The goal of this course is to familiarize students with the management and analysis process of the growing volume of information generated in Fintech, including management, handling and storage of data, and analytical and visualization tools for their communication. This course will acquaint students with how they can more efficiently use big data to improve managerial decisions. Using data mining and visualization and communication techniques, the course will help in not just data management and analysis but also presenting them in a manner that can be used for communication with clients in a simple way and tell compelling stories using data.

BFT 640. Regulation and Compliance in Fintech (3 hours)

Prerequisites: BFT 610

This course will explore the various legal, ethical and regulatory issues relating to Fintech related structures and technologies. The course will also examine peripheral issues involving the law and ethics of privacy and data protection, cybersecurity, artificial intelligence, machine learning, large data sets, and antitrust ramifications.

DEI 610. Managing Diversity, Equity and Inclusion (3 hours)

Prerequisite: Acceptance into Diversity, Equity and Inclusion Management Certificate or Permission of Advisor

This course will build understanding of diversity, equity and inclusion issues that occur in the workplace. Beliefs, values and other practices that impact communities, groups and individuals will be explored towards a goal of working with others from different backgrounds. Case studies will be utilized that relate to the workplace.

DEI 620. Inclusion & Diversity Self-Assessment and Development (3 hours)

Prerequisite: DEI 610.

The course provides participants with the personal foundation necessary for developing the awareness, knowledge, and skills necessary to engage in effective dialogue around creating inclusive cultures, enhancing organizational effectiveness, and maximizing the sense of belonging among diverse stakeholders. Participants will critically analyze their own background and self-identity as the basis for understanding others.

DEI 630. Diversity, Equity and Inclusion in a Global Workplace (3 hours)

Prerequisite: DEI 620.

This course will examine demographic diversity, equity and inclusion in today's global environment. The course will begin by exploring global emigration, immigration, and refugee issues from an international business perspective. Specific national or regional business cultures and differing perspectives on gender, family, age, ethnicity, and treatment of the disabled will also be examined through case studies, readings, and role-playing. The course will subsequently examine the effects of diversity and inclusion on international corporate structure and behavior and demonstrate, through case studies and invited experts, how proactive businesses can adapt towards global diversity.

DEI 640. Creating Inclusive Workplaces (3 hours)

Prerequisite: DEI 630.

This course explores perspectives on the discipline of organizational development and the values and practical skill sets consultants need to effect change with respect to diversity, equity, and inclusion. The course culminates in students planning, designing, implementing, and assessing a "small" organizational intervention to improve an organization's value, leveraging, or awareness of diversity, equity, and inclusion in the workplace.

ENT 610. Entrepreneurship, Intrapreneurship and Innovation (3 hours)

This course provides students with an understanding of the process of starting a business. It will cover such topics as the nature of the entrepreneur, team formation, how to evaluate market opportunities, business model generation, marketing, legal aspects of business creation, and financing a business. Students develop a business model and business pitch as part of the class experience..

ENT 620. Innovation Management (3 hours)

The course will focus on the processes necessary for the development, cultivation, and growth of innovation within large organizations and within entrepreneurial ventures. Innovation management consists of a set of tools that allow managers and engineers to cooperate with a common understanding of processes and goals. Innovation management allows the organization to respond to external or internal opportunities and use it creatively to introduce new ideas, processes or products.

ENT 630. Social Entrepreneurship (3 hours)

The course will challenge students to look beyond traditional business practices by using entrepreneurial principles to create public good. Social entrepreneurship is based around

three pillars: innovative solutions to social problems, sustainable business models, and social impact. The goal of the course is for students to learn how to use social entrepreneurship as a tool to address society's most pressing social problems.

ENT 640. Economic Information for Business Development (3 hours)

The economics of innovation explains how economic conditions and incentives affect innovation, and how the actions of innovation launch in turn affect the broader economy. This course presents a wide-ranging overview of the place of innovation in economic theory, with a special emphasis on economic thought, market activity, economic growth, and social and demographic fluctuations domestically and internationally.

HMA 610. Introduction to the Healthcare Business Environment (3 hours)

Comparative study of the history, organization, policies, structure and ethics of the American healthcare system in relation to other countries' healthcare systems. Understanding the multi-agency and multidimensional optimization problems of the healthcare systems in the U.S. and what healthcare delivery and administration means to professionals working in the different fields of healthcare (the clinicians, executives, administrators, professionals involved in reimbursement and insurance, government and policy makers and outcome analysts, etc.). Introduces the problems, policies, economic and ethical constraints faced by the different agents in the healthcare system and how that relates to each other.

HMA 620. Economics and Business Aspects of Healthcare (3 hours)

This course is a gives basic grounding in fundamentals of the business topics of economics, finance and accounting. Applies such general concepts using issues in accounting, capital management, budgeting, cost/benefits, insurance/reimbursement in the healthcare sector.

HMA 630. Managing People and Processes in the Healthcare Business (3 hours)

Learn how to manage and optimize staffing, operations and quality in a healthcare business This course will address problems facing clinicians, hospital/provider/payor professionals and governments and policy makers, giving them the knowledge base and tools required to undertake project planning, financing, implementation, staffing, analyzing costs/benefits, budgeting and outcome analysis in different healthcare roles and settings.

HMA 640. Healthcare Analytics (3 hours)

Learn basics of statistical and programming tools that help solve/optimize/predict real world healthcare business problems and projects; Understand statistical reports, tables, charts and analysis in business and clinical reports that healthcare professionals need to act on; Understanding the basics of healthcare data generation, archiving and mining systems and methods; Apply tools from previous courses in the certificate and use data analytics methods to independently review and replicate previously solved cases in different fields of healthcare decision making Write an independent capstone project in one's own (or intended) field of work in the healthcare fields, using one or multiple data analytics and management tools learned in the program.

WIL 610. Negotiation and Critical Conversations for Women (3 hours)

Prerequisite: Acceptance into Women In Leadership Certificate or Permission of Advisor. This course will be highly interactive and focused on the development of negotiation skills, conflict resolution strategies, and tools for effective communication in challenging and critical situations that are unique to women. Simulations and case studies will be used to engage women in situations that require bargaining, persuasion, and/or difficult conversations. Research indicates that women may underestimate their negotiation abilities, make less aggressive offers than men, and even avoid negotiating in some

instances, but active practice of the skill with valuable feedback increases both confidence and outcomes for women.

WIL 620. Entrepreneurship and Innovation for Women (3 hours)

Prerequisite: Acceptance into Women In Leadership Certificate or Permission of Advisor. This course provides women with an understanding of the entrepreneurial process and the opportunity to develop their entrepreneurial mindset. The course will cover topics such as ideation, opportunity recognition, feasibility analysis, and business model development. While women fully or partially own almost half of all U.S. businesses, women are much less likely to hire or seek financing for their businesses. Therefore, women will get the opportunity to practice and develop their innovation skills by creating their own business model and business pitch as part of the class experience.

WIL 630. Data-Driven Decision Making for Women Leaders (3 hours)

Prerequisite: Acceptance into Women In Leadership Certificate or Permission of Advisor. In this course, students will study economic models and learn indicators using publicly available databases to make business decisions. Data is a critical tool in planning any sort of organizational change or business initiative, from niche to mass markets. Students will analyze and present important data and economic factors that shape and impact the business environment, customers, suppliers, and competitors in women-led businesses.

WIL 640. Women in Leadership Capstone (3 hours)

Prerequisite: WIL 630, WIL 620, WIL 610.

This course will be a culmination of the skills obtained in the other three courses in the program. Students will plan, design, communicate, implement, and assess either an organizational change initiative or business venture. These final projects will be presented to instructors in the program as well as leaders in the University community. Focal topics of this practicum course will be organizational behavior centered and include team building, work design, communication, motivation, leader behavior, power, persuasion, and decision making.

The James and Carolyn McAfee School of Theology

C. Gregory DeLoach, *Dean*

Karen G. Massey, *Associate Dean/Associate Professor*

Denise M. Massey, Otis Moss, III, Robert N. Nash, and Graham B. Walker, Jr., *Professors*

David G. Garber, Jr. and Heidi A. Miller, *Associate Professors*

Angela Parker, *Assistant Professor*

Nicole S. Symmonds, *Visiting Assistant Professor*

Vision, Mission, and Founding Principles

Vision Statement:

To change the world through learning, serving, and leading.

Mission Statement:

To prepare ministers who inspire the Church and the world to imagine, discover, and create God's future.

Founding Principles

Based on Jesse Mercer's vision, the School of Theology is founded on ten principles that have guided its inception and will continue to guide its formation and character:

1. The school shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.
2. The school shall spring from Mercer University's conviction about its own vocation as an institution that was born of and is nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.
3. The school shall seek to educate students who are:
 - literate and disciplined in the study of sacred scripture;
 - articulate in understanding the historical and theological issues of faith;
 - effective preachers and interpreters of the Christian gospel;
 - wise and compassionate in personal and social ministry;
 - prepared to integrate faith and life in the spiritual formation of congregations.

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.

The school shall be inclusive in spirit and practice, affirming the open search for truth and fostering tolerance for religious and intellectual diversity.

By underscoring both scholarly discipline and the experience of ministry, the school shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion and the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.

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.

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.

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.

The school shall serve as a continuing resource to churches, pastors, and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors, and other church leaders.

Community

A crucial component of theological education is the experience of shared life and faith. At the 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 School of Theology community is a group of students elected to act as liaisons between the student body and the faculty. The Student Advocacy and Leadership Team (SALT) sponsors student forums at which students are given the opportunity to voice concerns and suggestions that will be presented to the faculty. In addition, SALT organizes gatherings, service opportunities, and fellowships that allow students to enjoy spending time together in an informal atmosphere. Dr. Karen Massey serves as the faculty advisor.

Beginning with first-year classes on spiritual formation, students are invited into the experience of shared relationships, support, and prayer. The experience of being a community is nourished and encouraged in many ways, with opportunities for worship, play, shared meals, and ongoing groups. Toward this end, the faculty is committed to being accessible to students.

The School of Theology community worships together on a weekly basis. Preaching guests include students, alumni, faculty members, and other area ministers.

Accreditation

Mercer University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelors, masters, and doctoral degrees. The School of Theology is also accredited by the Association of Theological Schools, the accrediting body for more than 270 seminaries and schools of theology in the United States and Canada.

Student Technology Requirements

All School of Theology students must have access to a computer with Microsoft Word (or software that can export as a Word document [.doc or .docx]), presentation software (i.e. PowerPoint, Keynote, Prezi, etc.), high-speed internet, headphones, microphone (earbuds with a mic or the built-in mic on your laptop or tablet are acceptable), and a webcam (the built-in camera on your laptop, tablet, or smart phone is acceptable) to facilitate video and audio conferencing. Students are required to access, use, and communicate through the following university systems: Mercer email, Canvas, Zoom, and My Mercer. Students are instructed on these systems at new student orientation. Any additional software or equipment requirements will be noted on course schedules and

syllabi. For specific computer recommendations, please visit: http://it.mercer.edu/student/hardware_software/computer_recommendations.htm

Admission Policies

All applicants for admission to the School of Theology at Mercer University are required to hold a bachelor's degree with a liberal arts core from a regionally accredited college or university or proof of an equivalent degree from a foreign university. Doctoral applicants are also required to have a regionally accredited master's degree in theology. Admission will be based on the total application and admission interview. Ultimate approval of admission is given by the Dean.

Master of Arts in Christian Ministry (M.A.C.M.) and Master of Divinity (M.Div.) Degree Programs

The School of Theology seeks individuals 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 Christian ministry.

Candidates for admission must hold a bachelor's degree with a liberal arts core from a regionally accredited college or university.

Successful applicants will complete and submit the following application materials to the School of Theology Admissions Office:

- Biographical Information
- Resume - (Including Church Positions and Service, Secular Occupations, Community Involvement, Academic Honors, and Research, Civic, or Leadership Awards)
- Official Transcripts from all higher educational institutions previously attended
- Background check*- Background check to be filed online at Castle Branch, or call 1-888-666-7788 for more information. Please allow up to 2 weeks for us to receive the report. The package must be ordered and purchased directly online by the applicant. The admissions office will supply the appropriate step-by-step directions on how to complete the background check. Please download instructions to order your background check and have it sent to the School of Theology at Mercer University.
- \$50.00 application fee
- Autobiographical essay - (In 1250-1500 words speak to the following four questions: Give an account of your Christian pilgrimage. Tell the story of your personal commitment and call to ministry. What factors have led you to apply to School of Theology for your theological training? What are your ministry goals (the kind of ministries you envision for yourself)?)
- Three Letters of Recommendation (one from each of the following:)
 - Pastor/Church Leader
 - Professor / Supervisor
 - Professor / Supervisor
- Writing Sample of 2000-2500 words (may be an excerpt) of an academic paper on any topic. Please include bibliography and in text citations or footnotes. Applicants who do not have an academic writing sample may contact the admissions office for a prompt.
- Admissions Interview as needed.

- (Online Programs only) Letter of Church Support to ensure institutional and contextual support from the applicant's community of faith or supporting ministry context. All applicants to the online Master of Arts in Christianity Ministry program or online Master of Divinity Degree program must submit the Letter of Church Support form stating they will be connected with a church during their time in the online program. The form outlines the expectations of the church and student.

A minimum grade point average of 2.75 overall and 3.0 in a student's major is normally required. In certain cases, a student may be admitted on probation if the student has admission deficiencies; such a student will have one semester to remove any remaining admission requirements in order to remain in the Master's degree program. The dean gives final approval for admission to the School of Theology.

Master of Theological Studies Degree Program (M.T.S.)

The Masters of Theological Studies (M.T.S.) is a 48-hour two-year academically rigorous degree program designed to prepare students for advanced and specialized work in religion. Because of its academic nature, many students who pursue an M.T.S. go on to further graduate studies in numerous fields related to theology or serve in the non-profit sector, higher education, counseling, or various communities of faith. The ideal candidate for the M.T.S. degree is intellectually curious, academically focused, and highly motivated. A background in theology or religion is not required.

- Biographical Information
- Resume
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to hold a bachelor's degree with a liberal arts core from a regionally accredited college or university or proof of an equivalent degree from a foreign university.
- Background check
- 50.00 application fee
- Autobiographical essay - (In 1250-1500 words respond to the following three questions: What factors have led you to apply to the School of Theology? What are your professional goals? What are your scholarly interests?)
- Three Letters of Recommendation (one from each of the following:)
 - Professor
 - Professor
 - Supervisor/Professional from a work environment who can speak to your work ethic and character
- Writing Sample of 2000-2500 words. This may be an essay or excerpt of an academic paper on any topic. Please include bibliography and in text citations or footnotes.
- Admissions Interview as needed.
- Undergraduate GPA of 3.0
- TOEFL Requirements. Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 Paper Based Test (PBT), 215 Computer Based Test (CBT) or 79 on the internet Based Test (iBT) otherwise known as the Test of English as a Foreign Language (TOEFL) of ELS Level 109.

International Students

For study at Mercer, an F-1 Visa is required of all students who are not citizens of the United States. An I-20 Form is issued to all accepted and approved international applicants upon receipt of the Declaration of Finances. This form is used to obtain the F-1 Visa. Those

students who want to be considered for a tuition grant should have their applications complete and an I-20 issued by January 15 to be eligible for financial assistance for the following fall semester. Qualified students whose native language is not English must show proficiency by scoring a minimum official TOEFL score of 79 IBT (internet based TOEFL), 215 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS.

International students who receive a tuition grant must also show evidence of \$14,000 in annual living expenses. Those students who do not receive a grant will be responsible for paying the current tuition rates. Each international applicant must complete a Declaration of Finances before an I-20 can be issued. If personal finances do not show evidence of \$14,000 in living expenses, a sponsor will need to supply current bank documents in the above amount and a letter of sponsorship. In addition, we require that the student or sponsor(s) deposit \$7,000 into the student's account at Mercer University by July 1 of the year the student plans to attend. The student or sponsor(s) will also be required to deposit another \$7,000 by January 15 of the following semester. The university will disburse the deposited \$7,000 at the start of the semester once the student has arrived for class. The School of Theology has a stewardship responsibility with regard to these awards. Students who are on F-1 Visas and are not able to meet these obligations will jeopardize their grants from the University.

Persons who do not currently possess the prerequisite qualifications for admission or who do not intend to pursue vocational ministry but who would like to take courses may audit courses. The dean gives final approval for permission to audit courses.

Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see Immunization Policy). Every student is also required to submit to a background check.

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 and Sciences in Macon and through the off-campus programs of the College of Education, the College of Professional Advancement of Mercer University, and the School of Business. 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 School of Theology, call the Office of Admissions at (678) 547-6474 or email: theologyadmissions@mercer.edu. Website: <http://theology.mercer.edu>.

Written correspondence should be addressed to:

Mercer University
School of Theology
Office of Admissions
3001 Mercer University Drive
Atlanta, GA 30341

Doctor of Ministry Degree Program (D.Min.)

Admission decisions are based on the total profile of the applicant, including an analysis of the applicant's writing ability, as seen in the admission essays; quality of recommendations; grade point averages of academic work; and the nature and extent of the applicant's ministry experience.

Successful applicants will complete and submit the following application materials to the School of Theology Admissions Office:

- Official transcripts from all higher education institutions previously attended. A grade point average of 3.25 from all master's degree study in theology is preferred. Applicants must have completed a Master's Degree of at least 38 hours that includes the range of courses below (32 hours) and at least 6 additional graduate hours from a school fully accredited by a regional accrediting agency recognized by the Council for Higher Education Accreditation (or a recognized international accrediting organization).
 - **Interpretation of Scripture and Theological Tradition of Ministry Context**
 - Applicant must have completed at least one course in Old Testament Studies (3 hours), one course in New Testament Studies (3 hours), one course in Theology (3 hours), one course in Ethics (3 hours), and one course in Church History (3 hours).
 - **Understand and Adapt Ministry to the Cultural Context**
 - Applicant must have completed at least one course in intercultural studies related to ministry (3 hours), and three courses (9 hours) in practical ministry areas.
 - **Basic Self-Understanding of Ministerial Identity and Vocational Calling**
 - Applicant must have completed at least one course in contextual ministry/supervised ministry/field education/CPE (3 hours) or its equivalent and should submit in the application process a self-assessment of ministerial identity and vocational calling (see required career assessment below).
 - **Ongoing Personal and Spiritual Formation for Ministry**
 - Applicant must have completed at least one course in spiritual formation (2 hours) or the equivalent and demonstrate a concern for ongoing personal and spiritual formation in an interview with a faculty member at the School of Theology.
 - Applicants with a graduate theological degree who meet the admission requirements of the D.Min. Program, but lack courses in required areas and/or overall graduate hours, may be admitted into the Doctor of Ministry program on a conditional basis based upon the following criteria:
 - Applicants requiring 12 hours or less are eligible for conditional acceptance.

- Applicants requiring 9 hours or less may take the introductory D.Min. seminar (DMIN 720/732--The Biblical/Theological Foundations for Ministry Seminar Preparation and Seminar) while fulfilling their prescribed masters' level coursework.
- Applicants must enroll in courses as prescribed by the program dean, maintain a minimum GPA of 3.0 or better, complete master's level coursework within one year, and maintain ministry status.
- A description of roles and responsibilities in active ministry in which the applicant can complete meaningful research integrating biblical, theological, and pastoral insights into the practice of specific ministry. Applicants must have completed at least 4800 hours of **Ministry Experience** over at least two years in one of the following ways:
 - As a minister in a local congregation.
 - As a chaplain, campus minister or in another capacity considered to be a ministry calling.

Such experience may be either paid or voluntary as long as the School of Theology deems that experience to meet the requirements above and enables the applicant to engage as a ministry peer with other students pursuing a Doctor of Ministry degree and are prepared to do doctoral level research in a focused project.

- If English is a second language, an official TOEFL score of 79 IBT (internet based TOEFL), 215 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS is required.
- Three reference documents, located in the application materials, completed by selected leaders in which assessment is made of the applicant's ministerial practice.
- Brief, written career assessment describing the applicant's history, ministry experience, ministry competencies, sense of call, goals for D.Min. study, theological self-reflection and a general area of research interest for a Project Thesis.
- Writing Sample of 2000-2500 words (may be an excerpt) of an academic paper from a theological graduate course. Please include bibliography and in text citations or footnotes.
- Covenant of Support to ensure institutional and contextual support from the applicant's community of faith or supporting ministry context.
- Background check
- An on-site, Zoom, or telephone interview arranged by the Admissions office with a faculty member and/or the Director of the D.Min. Degree Program.

Complete the Application for Admission and return it with a check for \$50.00, made payable to "McAfee School of Theology." This is a non-refundable application fee. All applicants are reviewed on the basis of a total profile of the applicant.

Each admitted student must also complete a University Health form prior to registration, as well as submit to a criminal background check.

Non-Degree Programs

Applicants who wish to enroll in one or more Masters level courses at the School of Theology without pursuing a degree may apply to take classes by (1) auditing a class, (2) enrolling as a non-degree for credit student, or (3) enrolling in a Graduate Certificate Program (for credit).

Audit

Applicants wishing to audit a class must complete the audit application and be officially registered as audit students. Auditors are by nature listeners. As such, auditors are asked not to engage in course discussion or questions unless the professor has clearly communicated auditors are invited into full participation. Auditors are bound by the same policies as any student and are expected to adhere to the Community of Respect and any class covenant. Auditors do not receive course credit, nor do they submit assignments to be graded. The presence of auditors and the number allowed in each class are at the discretion of the professor.

The audit fee for courses at the School of Theology is \$50.00 per credit hour, with most courses set at 3 hours/\$150.00 per course. There is also a facility/technology fee per semester charged as follows:

1 – 8 credit hours = \$17 per credit hour; 9 or more credit hours = \$150.00

Eligibility and Requirements:

- Biographical Information
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to hold a bachelor's degree with a liberal arts core from a regionally accredited college or university or proof of an equivalent degree from a foreign university.
- Background check* Completed online at Castle Branch, or call 1-888-666-7788 for more information. Please allow up to two weeks for us to receive the report. The package cost is \$33.50, which must be ordered and purchased directly online by the applicant. The admissions office will supply the appropriate step-by-step directions on how to complete the background check. Please download instructions to order your background check and have it sent to the School of Theology at Mercer University. (International students having obtained an F-1 visa are excluded from the background check requirement). Background checks for auditors are required for their initial application and must be updated every four years for repeat auditors.
- Application Fee: \$50.00

Non-Degree for credit

Applicants who wish to enroll in one or more Masters level courses at the School of Theology without pursuing a degree but wish to receive academic credit should apply as a non-degree for credit student. Non-degree for credit students complete the same required course work and hours as degree seeking students for a required course.

Applicants must have met the individual course prerequisite requirement(s). If the applicant wishes to apply to a degree program in the future, courses taken as a non-degree student will be evaluated according to the requirements of the curriculum that is current at the time of application.

Eligibility and Requirements:

- Biographical Information
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to hold a bachelor's degree with a liberal arts core from a

regionally accredited college or university or proof of an equivalent degree from a foreign university.

- Background check* Completed online at Castle Branch, or call 1-888-666-7788 for more information. Please allow up to two weeks for us to receive the report. The package cost is \$33.50, which must be ordered and purchased directly online by the applicant. The admissions office will supply the appropriate step-by-step directions on how to complete the background check. Please download instructions to order your background check and have it sent to the School of Theology at Mercer University. (International students having obtained an F-1 visa are excluded from the background check requirement).
- Application Fee
 - Costs:
 - Tuition: See Masters level Theology Tuition costs
 - Facility/technology fee per semester charged as follows: 1 – 8 credit hours = \$17 per credit hour; 9 or more credit hours = \$150.00

*Failure to undergo the background check will result in exclusion from admission consideration. An individual with a criminal conviction is not automatically excluded from admission; the School will evaluate the time frame, nature, gravity, and relevancy of the conviction or charge offense in making a decision. Applicants may appeal the decision and will have the opportunity to present information to dispute the background check.

Graduate Certificate in Theological Studies

Designed for professionals and dedicated laity with a deep yearning for thoughtful theological reflection, this non-degree, for credit graduate certificate program provides theological literacy for transformational leaders.

Applicants must hold a bachelor's degree with a liberal arts core from a regionally accredited college or university or proof of an equivalent degree from a foreign university with at least a 2.75 GPA. Applicants will submit an application, application fee, official transcripts from all higher education institutions previously attended, and a background check.

Students in the Graduate Certificate Program are not eligible for federal financial aid or merit-based scholarships. Students may not cross-register for courses at other institutions, nor will transfer credit outside of the School of Theology be accepted. Many courses are available both online and on campus. Students may register for one to four classes per term. Students must complete the certificate program within six years.

Current students in the Graduate Certificate Program, as well as graduates of the program, may choose to apply to a Master's level degree program. Applicants are required to complete the entire admissions process and submit all required materials. Courses taken at the School of Theology under the certificate program will be carried over into the appropriate Master's program, if requested.

The School of Theology students in a degree-seeking Master's level program may choose to apply to the Graduate Certificate Program. Courses taken at the School of Theology under a degree-seeking program may be applied to the Graduate Certificate Program, as long as the student did not receive merit-based scholarship funding or federal financial aid for that course.

Students in the Graduate Certificate Program are required to abide by Mercer University and the School of Theology policies and procedures, including but not limited to the Community of Respect, Code of Conduct, and Academic Integrity.

Graduate Certificate in Theological Studies

Course	Course #	Credits
Foundations in Church History	THCH 500	3
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3
Elective	THXX XXX	3
Elective	THXX XXX	3
Elective	THXX XXX	3

Total Required Hours: 24

Accelerated Special Consideration Program between College of Professional Advancement and the School of Theology— Bachelor of Arts in Liberal Studies degree and Master of Divinity degree

Mercer University's Accelerated Special Consideration Program (ASCP) offers highly qualified students enrolled in the College of Professional Advancement B.A. in Liberal Studies degree with a religious studies concentration the opportunity to earn both the B.A. in liberal studies and M.Div. degree (School of Theology) in a reduced time frame. Students admitted to the ASCP based on the Admission Requirements will be able to complete the B.A. in Liberal Studies (religious studies concentration) by enrolling in the School of Theology foundational level courses that align with the Graduate Certificate in Theological Studies. These courses will be applied toward the completion of the B.A. in liberal studies degree (religious studies concentration). These same foundational courses will also count toward the completion of the M.Div. degree. In this way, students will be able to complete the M.Div. degree in two rather than three years, based on full-time enrollment.

The following courses offered through the School of Theology may be completed and applied to the required course work for the religious studies concentration in B.A. Liberal Studies degree:

Course	Credits
THOT 500 Foundations in Old Testament	3
THNT 500 Foundations in New Testament	3
THCH 500 Foundations in Church History	3
THCH 510 Baptist History & Polity	3
THTP 500 Foundations in Theology	3
THXX xxx Cultural Context Elective	3

(Students will choose one: THNT 701/THOT 701 The Bible & Popular Culture, or THPT 604 Whatever Happened to Abram's Children? Judaism, Christianity, and Islam Today, or THPT 605 Why Did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies or THPT 652 Gender & Sexuality or THTP 601 Christian Theology & Culture)

THXX xxx Comparative Religions Elective	3
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(Students will choose one: THPT 602: Judaism: History, Thought, & Practice, or THPT 603 Islam: History, Thought, & Practice, or THPT 604 Whatever Happened to Abram's Children? Judaism, Christianity, and Islam Today, or THPT 605 Why Did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies)

THET 500 Ethics	3
THSP 511 Spiritual Formation 1	1
THSP 512 Spiritual Formation 2	1

Total Required Hours: 26

Only College of Professional Advancement Students who are fully admitted to the B.A. in Liberal Studies (religious studies concentration) to M.Div. ASCP program may enroll in above School of Theology courses as undergraduate majors.

Admissions Requirements

This ASCP program allows students currently enrolled in College of Professional Advancement and who are completing the B.A. in Liberal Studies to complete an eight-course religious studies concentration through enrollment in courses in the School of Theology. Students admitted to the program will be 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 Christian ministry.

Candidates for admission will be College of Professional Advancement students with a declared major in liberal studies and who have indicated a desire to enroll in the School of Theology M.Div. degree program. Applicants complete a minimum of 60 credit hours, to include:

- All general education requirements (39 hrs.)
- The following LBST major core courses (15 hrs.):
 - LBST 210 The Idea of the University
 - LBST 250 Arts and Ideas I: Ancient and Medieval Cultural OR LBST 255 Arts and Ideas II: Modern Culture
 - LBST 275 Argument: Social Thought and Citizenship OR LBST 280 Argument: Studies in Public Discourse
 - LBST 310 Liberal Studies Thinking and Writing
 - LBST 360 Critical Approaches to Interdisciplinary Inquiry
- Electives to reach the 60-hour minimum (6 hrs.)

Please refer to this catalog's section on Accelerated Special Consideration Program under College of Professional Advancement, as well as the School of Theology's M.Div. Degree Admissions section, for complete information on admissions requirements. Successful applicants must complete and submit application materials to the School of Theology Admissions Office.

A minimum grade point average of 2.75 overall and 3.0 in a student's Mercer University courses is required. The School of Theology Dean gives final approval for admission to the ASCP program and to the School of Theology

Program Requirements

1. Students must have completed a minimum of 60 credit hours toward the B.A. in Liberal Studies degree, to include all of the general education requirements and the B.A. degree core classes (with the exception of the LBST 498 capstone), before application to the ASCP B.A./M.Div degree. A minimum of fifteen undergraduate hours (to include the five BA/LBST degree core requirements listed above) must be complete at Mercer University prior to application to the ASCP. A student may also need to complete any outstanding general education requirements. A 3.0 GPA for all Mercer University courses is required at the time of application.
2. To complete the requirements for the B.A. in liberal studies, students will complete the LBST 498 Senior Capstone course in the semester in which they complete the religious studies concentration (eight courses) required for the B.A./liberal studies degree with a religious studies concentration. These concentration courses will

align with the courses in the School of Theology Graduate Certificate in Theological Studies.

3. Students must meet all admission requirements (see above) for the School of Theology M.Div. degree with exception of the completion of their B.A. degree.
4. Students applying for BA/MDIV ASCP program will be interviewed by the School of Theology and the College of Professional Advancement Department of Liberal Studies prior to admission into the program. The interview team will be constituted by faculty members from both schools.
5. If a student does not continue with the School of Theology, any courses completed in the School of Theology with a grade of C or higher will count toward the B.A. liberal studies degree with a concentration in Religious Studies.
6. Students in the ASCP program will enroll in the approved foundational courses as offered by the School of Theology in their Graduate Certificate in Theological Studies and taught by the School of Theology faculty.
7. The foundational courses will count toward the B.A. in Liberal Studies with a concentration in Religious Studies and will allow the student to receive advance standing at the School of Theology upon fulfilling the requirements for the B.A. in Liberal Studies at the College of Professional Advancement.

The B.A. in Liberal Studies requires a total of 120 hours and the M.Div. degree requires 78 hours. Six (18 hours of credit) to eight (24 hours of credit) courses taken at the graduate level will be applied toward completion of the B.A. degree. The approved foundational courses are those offered by the School of Theology in their Graduate Certificate. These credits will provide the student with advanced standing per the School of Theology's standards, accelerating the pace at which students will go on to earn the M.Div.

Admission on Probation

If a student was admitted on probation and earns a 2.5 or better during the first semester, they 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, the student will be dismissed from the School of Theology.

Tuition

Due to the generous contributions of Mercer University, supporting churches, and our educational partners, the School of Theology is one of the most affordable options for theological education. M.Div., M.A.C.M., M.T.S. and Non-Degree (for credit) programs are charged at \$515 per credit hour. D.Min. tuition is charged at \$500 per credit hour. Merit scholarships are available to Masters students who qualify. Eligibility is based on an undergraduate GPA and evaluation of each candidate's total admissions application, including potential for leadership in service and vocation.

TUITION AND REQUIRED FEES

Estimated Student Cost to Attend After Tuition Grant

2022-2023 Academic Year

M.Div. (estimate 26 hours per year)	\$13,390.00
M.A.C.M. (estimate 18 hours per year)	\$9,270.00
M.T.S. (estimate 24 hours per year)	\$12,360.00

*D.Min. (estimate 11 hours per year)	\$5,500.00
Facilities and Technology Fee (required fee, full-time students)	\$300.00

* Tuition rates and fees are estimated and subject to change

Masters Level Scholarships

Merit-Based Scholarship Levels

Merit-based Scholarships are awarded by the School of Theology to incoming Master's degree seeking students with commendable academic and leadership achievements. Those desiring consideration for merit-based awards must complete the application for admission and an interview with staff or faculty. Candidates should demonstrate a strong academic profile, excellent writing skills, and outstanding recommendations. Merit-based scholarships are awarded for up to three years (residential program) or four years (online program) and up to seventy-eight hours of study for the M.Div., up to two years (residential program) or three years (online program) and 38 hours of study for the M.A.C.M., and up to two years and 48 hours of study for the M.T.S. Scholarship recipients must enroll as full-time students and must maintain a 3.0 GPA for the duration of their program. The Scholarship application deadline for Fall is January 15 and for Spring admission is October 1. Students may still be awarded scholarships after the Spring and Fall deadlines based upon availability of funds and date of the completed application. Please see Theology Student Handbook and merit Scholarship Contract for details in maintaining eligibility.

*An alternative interview time may be arranged for students who are outside the United States or in other extenuating circumstances.

Academic Policies and Procedures

Minimum Hours Requirement

Students enrolled during the Fall and Spring semesters in the Master's Degree programs are required to be enrolled for a minimum of six credit hours. There is no minimum enrollment requirement for D.Min. students.

Students who fail to meet this requirement or need an exception to the requirement must meet with the Associate Dean to discuss their academic progress and may be asked to withdraw from the degree program.

Advanced Placement

Should a student desire to place out of a foundation course in the Master's Degree programs, they should contact a faculty member in the relevant area to schedule an interview. The student must bring syllabi and papers from previous courses to the interview for evaluation by the professor. It is recommended that the student will have taken at least two courses in the area with grades of B+ or better, and demonstrate a foundational knowledge of the topic. If the professor approves the advanced placement, the student should fill out a form and submit it to the Director of Academic Success. Advanced placement must be requested within a student's first 12 hours.

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 School of Theology. Each professor will outline attendance policies for their 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. An absence is non-attendance of a scheduled class

for any reason, including but not limited to, other courses, illness, work schedule, conferences, interviews, social events, church related activities, or other activities.

Attendance in fully online courses is defined as regular and continuous online presence and participation. The following indicators, based on Federal Student Loan policies, will guide an instructor's determination that a student has been in regular and continuous attendance in a fully online course:

- Timely student submission of an academic assignment or online activity;
- Student submission of an exam or quiz
- Documented student participation in and engagement with computer-assisted instruction (evidence of logging in alone will not satisfy this requirement);
- Participation in a required discussion forum, a blog posting, or online journal entry showing engagement with course content;
- Attendance in required synchronous sessions;
- Participation in required group work;
- An email from the student or other documentation showing that the student-initiated contact with the instructor for the purpose of discussion or clarification of course content;
- Any other indicator of attendance that is identified in the syllabus.

*The instructor will determine the configuration for attendance based upon the indicators above. If a student shows no online activity for 25% of the term (4 weeks for a semester; 2 weeks for a summer course, etc.), the student will fail the course. Grades will be reduced for not turning in assignments or participating in online sessions.

Because the programs are professional level, the School assumes that students have high level of motivation and responsibility. Accordingly, it is expected that students will attend class unless there are significant reasons for being absent. Professors are required to check attendance and keep attendance records. Each professor has the discretion to indicate in the syllabus their policy on absences, late arrival at class, or leaving before the class is over. Repeated lateness or leaving early may be counted as an absence, and the professor may penalize a student's grade for absences, if the professor's policy is stated in the syllabus. If a student is in doubt about the number of absences they have for a given course, it is the student's responsibility to check with the professor.

Course Availability

The decision of whether to offer a course or not will be based upon the availability of the faculty to teach the course and by a minimum number of five students enrolling in the course and being present on the first day of class.

Residency

Students in the residential (non-online cohort) M.Div., M.A.C.M., and M.T.S. degree programs must complete at least 1/3 of their course credits in residence. M.Div. students must complete at least 25 hours on campus. M.A.C.M. students must complete at least 12 hours on campus. M.T.S. students must complete at least 15 hours on campus.

Suitable Progress Towards Degree Completion

Students are expected to make satisfactory progress towards their degree completion. Students who do not demonstrate satisfactory progress by completing the minimum requirements may be asked to withdraw from the degree program.

Completion of Degree Requirements

A minimum career grade point average of 2.5 (C is required for graduation with the Master of Arts in Christian Ministry degree. No credit is awarded for any course in which a grade below C is earned. A student in the Master of Arts in Christian Ministry degree

program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

A minimum career grade point average of 2.5 (C+) is required for graduation with the Master of Divinity degree. No credit is awarded for any course in which a grade below C is earned. A student in the Master of Divinity degree program must complete all degree requirements within an eight-year period. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

A minimum career grade point average of 3.0 (B) is required for graduation with the Master of Theological Studies degree. No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree. A student in the Master of Theological Studies degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

A minimum career grade point average of 3.0 (B) is required for graduation with the Doctor of Ministry degree. No credit is awarded for any course in which a grade below B is earned. A student in the Doctor of Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

Students who are not enrolled for more than one academic calendar year must re-apply for admission and are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. Students who previously attended any of the Mercer campuses and wish to re-enter the University after an absence of more than one calendar year must file for readmission at the Registrar's Office. The student must be in good standing with the University and have a cumulative grade point average of at least 2.0 as an undergraduate or 3.0 as a graduate or professional student. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Registrar's Office:

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

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

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

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.

Participation in Commencement Ceremonies

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

Students must meet all degree requirements (including the minimum graduation requirements for cumulative grade-point averages and submission of thesis (when

applicable) in order to participate in the Commissioning Service and Commencement ceremony.

Course Load

The normal academic load for the fall and spring semesters is 13 credit hours per semester for residential M.Div. students/6-7 hours for online M.Div. students, 9-10 hours for residential M.A.C.M students/6-7 hours for online M.A.C.M. students, 11-14 hours for residential M.T.S students, and 1-4 hours for D.Min. students. Students may take 15 or more hours per semester only with prior approval of the Associate Dean of the School of Theology.

Student Requests for Catalog Exemption

All student requests must be submitted in writing, along with the proper forms, to the office of the associate dean no later than the Wednesday prior to the monthly faculty meeting.

Independent Study

Should a student desire to take an independent study, they must submit a letter of request to the Associate Dean, a preliminary syllabus that demonstrates how contact hour requirements will be met, and approval of the supervising professor. Final approval will be made by the appropriate faculty committee. M.Div. and M.T.S students will be limited to a maximum of 9 hours for independent studies and guided research. MA students will be limited to a maximum of 6 hours.

Faculty members are limited to one independent study per academic year, in addition to regular teaching load. An independent study will count toward the faculty supervising load during that semester.

Cross-Registration

The School of Theology allows up to four elective courses to be taken by Master's degree students at member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) or Atlanta Theological Association (ATA) under the cross-registration arrangement of the Center provided they meet the academic requirements of the Center agreement. Courses completed at non-Mercer institutions, including ARCHE and ATA schools, are counted as transfer credit. Please consult the Transfer Credit Policy for your degree program and consult with the Associate Dean to determine those courses that will apply to your degree program. Students who wish to cross-register must proceed as follows:

1. Obtain a University Center Cross Registration Form from the Registrar's Office or the School of Theology website.
2. Fill out the Cross-Registration Form completely. The form requires the signature of the Associate Dean of the School of Theology 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 University 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 Form for any subsequent term in which they wish to participate in the Cross-Registration Program.

As a cross registration student, you are graded according to the academic standards and grading practices of the host institution. Upon completion of the course, the cross-registration coordinator of the host institution shall ensure that your transcript is sent to the cross-registration coordinator of your home institution for inclusion on your official transcript.

Grading Policies

Academic Probation Policy

Any M.Div., M.A.C.M., or Non-Degree (for credit) student whose current term GPA falls below a 2.5 will be placed on probation. The student must then earn a 2.5 GPA or better in the following semester to be removed from probation. If a student's current GPA falls below a 2.5 more than two semesters in their seminary career (including admission on probation), the student will be terminated.

A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Divinity or Master of Arts in Christian Ministry.

Any M.T.S. or D.Min. student whose current term GPA falls below a 3.0 will be placed on probation. The student must then earn a 3.0 GPA or better in the following semester to be removed from probation. If a student's current GPA falls below a 3.0 more than two semesters in their program (including admission on probation), the student will be terminated. A minimum career grade point average of 3.0 (B) is required for graduation with the degree of Master of Theological Studies or Doctor of Ministry.

Auditing Courses

The School of Theology encourages and welcomes those who wish to audit courses. No paper assignments or examinations will be required or graded. The fee for auditing a class is \$150 per course, plus fees. Current students enrolled for nine or more hours may audit one class for free per semester.

Courses that have been audited cannot be later established on a student's record by examination-for-credit, and, if the student wishes to change an audit course to credit, they must do so by that semester's add/drop deadline. The dean gives final approval for permission to audit courses.

Examinations

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

Grading System and Quality Points

The method and manner of evaluation for course grades are 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	Excellent	4.0	93% - 100%
B+	Good	3.5	89% - 92%
B	Good	3.0	82% - 88%
C+	Average	2.5	78% - 81%
C	Average	2.0	70% - 77%
F	Poor	0	Below 70%
FQ	Failure-Quit Attending/Never Attended	0	
S	Satisfactory	*	
U	Unsatisfactory	*	
ABX	Absent from Final Exam (Excused)	*	
IC	Incomplete (Excused)	*	
IP	In Progress	*	
AU	Audit	*	
W/WM	Withdrawal/Withdrawal Military	*	
Z	Grade not Reported	*	

ABX and Incomplete Policy

The grade of ABX denotes that the student was absent from the scheduled final examination because of sickness or another valid and compelling reason that is satisfactory to the instructor. A special examination, to take the place of the one missed, must be taken no later than mid-term of the next semester, or the ABX grade will be changed to the grade of F. The grade of IC (incomplete) means the student is passing the class but some relatively small part of the semester's work remains incomplete because of illness or another valid and compelling reason that is satisfactory to the instructor.

A grade of "Incomplete" will be assigned if, due to exceptional extenuating circumstances and with the prior approval of the instructor and Associate Dean, a student is not able to complete the required course work during the semester. All work must be completed by the end of the first full semester following the assignment of the "incomplete" grade. At that time, the "IC" will be replaced with a letter grade. If the student has not completed the work by the end of the following semester, the "IC" will be replaced with a letter grade of "F."

It is the student's responsibility to contact the professor before the scheduled final exam date, request an "incomplete," and agree on a schedule for completing the work, if the student thinks that circumstances warrant the giving of an "incomplete." Otherwise, work that is not turned in will be given an "F." A student who receives an "incomplete" should adjust the course load for the next semester in order to allow for time to complete the course work from the previous semester. If a student begins to develop a pattern of requesting "incompletes," requesting "incompletes" in consecutive semesters or on a recurring basis, the student may be placed on probation.

If the student does not re-enroll in the University after receiving a grade of IC and the work for that class is not completed within 12 months after the IC was assigned, the IC will be changed to a grade of F. All ABX and IC grades must be replaced with traditional grades before degrees can be awarded.

Repeating a Course

A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Arts in Christian Ministry or Master of Divinity. No credit is awarded for any course in which a grade below C is earned.

A minimum career grade point average of 3.0 (B) is required for graduation with the Master of Theological Studies degree. No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree.

A minimum career grade point average of 3.0 (B) is required for graduation with the Doctor of Ministry degree. Students must also earn a minimum of a "B" in all required courses.

The following provisions apply:

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 second grade recorded in the final attempt will prevail, whether it is higher or lower than any previous grade(s) and the final grade will be used in computing the cumulative grade point average. 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 department and the Associate Dean. A student may not attempt any individual course more than twice without special permission from the Faculty.

When a course is repeated, the student is subject to the Catalog restriction on the total number of credit hours that may be taken in a single term. With the Associate Dean's approval, a student who has a "C" average or above may, in emergency 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. These provisions are not applicable to repeated work taken by a Mercer student as a transient at another institution.

Schedule Changes

Adding and Dropping Courses

Course changes must be completed before the add/drop deadline for the current semester. A student must complete and submit a Course Change Request Form to add or drop a class. Courses dropped by the deadline will not appear on a student's grade report or permanent record.

Withdrawal from the School of Theology

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

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

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

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

Readmit Students

Students who withdrew from the University voluntarily and wish to re-enter the University after an absence of more than one calendar year may seek readmission.

The student must be in good standing with the University and have a cumulative grade point average of 2.5 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 Office of Admissions:

1. A completed application for readmission. There is no readmission fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer University.
3. A completed questionnaire detailing reasons for the student's absence and plan for completing the degree.

All School of Theology students, as well as any student applying for readmission with less than 2.5 cumulative grade point average and not in good standing with the University, are required to request readmission in writing addressed to the Dean of the School of Theology. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Students who leave the University, and are not enrolled for three consecutive semesters, must fulfill the Catalog requirements enforced at the time of re-enrollment, including time limits on degree completion. Files are purged five years from the last date of attendance. Students who seek readmission after that time must secure new transcripts.

Withdrawal from Courses

A student may withdraw from a course after the add/drop deadline and before the withdrawal deadline. The student must complete and submit a Course Change Request Form. A grade of W will be assigned, and it will appear on the student's grade report and on their permanent record.

Withdrawals are not used to compute grade point averages. Any student who withdraws after the withdrawal deadline or who fails to complete and submit the Course Change Request Form will be assigned a letter grade of F for the course.

Permanent Dismissal

Students may be permanently dismissed from the School of Theology for any of the following reasons:

- Failing to meet the academic standard their first semester after being admitted on probation
- Failing to meet the academic standard after being placed on academic probation two times;
- Violation of the Mercer Code of Conduct (See Mercer Catalog)
- Violation of the School of Theology Honor Code (See Student Handbook)

Students who are permanently dismissed may not apply for readmission.

Required Leave of Absence

In the case of extenuating circumstances that impede a student's ability to make suitable academic progress, they may be required to take a leave of absence for a semester or longer. These circumstances include, but are not limited to:

- Medical emergencies, chronic illnesses, etc.
- Mental or emotional challenges
- Personal issues such as divorce, loss of a family member, etc.

Before returning to class, the student must have a meeting with the Associate Dean and show evidence of having dealt with the issues that required the leave of absence and the ability to complete the degree program within the specified time limits.

Disability Syllabus Statement for Atlanta, Douglas & Henry County Campuses

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the Disability Support Services Coordinator to document your disability, determine eligibility for accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the Disability Services Coordinator. A new form must be requested each semester. Students with a history of a disability, perceived as having a disability, or with current disabilities who do not wish to use academic accommodations are still strongly encouraged to register with the Disability Services Coordinator and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://campuslife.merceratlanta.org/disabilityservices.html>.

Harassment

The University is committed to maintaining an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment harms the environment the University seeks to maintain and is unequivocally prohibited. Moreover, sexual harassment is a form of sex discrimination and violates federal laws, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972.

Inquiries concerning this policy may be directed to the equal opportunity/ affirmative action officer, located in the Human Resources Office (telephone: 478-301-2786).

Discrimination against or harassment of any individual or group on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability is strictly prohibited by University policy and by state and federal laws.

The Student Handbook, which details the honor code, the code of conduct, and the policies on equal opportunity and sexual harassment, may be obtained from the office of the associate dean or from the equal opportunity/affirmative action officer.

Transfer Credit

Students may receive credit for courses taken at another institution as either transfer or transient credit. The number of hours accepted as transfer and transient credit will be assessed on a case-by-case basis and in no instance may exceed 25% of the graduate degree or 30% of the professional degree. The maximum allowed credit is 23 credit hours for the M.Div. degree, 11 credit hours for the M.A.C.M. degree, 12 hours for the M.T.S.

degree, and 10 credit hours for the D.Min. degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) courses for the theological core were taken at a school that is accredited by the Association of Theological Schools (ATS) and accredited by an agency recognized by the U.S. Department of Education; (2) the courses were graduate level courses, applicable to a master's degree for the M.Div., M.A.C.M., or M.T.S. programs or doctoral level for the D.Min. program; (3) grades of at least B were received in the courses, (4) the courses fall within the maximum time limit for degree completion, and (5) the credits may not have been applied to a degree previously earned. Transfer credit is monitored by the Associate Dean. Courses taken as cross-registration through ARCHE and ATA are included in the maximum allowed transfer credits. The MTS and DMIN Thesis requirements are not accepted as transfer credit.

Change of Degree Program Policy

Students currently enrolled in the M.Div. program

These students may change to the M.A.C.M. degree program. This constitutes a change in program/major. Courses taken in the M.Div. degree program that apply to the new degree program curriculum may be applied.

Required: (1) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean. (3) Submitted to the Atlanta Registrar's Office.

Students currently enrolled in the M.A.C.M. program

These students may move to the M.Div. degree program. This constitutes a change in program/major. Courses taken in the M.A.C.M. degree program that apply to the new degree program curriculum may be applied.

Required: (1) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean. (3) Submitted to the Atlanta Registrar's Office.

Students changing from to the M.T.S. program

A currently enrolled M.Div. or M.A.C.M. student may move to the M.T.S. degree program if the student meets the minimum undergraduate GPA of 3.0; has at least a 3.0 GPA on their School of Theology coursework; completes an interview with the Director of the M.T.S. degree program discussing their scholarly interests and goals; and completes a Program/Major Change Form. Courses taken in the M.Div. or M.A.C.M. degree program that apply to the M.T.S. curriculum may be applied. Required: (1) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean and Director of the M.T.S. program. (3) All documentation submitted to the Associate Dean. This constitutes a change in program/major.

A currently enrolled M.T.S. student may move to the M.Div. or M.A.C.M. degree. This constitutes a change in program/major. Courses taken in the M.T.S. degree program that apply to the M.Div. or M.A.C.M. curriculum may be applied. Required: (1) Admissions essay on Christian pilgrimage. (2) Recommendation from their pastor or church leader. (3) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (4) Signed approval by the Associate Dean and Director of the M.T.S. program. (5) All documentation submitted to the Associate Dean.

Note: For completion of the M.Div., M.A.C.M., and M.T.S. degrees please see minimum residency requirements and maximum time allowed for completion of degree.

Programs of Study

Master of Divinity Degree Program (M.Div.)

The M.Div. is a seventy-eight (78) hour professional degree program that can be completed in residence (three years full-time) or online (four-years, cohort-based) and is designed to prepare persons for ordained ministry and for general pastoral and religious leadership in congregations and other settings. The M.Div. is structured to give students foundational tools for ministry, integrating the academic, spiritual, and practical components of theological education.

Master of Divinity (M.Div.) Student Learning Outcomes

SLO1. Outcome: Graduates will possess foundational skills in the study of content, context, and interpretation of scripture.

SLO2. Outcome: Graduates will possess foundational skills in the study of content and context of Christian tradition.

SLO3. Outcome: Graduates will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.

SLO4. Outcome: Graduates will demonstrate patterns of behaving and believing that enrich the ethical and spiritual life of the minister.

SLO5. Outcome: Graduates will demonstrate competency in integrating theory and practice of leadership in their ministry contexts.

Master of Divinity (M.Div.) Curriculum Overview

Seventy-eight (78) credit hours are required for completion of the Master of Divinity degree.

Theology Core: 69 hours

Course Name	Course #	Credits
<u>Biblical Studies: 18 hours</u>		
Choose 6 hours of a Biblical Language:	THBL _____	3
	THBL _____	3
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)		
or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)		
Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3

Historical/Theological Studies: 12 hours

Foundations in Church History	THCH 500	3
*Baptist History & Polity	THCH 510	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3

Global & Cultural Studies: 9 hours

Global Perspectives in Ministry & Mission	THPT 500	3
Comparative Religions Elective	_____	3
Cultural Context Elective	_____	3

Moral & Spiritual Formation Studies: 11 hours

Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
Emotional Intelligence in Ministry & Leadership	THPT 502	3

Ministerial & Public Leadership: 19 hours

Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Preaching	THPT 506	3
Choose 2 of the following:		6
Spiritual Care through Crisis Ministry (THPT 503)		
Faith Development through the Lifespan (THPT 505)		
Worship through the Christian Year (THPT 507)		
Choose (A) THPT 703 or (B) THPT 701 & 702:		6
Clinical Pastoral Education Unit 1 (THPT 703)		
Or		
Contextual Education 1 Leadership in Context (THPT 701)		
and Contextual Education 2 Leadership in the Church (THPT 702)		

Free Electives: 9 hours

***Note:** Students may choose a polity course within another denomination in place of THCH 510. A polity course may be required for ordination; students are responsible for learning the specific requirements for ordination within their denomination.

****The M.Div. degree program is designed as a (minimum) three-year program with a maximum of thirteen (13) credit hours per semester (Fall/Spring).**

Graduation Requirements:

Minimum 2.5 GPA, completion of course requirements and 78 hours, and maximum completion time of eight years.

Total Hours for Master of Divinity: 78**Master of Divinity Embedded Certificates**

The embedded certificates provide students with opportunities to focus their electives and extra-curricular experiences in areas that relate directly to their vocational goals. Through the certificate, students participate in formative experiences to develop their professional skills in leadership, service, and research. M.Div. students may complete a maximum of one embedded certificate.

Eligibility

Embedded Certificates are open to all School of Theology Master of Divinity students as part of the degree program. Students must complete all requirements of both the Certificate and the M.Div. degree in order to receive the Certificate. Students in the Graduate Certificate in Theological Studies (GCTS) and other Non-Degree Students, as well as M.A.C.M. and M.T.S. students are not eligible to participate in this certificate program.

Master of Divinity with a Certificate in Christian Ethics

Description

The Certificate in Christian Ethics is designed for students who recognize the centrality of moral character, moral discernment, and moral witness in Christian discipleship, ministry, and church life, and who are pursuing vocations that will specialize in such efforts.

Required Courses

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THET 600. History of Christian Ethics
- THET 602. Christian Ethics and War
- THET 603. Faith and Politics
- THET 605. Ethics, Law, & Public Policy
- THET 606. African American Traditions in Theological Ethics
- THET 607. Theology & Praxis of Martin Luther King, Jr.
- THET 608. The Ethics of Reconciliation
- THET 611. The Sermon on the Mount
- THET 634. The Book of the Twelve
- THET 652. Forgiveness and Reconciliation
- THET 700. Bioethics
- THET 701. Roman Catholic Ethics
- THET 702. Social Justice & the Old Testament
- THET 706. Ethics of Human Dignity
- THET 707. Christian Sexual Ethics
- THET 708. Theology After the Holocaust
- THET 709. Dietrich Bonhoeffer
- THET 710. Theology and Economics
- THET 711. The Teachings of Jesus
- THET 800. Special Topics
- Other classes as approved by Advisor.

Professional Formation

Students will complete one experience in each of the following areas of professional formation:

- Present a paper at an academic conference; speak in chapel at Mercer; offer teaching or preaching in a church on an ethical theme; or participate in published research related to ethics with a School of Theology professor or publish an article or blog on an ethical theme.
- Participate in an academic conference such as the Society of Christian Ethics or American Academy of Religion (AAR) or serve an event sponsored by the Center for Theology and Public Life.

- Participate in a Mercer on Mission or McAfee Mission Immersion experience; participate in a course with a service-learning component; or engage in Christian moral witness (Advocacy) on a public policy issue, such as immigration reform or the death penalty, at the local, state, or national level.

Master of Divinity with a Certificate in Congregational Ministry

Description

The Certificate in Congregational Ministry is designed for students with a vocational calling to church ministry. Students will engage in courses and professional formation that will augment their knowledge and skills for leadership, preaching, pastoral care, and faith formation in diverse congregational settings.

Required Courses

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses that will strengthen their ministry focus, i.e. preaching, youth ministry, Christian education, church administration/leadership, etc.:

- THPT 501. Leadership for Church & Community
- THPT 503. Spiritual Care through Crisis Ministry
- THPT 505. Faith Development through the Lifespan
- THPT 507. Worship through the Christian Year
- THPT 620. Ministry with Children
- THPT 622. Ministry with Adults
- THPT 623. Church Pedagogy & Curriculum Development
- THPT 624. Theological Approaches to Christian Education
- THPT 625. Women: Believing, Worshiping, & Ministering
- THPT 646. Counseling Couples in the Congregation
- THPT 670. The Practice of Preaching
- THPT 671. Preaching & Film
- THPT 680. Change & Conflict
- THPT 680. Change & Conflict
- THPT 691. Worship in the African American Church
- THPT 800. Special Topics
- Other classes as approved by Advisor

Professional Formation

Students will complete one experience in each of the following areas of professional formation:

- Serve as an officiant at a funeral, wedding, baby dedication, communion or baptism; serve on a committee to plan worship for chapel at the School of Theology; serve as a staff member at Passport Camp; serve as a director of a mission trip, Vacation Bible school, or retreat; or other ideas as approved by Advisor.
- Present a paper at a professional conference (AAR/SBL, NABPR, CEA, etc.); preach a sermon in chapel at the School of Theology or at the Festival of Preachers; or other ideas as approved by Advisor.
- Write and publish curriculum for Sunday School, Vacation Bible School, or retreat; write a series of devotions for Smyth & Helwys Publishers; other ideas as approved by Advisor.

Master of Divinity with a Certificate in Faith-Based Social Transformation

Description

This certificate is for students seeking to engage in advocacy work, community organizing, ecclesial transformation, and related forms of social, political, and economic witness from a Christian basis. Such work can either be a part of congregational ministry; local, national, or international nonprofit work; social justice activism; or involve the delivery and governance of public education, health, welfare, prison injustice, food scarcity, or housing. This certificate provides an opportunity for students to build the networks needed for this work with others outside of the McAfee community who share a similar sense of vocation and a framework for students seeking to learn how to address the political dimensions of cultivating thriving communities.

Required Courses

Students will complete 9 hours of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THET 602 Christian Ethics and War
- THET 800 Special Topics: Feminist & Womanist Ethics
- THNT 800 Special Topics: The Bible and Critical Theories
- THNT 800 Special Topics: Womanist/Feminist Biblical Hermeneutics unto Preaching
- THOT/ET 702 Social Justice & the Old Testament
- THOT 704 The Theology of Exile
- THPT 503 Spiritual Care Through Crisis Ministry
- THPT 605 Why did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies
- THPT 608 Mission Methodology & Practice
- THPT 614 Why Can't We All Just Get Along? Interreligious Dialogue and Christian Faith
- THPT 680 Change & Conflict
- THPT 800 Special Topics: Proctor Conference
- THPT 800 Prophetic Preaching
- THTP 601 Christian Theology & Culture
- THTP 602 Suffering & Evil
- THTP 709 Theology & Ethnography
- THTP 710 Theology & Economics
- THTP 714 Political Theology
- *Other courses approved by Advisor

Professional Formation

Students will complete one experience in each of the following areas of professional formation:

- A community-based collaborative research project in a local church and/or community using critical theoretical concepts.
- At least one semester of contextual education in a church or community organization setting where the student can engage in advocacy and non-profit work.
- A professional activity where the student presents a paper at a regional AAR/SBL, speaks in chapel, leads a workshop, or other presentation as approved by advisor.

Master of Divinity with a Certificate in Interfaith Dialogue

Description

The Certificate in Interfaith Dialogue is designed for students who recognize that global peace and reconciliation is possible only when adherents of the world's religions recognize their mutual dependence upon each other, learn to understand each other, and determine to work together to meet global challenges. The Certificate program helps students to frame an adequate theology of religions from within the Christian tradition that can serve as a foundation for dialogue and collaboration with persons of other faiths.

Required Courses

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THPT 600. Cultural Intelligence
- THPT 602. Judaism: History, Thought and Practice
- THPT 603. Islam: History, Thought and Practice
- THPT 604. Whatever Happened to Abram's Children? Judaism, Christianity and Islam Today
- THPT 605. Why Did the Buddha Cross the Road? Asian Worldviews, Religions and Philosophies
- THPT 606. A Brother By Any Other Name? Cultural Lenses and the Faces of Jesus
- THPT 607. Who Moved the Equator? The Global Church in a Multicultural World
- THPT 614. Why Can't We All Just Get Along? Interreligious Dialogue and Christian Faith
- THPT 610. Field Research in Congregations and Communities
- THCH 713. Interweaving Faiths: Christian & Muslim Histories
- THTP 709. Theology and Ethnography
- Other classes as approved by Advisor.

Professional Formation

Students will complete one experience in each of the following areas of professional formation:

- Serve in a multi-cultural context through internships and/or other forms of placement, participate in a Mercer on Mission or McAfee Mission Immersion experience, or participate in one of the courses above with a service-learning component.
- Present a paper at an academic conference, speak in chapel at Mercer or the School of Theology, preach and/or teach in a local congregation on a theme related to interfaith dialogue and collaboration, or research, write, and/or publish in the area of interfaith dialogue.
- Advocate together with persons of other religious faiths for justice issues in local and national communities or on behalf of persons of other faith traditions.

Master of Divinity with a Certificate in Spiritual Care

Description

The Certificate in Spiritual Care is designed for students who are called to ministries of emotional support and spiritual guidance in a variety of settings, including congregations, public and private institutions, and community ministries. The Certificate

offers two areas of focus. The chaplaincy/pastoral care focus prepares students for vocations as chaplains in institutional settings (e.g., hospitals, prisons, military, universities) or as ministers of pastoral care in congregational settings. The spiritual formation focus prepares students for careers as spiritual directors in congregational or other settings.

The Certificate requires nine credit hours of advanced elective coursework in pastoral theology and spirituality, a contextual ministry placement in the practice of pastoral care or spiritual formation, and a final written self-reflective paper or project. Its coursework and training activities emphasize self-reflective learning that integrates theological knowledge, practical skills, and awareness of one's personal identity, relational abilities, cultural awareness, and spiritual commitments.

Required Courses

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- *Chaplaincy/Pastoral Care Focus*
 - THPT 503 Spiritual Care through Crisis Ministry
 - THPT 642 Spiritual Care with Addicted Persons
 - THPT 643 Spiritual Care through the Interpretation of Dreams
 - THPT 644 Toward a Theory & Practice of Love
 - THPT 645 Spiritual Care with African American Families
 - THPT 646 Counseling Couples in the Congregation
 - THPT 647 Trauma Stewardship
 - THPT 648 Pastoral Care with Women
 - THPT 649 Coaching for Spiritual Growth
 - THPT 650 Spiritual Direction
 - THPT 651 Forgiveness and Reconciliation
 - THPT 652 Gender & Sexuality
 - THPT 704. Clinical Pastoral Education Unit 2
 - THPT 800 Special Topics: Subtitle
 - Other courses approved by advisor
- *Spiritual Formation Focus*
 - THCH 701 Classics of Christian Devotion
 - THCH 703 Celtic Christianity
 - THCH 712 Contemplation in a World of Action: The Life and Writings of Thomas Merton
 - THSP 601 Spiritual Disciplines for Christian Spiritual Formation
 - THSP 602 Christian Pilgrimage
 - THSP 604 Christian Formation for Racial Reconciliation, Part 1
 - THSP 605 Christian Formation for Racial Reconciliation, Part 2
 - THSP 642 Spiritual Care with Addicted Persons
 - THSP 643 Spiritual Care through the Interpretation of Dreams
 - THSP 649 Coaching for Spiritual Growth
 - THSP 650 Spiritual Direction in Ministry
 - THSP 701 Classics of Christian Devotion
 - THSP 703 Celtic Christianity
 - THSP 706 Creation Theology, Spirituality, and the Arts
 - THSP 712 Contemplation in a World of Action: The Life and Writings of Thomas Merton

- THSP 800 Special Topics: Subtitle
- Other courses approved by advisor

Professional Formation

Students will complete one experience in each of the following areas of professional formation:

- **Contextual Ministry Placement:** Students in the chaplaincy/pastoral care focus will complete a unit of clinical pastoral education (CPE) at an ACPE-accredited training center. Students in the spiritual direction specialization may complete: (1) a unit of CPE; (2) at least one semester of contextual education in a church or community organization setting where providing spiritual formation to individuals or groups is a significant component of their responsibilities; or (3) one semester of supervised teaching ministry (THPT 626) with a focus on spiritual formation.
- **Personal Spiritual Direction or Counseling:** Since competent and ethical practice of spiritual care necessitates self-reflection, personal growth, and attending to one's own physical, emotional, and spiritual well-being, students in the Certificate in Spiritual Care are expected to participate in activities geared toward their ongoing formation, growth, and well-being. This can include participating in days of reflection, spiritual retreats, counseling, or spiritual direction, as well as personal practices of self-care and students should complete at least 6 hours of activity per academic year.
- **Final Reflection Paper:** In the final year of their program, students will complete a four-to-six-page paper documenting their understanding of their professional identity and how it influences their conduct as a spiritual care provider.

Note: Completion of the Certificate in Spiritual Care does not in itself qualify graduates to become board-certified chaplains or certified spiritual directors. However, the coursework and training experiences will help graduates acquire the foundational knowledge and skills to support their applications for certification.

Master of Arts in Christian Ministry Degree Program (M.A.C.M.)

The Master of Arts in Christian Ministry is a 38-hour professional credential that can be taken in residence (two years full-time) or online (three years, cohort based) designed to prepare individuals for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting.

Master of Arts in Christian Ministry (M.A.C.M.) Student Learning Outcomes

SLO1. Outcome: Graduates will possess foundational skills in the study of content, context, and interpretation of scripture.

SLO2. Outcome: Graduates will possess foundational skills in the study of content and context of Christian tradition.

SLO3. Outcome: Graduates will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.

SLO4. Outcome: Graduates will demonstrate the ability to make connections between their personal spiritual formation and their actions in the world.

SLO5. Outcome: Graduates will demonstrate competency in integrating theory and practice of leadership in their ministry contexts.

Master of Arts in Christian Ministry (M.A.C.M.) Degree Program Curriculum Overview

Course Name	Course #	Credits
<u>Biblical Studies: 6 hours</u>		
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
<u>Historical/Theological Studies: 6 hours</u>		
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
<u>Global & Cultural Studies: 6 hours</u>		
Global Perspectives in Ministry & Mission	THPT 500	3
Cultural Context Elective	_____	3
<u>Moral & Spiritual Formation: 5 hours</u>		
Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Ethics	THET 500	3
<u>Ministerial & Public Leadership: 3 hours</u>		
Choose: (A) THPT 701, (B) THPT 702, or (C) **THPT 703		3

Leadership in Context (THPT 701), Leadership in the Church (THPT 702), or **Clinical Pastoral Education Unit 1 (THPT 703)

<u>Specialization: 12 hours</u>		
Elective in area of specialization	_____	3
Elective in area of specialization	_____	3
Elective in area of specialization	_____	3
Elective in area of specialization	_____	3

Total Hours for M.A.C.M: 38

*The M.A.C.M. degree program is designed as a (minimum) two-year program with a maximum of ten (10) credit hours per semester (Fall/Spring).

**** Clinical Pastoral Education Unit 1 (THPT 703) is a 6-credit hour pass/fail course. M.A.C.M. students who complete CPE for their internship requirement will use 3 hours to satisfy the Ministerial & Public Leadership requirement and 3 hours for elective credit.

Graduation Requirements:

Minimum 2.5 GPA, completion of course requirements and 38 hours maximum completion time of six years.

Online Master of Arts in Christian Ministry (M.A.C.M.) and Master of Divinity (M.Div.) Degree Programs

The online Master of Arts in Christian Ministry and Master of Divinity degree programs allows students to remain within their current ministry and professional contexts where they have already established significant ministry roots and community relationships. Within these very familiar contexts, they are able to participate in courses that allow for the full integration of learning in the context of communities in which they already are viewed as leaders or have the potential to move quickly into leadership roles.

The online programs allow the School of Theology to complement the mission of Mercer University by extending its reach into churches and neighborhoods far beyond the metropolitan Atlanta area.

Students entering the program must reside in a state or country where Mercer University is authorized to offer distance degree programs and courses to out-of-state residents.

Courses required for the online MDIV and MACM will be offered Mondays, Tuesdays, and Thursdays between 5:30pm and 9:30pm (EST). Beginning in Fall 2021, all students, including those living outside of the Eastern Standard Time zone, are required to attend required synchronous sessions at the prescribed time and be an active participant. Students should be aware of differences in time zones when scheduling their courses.

In order to facilitate the communal concerns posed by an online-only degree, students in the online programs enter in a cohort based-system with a prescribed course sequence that will allow them to complete the degree in three years for the M.A.C.M. or four years (including summers) for the M.Div. Requiring students from each entering class to be in all of the same courses together facilitates their familiarity with one another and helps build a strong community of learning.

The university has a robust distance learning support system to facilitate student integration into the life of the university. This includes the student support services outlined on the following university web page: <http://distancelearning.mercer.edu/support-services/>.

Distance education students have access to all library resources that on-campus students enjoy through the University's library website. All electronic resources are licensed such that students have universal access to them, regard-less of which campus they attend, or if they are working from off campus. Distance students can request print resources held by the libraries and these materials are delivered to the student via email as a pdf or, for monographs, by US Mail. Students also have access to material not owned by the University through inter-library loan. Distance education students have access to reference and research help from professional librarians by phone, email, or instant messaging.

Master of Theological Studies Degree Program (M.T.S.)

The Master of Theological Studies (M.T.S.) is a two-year, 48-hour graduate degree program that allows students to craft their own course of study in preparation for future advanced and specialized work in religion and theology, through teaching and research, church leadership, or community and global ministry.

The course of study allows students to concentrate in one of four broad areas: Bible, History/Theology, Ethics, and Practical Theology. All students in the degree program will complete 24 hours of foundational courses. The remaining 24 hours of coursework (Directed Electives) is flexible, allowing students to focus on their major areas of interest by taking electives in their area, but with direction and approval from their Faculty Supervisors. These Directed Electives may include courses offered by their Faculty Supervisor or another faculty in that department area, or they could also include cross-

listed courses offered from another department/area that provides interdisciplinary depth to the student's area of interest.

Biblical studies students will complete 12 hours of Hebrew and/or Greek and a further 12 hours of advanced biblical studies tailored to their areas of interest, typically taking electives in the areas of Old and New Testaments. Historical/Theological and Ethics students will pursue 24 hours of electives tailored to their areas of interest, typically taking electives in the areas of history, theology and electives. Practical Theology students will complete 6 hours of specialized courses for their degree and an additional 18 hours of electives tailored to their areas of interest. Directed electives for Practical Theology students will focus on theoretical, historical, and philosophical foundations for the practices and traditions of religious communities.

Each student will complete a Research Methodology course in the second semester of the first year and a 60-page thesis or equivalent project in their final year on a topic of their choosing in consultation with a faculty thesis/project supervisor.

Master of Theological Studies (M.T.S.) Student Learning Outcomes

SLO1. Outcome: Graduates will possess foundational skills in the study of content, context, and interpretation of scripture.

SLO2. Outcome: Graduates will possess foundational skills in the study of content and context of Christian tradition.

SLO3. Outcome: Graduates will demonstrate comprehensive knowledge in their area of study and a thorough review of literature in the area of study.

SLO4. Outcome: Graduates will demonstrate advanced research skills.

SLO5. Outcome: Each MTS student in biblical studies (and where appropriate in other areas of concentration) will be proficient in biblical Hebrew and koine Greek.

Master of Theological Studies (M.T.S.) Curriculum Overview

Course Name	Course #	Credits
<u>Core Courses: 24 hours</u>		
Philosophy for Theology	THTP 501	3
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3
Research Methodology	THEO 713	2
Thesis Writing/Academic Project Development 1	THEO 714	2
Thesis Writing/Academic Project Development 2	THEO 715	2

Courses in Specialization: 24 hours

Total Hours for M.T.S: 48

Biblical Studies Specialization: 24 Hours

Biblical Languages 12 hours

Directed Electives 12 hours

Total Hours for MTS: 48

Ethics Specialization: 24 Hours

Directed Electives 24 hours

Total Hours for MTS: 48

Historical/Theological Specialization: 24 Hours

Directed Electives 24 hours

Total Hours for MTS: 48

Practical Theology Specialization: 24 Hours

Emotional Intelligence in Ministry & Leadership THPT 502 3

Elective in Spirituality THSP _____ 3

Directed Electives 18 hours

Total Hours for MTS: 48

Combined Master's Degree Programs

Tuition will be charged at the host college rate. For example, students enrolled simultaneously in Theology courses and College of Professional Advancement courses will pay the Theology rate for their Theology courses and the College of Professional Advancement rate for their Counseling courses. Degrees will be awarded only at the completion of all curriculum requirements for both degree programs.

Students who wish to withdraw from a combined degree program and complete only the Theology degree must formally close the combined degree program by submitting a letter to the appropriate School and the Registrar requesting withdrawal from the non-School of Theology degree program and closing their enrollment. Please be aware that there may be repercussions in terms of how a student is able to complete the other degree at a future date. The student will need to consult with the appropriate department about this issue. The student must notify the School of Theology of their change in program and complete the catalog requirements under which they entered or the current catalog for the School of Theology.

Master of Divinity (M.Div.) and Master of Business Administration (M.B.A.)

The combined M.Div. and M.B.A. degrees integrate a foundation of Business Administration into the local church setting. The Master of Divinity curriculum incorporates up to nine (9) hours of M.B.A. core course work into the seventy-eight (78) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour M.B.A. degree. A full-time student could expect to finish the two degrees in three years of study, including summer terms.

Applicants must meet the admissions requirement for both School of Theology and School of Business. Admission into one program does not guarantee admission into the other.

School of Theology Courses 69 hours:

Course Name	Course #	Credits
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Biblical Studies: 18 hours

Choose 6 hours of a Biblical Language:	THBL _____	3
	THBL _____	3

Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)
or

Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)

Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3

Historical/Theological Studies: 12 hours

Foundations in Church History	THCH 500	3
*Baptist History & Polity	THCH 510	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3

Global & Cultural Studies: 9 hours

Global Perspectives in Ministry & Mission	THPT 500	3
Comparative Religions Elective	_____	3
Cultural Context Elective	_____	3

Moral & Spiritual Formation Studies: 11 hours

Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
** <i>Emotional Intelligence in Ministry & Leadership</i> (as MBA elective)	THPT 502	3

Ministerial & Public Leadership: 19 hours

Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Preaching	THPT 506	3
Choose 2 of the following:		6
Spiritual Care through Crisis Ministry (THPT 503)		
Faith Development through the Lifespan (THPT 505)		
Worship through the Christian Year (THPT 507)		
** Leadership in Context (as MBA elective)	THPT 701	3
Leadership in the Church	THPT 702	3

Free Electives:

**Electives in area of specialization (see below): 9 hours*

School of Business Courses 30 hours:

*Managerial Economics	BAA 601	3
*Managerial Accounting	BAA 603	3
*Marketing Concepts and Practices	BAA 605	3
Corporation Finance	BAA 609	3
Issues in Business Law & Corp. Responsibility	BAA 604	3
Operations Management Science	BAA 611	3
Ethical Leadership	BAA 613	3
Strategy/Capstone	BAA 699	3

Business Administration Elective (600 Level)	_____	3
Business Administration International Elective (600 Level)	_____	3
**Leadership in Context	THPT 701	3 see above
**Emotional Intelligence in Ministry & Leadership	THPT 502	3 see above

M.Div. Courses: 69 hours

M.B.A. Courses: 30 hours

(Shared Courses: 15 hours—6 hours from Theology and 9 hours from Business)

Total M.Div./M.B.A.: 99 hours

Graduation Requirements:

Minimum 3.0 GPA in MBA classes and 2.5 GPA in M.Div. classes, and completion of course requirements and 99 hours within a maximum timeframe of seven years.

Master of Divinity (M.Div.) and Master of Science (M.S.) in Clinical Mental Health Counseling

The M.Div./M.S. in Clinical Mental Health Counseling degree program offers a combined degree option for students desiring study in both Theology/Pastoral Care and Professional Counseling. The combined M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministries of pastoral care and counseling. Both the M.Div. and M.S. programs hold the highest accreditation available in the United States. The most comprehensive Masters level program in faith-oriented counseling, the M.Div./M.S. in Clinical Mental Health Counseling prepares you for licensure as a professional counselor. It is suitable for students who are planning careers that include both chaplaincy and professional counseling, for students who are interested in congregational-based mental health counseling, and for students who may be primarily interested in counseling but who require an M.Div. for ordination purposes.

The combined M.Div./M.S. degree program requires a minimum of 120 semester hours of graduate credit may be completed within four years with a maximum of thirteen (13) credit hours per semester (Fall/Spring) and six (6) credit hours each summer. In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (60 core hours of study in Theology, 6 elective hours in Spiritual Care from Theology, and 12 hours from the Counseling core). In order to meet degree requirements for the M.S., the student must complete a minimum number of 60 hours (54 core hours of study in Counseling and 6 hours from Theology as elective credit).

Applicants must meet the admissions requirements for the School of Theology and College of Professional Advancement's Master of Science in Clinical Mental Health Counseling. Admission into one program does not guarantee admission into the other.

M.Div./M.S. Clinical Mental Health Counseling Curriculum Overview

Theology Core: 60 hours

Course Name	Course #	Credits
<u>Biblical Studies: 18 hours</u>		
Choose 6 hours of a Biblical Language:	THBL _____	3
	THBL _____	3
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)		
or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)		
Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3

Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3
Historical/Theological Studies: 12 hours		
Foundations in Church History	THCH 500	3
*Baptist History & Polity	THCH 510	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3
<u>Global & Cultural Studies: 6 hours</u>		
Global Perspectives in Ministry & Mission	THPT 500	3
Comparative Religions Elective	_____	3
Social and Cultural Issues in Counseling	COUN 613	*
<u>Moral & Spiritual Formation Studies: 11 hours</u>		
Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
Emotional Intelligence in Ministry & Leadership	THPT 502	3
<u>Ministerial & Public Leadership: 13 hours</u>		
Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Preaching	THPT 506	3
Clinical Pastoral Education (CPE) Unit	THPT 703	6
Electives: 6 hours (Spiritual Care courses)		
<u>Clinical Mental Health Counseling Core: 54 hours</u>		
Career Development	COUN 601	3
Introduction to Clinical Mental Health Counseling	COUN 602	3
Psychopathology and Diagnosis	COUN 604	3
Group Counseling and Group Work	COUN 605	4
Counseling Skills and Techniques	COUN 606	3
Addictions Counseling	COUN 608	3
Practicum in Clinical Mental Health Counseling	COUN 609	3
Internship in Clinical Mental Health Counseling	COUN 610	6
Counseling Theories	COUN 612	3
Social and Cultural Issues in Counseling	COUN 613	3
Human Growth and Development	COUN 614	3
Assessment and Testing	COUN 617	3
Ethics & Professional Orientation	COUN 618	3
Research and Program Evaluation	COUN 621	3
Counseling Seminar	COUN 630	1
Orientation to Professional Practice	COUN 635	1
Theories of Family Counseling	COUN 641	3
Crisis, Trauma, & Grief Counseling	COUN 645	3

Note: Students may choose a polity course within another denomination in place of THCH 510. A polity course may be required for ordination; students are responsible for learning the specific requirements for ordination within their denomination.

The M.Div./M.S. in Clinical Mental Health Counseling degree requires a minimum of 120 semester hours of graduate credit. The combined M.Div./M.S. degree program is designed as a five-year program with a maximum of thirteen (13) credit hours per semester (Fall/Spring) and six (6) credit hours each summer. It may be completed within four years with a maximum of thirteen (13) credit hours per semester (Fall/Spring) and six (6) credit hours each summer. In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (60 core hours of study in Theology, 6 elective hours in Spiritual Care from Theology, and 12 hours from the Counseling core). In order to meet degree requirements for the M.S., the student must complete a minimum number of 60 hours (54 core hours of study in Counseling and 6 hours from Theology as elective credit).

Graduation Requirements:

Minimum 3.0 GPA in Counseling classes and 2.5 GPA in M.Div. classes, completion of course requirements and 120 hours, completion of CPE unit, completion of three semesters of clinical practice that totals 700 hours of clinical experience, achieving a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

Master of Divinity (M.Div.) and Master of Science (M.S.) in Organizational Leadership, Concentration in Nonprofit

The M.Div./M.S. in Organizational Leadership, with a concentration in Leadership for the Nonprofit Organization Combined Degree Program requires a minimum of 97 semester hours of graduate credit. The combined M.Div./M.S. degree program is designed as a three-year program, including summers.

In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (69 core hours of study in Theology and 9 hours from CoPA). In order to meet degree requirements for the M.S., the student must complete a minimum number of 31 hours (28 core hours of study in CoPA and 3 hours from Theology).

The combined M.Div./M.S. degrees integrate preparation for ordained ministry and preparation for leadership in the nonprofit sector. The combination of the M.S. in organizational leadership with our M.Div. curriculum prepares graduates for a successful leadership career in ministry and in the high-growth nonprofit sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment.

Program outcomes include:

- Students will learn foundational skills in the study of content, context, and interpretation of scripture and the Christian tradition.
- Students will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.
- Students will demonstrate patterns of behaving and believing that enrich the ethical and spiritual life of the minister.
- Students will demonstrate competency in integrating theory and practice of leadership in their ministry contexts.
- Students will learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and

be able to consider their effect on the establishment and operation of nonprofit organizations.

- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement of Mercer University. Admission into one program does not guarantee admission into the other.

Graduation Requirements:

Minimum 3.0 GPA in College of Professional Advancement classes and 2.5 GPA in School of Theology classes, completion of course requirements and 97 hours within maximum timeframe.

M.Div./M.S. Organizational Leadership, Concentration in Leadership for the Nonprofit Organization Curriculum

Theology Core: 69 hours

Course Name	Course #	Credits
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Biblical Studies: 18 hours

Choose 6 hours of a Biblical Language:	THBL _____	3
	THBL _____	3
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)		
or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)		

Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3
Foundations in Church History	THCH 500	3
*Baptist History & Polity	THCH 510	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3

Historical/Theological Studies: 12 hours

Foundations in Church History	THCH 500	3
*Baptist History & Polity	THCH 510	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3

Global & Cultural Studies: 9 hours

Global Perspectives in Ministry & Mission	THPT 500	3
Comparative Religions Elective	_____	3
Cultural Context Elective	_____	3

Moral & Spiritual Formation Studies: 11 hours

Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Elective in Spirituality	THSP _____	3
**Ethics	THET 500	3

(in place of LEAD 601 Ethical Challenges in Organization)

Emotional Intelligence in Ministry & Leadership	THPT 502	3
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Ministerial & Public Leadership: 19 hours

Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Preaching	THPT 506	3
Choose 2 of the following:		6
Spiritual Care through Crisis Ministry (THPT 503)		
Faith Development through the Lifespan (THPT 505)		
Worship through the Christian Year (THPT 507)		

Leadership in Context	THPT 701	3
Leadership in the Church	THPT 702	3

Master of Science in Organizational Leadership courses: 28 hours

**Introduction to the Nonprofit Sector <i>(as Theology elective)</i>	NONP 600	3
**Nonprofit Governance and Volunteer Administration <i>(as Theology elective)</i>	NONP 601	3
**Budgeting for the Nonprofit Sector <i>(as Theology elective)</i>	NONP 700	3

***Students may substitute (with prior approval from both faculty advisors) one to three of the NONP courses listed below for one to three of the NONP courses listed above (NONP 601 and/or 700) if students would be benefitted:

- ORGD 600 – Organization Development & Change: A Leadership Perspective
- ORGD 601 – Organizational Consulting & Leadership Coaching
- ORGD 700 – Building Organizational Culture
- ORGD 701 – Leading the Strategic Planning Process
- HCAL 600 – Introduction to Health Care Systems
- HCAL 601 – Healthcare Leadership
- HCAL 700 – Health Care Policy and Law
- HCA 701 – Health Systems for Budgeting for the Nonfinancial Sector
- ORGD or HCAL Special Topics
- LEAD 604 Leading in Global Organizations
- PSLD 604 Organizational Communication, Conflict Resolution, and Negotiations

Capstone Leadership for the Nonprofit Organization	NONP 701	3
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***Ethics (in place of LEAD 601 Ethical Challenges in Organization) THET 500*see above*

Applications of Statistical Design	STAT600	3
Theories of Organizational Leadership	LEAD 600	3
Organizational Theory and Behavior	LEAD602	3
Research Strategies for Leaders I	LEAD603	3
Research Strategies for Leaders II	LEAD700	1
Research Strategies for Leaders III	LEAD705	3

*Note: Students may choose a polity course within another denomination in place of THCH 510. A polity course may be required for ordination; students are responsible for learning the specific requirements for ordination within their denomination.

M.Div. Courses: 69 hours

M.S. Courses: 28 hours

(Shared Courses: 12 hours—3 hours from Theology and 9 hours from CoPA)

Total M.Div./M.S.: 97 hours

Master of Arts in Christian Ministry (M.A.C.M.) and Master of Science (M.S.) in Organizational Leadership (Non-Profit)

The M.A.C.M./M.S. in Organizational Leadership, Concentration in Nonprofit Combined Degree Program requires a minimum of 60 semester hours of graduate credit. The combined M.A.C.M./M.S. degree program is available as both a residential format and as online/hybrid format.

The residential format is designed as a two-year program, including at least one summer term.

The online/hybrid format is designed as a three-year program, including at least one summer term.

In order to meet degree requirements for the M.A.C.M., the student must complete a minimum of 38 hours (at least 29 core hours of study in Theology and at least 9 hours from College of Professional Advancement). In order to meet degree requirements for the M.S., the student must complete a minimum number of 31 hours of study in College of Professional Advancement.

The combined M.A.C.M./M.S. is designed to prepare students for competent leadership in congregational life and nonprofit organizations. It develops theological understanding paired with practical skills needed to navigate the intersection of non-profit work and faith communities. It is ideal for bi-vocational and part-time ministers, lay leaders, and nonprofit organization professionals. The combined M.A.C.M./M.S. degrees integrate preparation for ministry and lay leadership with preparation for leadership in the nonprofit sector. The combination of the M.S. in organizational leadership with our M.A.C.M. curriculum prepares graduates for a successful leadership career in ministry and in the high-growth nonprofit sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment.

Program outcomes include:

- Students will learn foundational skills in the study of content, context, and interpretation of scripture and the Christian tradition.
- Students will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.
- Students will demonstrate the ability to make connections between their personal spiritual formation and their actions in the world.

- Students will demonstrate competency in integrating theory and practice of leadership in their ministry contexts.
- Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement of Mercer University. Admission into one program does not guarantee admission into the other.

MACM/MS Curriculum Overview

School of Theology Courses 29 hours:

Course Name	Course #	Credits
<u>Biblical Studies: 6 hours</u>		
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3

Historical/Theological Studies: 6 hours

Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3

Global & Cultural Studies: 6 hours

Global Perspectives in Ministry & Mission	THPT 500	3
Cultural Context Elective	_____	3

Moral & Spiritual Formation: 5 hours

Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Ethics	THET 500	3

Ministerial & Public Leadership: 6 hours

Leadership in Context	THPT 701	3
Leadership in the Church	THPT 702	3

Specialization

<i>*Elective in area of specialization</i>	<i>*see below</i>
<i>*Elective in area of specialization</i>	<i>*see below</i>
<i>*Elective in area of specialization</i>	<i>*see below</i>

Master of Science in Organizational Leadership Courses: 31 hours

<i>*Introduction to the Nonprofit Sector</i> (as Theology Elective in area of specialization)	NONP 600	3
<i>*Nonprofit Governance and Volunteer Administration</i> (as Theology Elective in area of specialization)	NONP 601	3

****Students may substitute (with prior approval from both faculty advisors) one to three of the NONP courses listed below for one to three of the NONP courses listed above (NONP 601 and/or 700) if students would be benefitted:**

- ORGD 600 – Organization Development & Change: A Leadership Perspective
- ORGD 601 – Organizational Consulting & Leadership Coaching
- ORGD 700 – Building Organizational Culture
- ORGD 701 – Leading the Strategic Planning Process
- HCAL 600 – Introduction to Health Care Systems
- HCAL 601 – Healthcare Leadership
- HCAL 700 – Health Care Policy and Law
- HCAL 701 – Health Systems for Budgeting for the Nonfinancial Sector
- ORGD or HCAL Special Topics
- LEAD 604 Leading in Global Organizations
- PS LD 604 Organizational Communication, Conflict Resolution, and Negotiations

Capstone Leadership for the Nonprofit Organization	NONP 701	3
<i>Ethical Challenges in Organization</i>	LEAD 601	3
Applications of Statistical Design	STAT 600	3
Theories of Organizational Leadership	LEAD 600	3
Organizational Theory and Behavior	LEAD 602	3
Research Strategies for Leaders I	LEAD 603	3
Research Strategies for Leaders II	LEAD 700	1
Research Strategies for Leaders III	LEAD 705	3

M.A.C.M. Courses: 29 hours

M.S. Courses: 31 hours

(Shared Courses: 9 hours from CoPA)

Total M.A.C.M./M.S.: 60 hours

Graduation Requirements:

Minimum 3.0 GPA in College of Professional Advancement classes and 2.5 GPA in School of Theology classes, completion of course requirements and 60 hours within maximum timeframe of six years.

Master of Theological Studies (M.T.S.) and Master of Science (M.S.) in Clinical Mental Health Counseling

The Master of Theological Studies (MTS) at the School of Theology is a 96-hour program. Full-time students can complete the combined degree program within 4 years.

Coursework for this program includes 24 core hours in Theology, 54 core hours in counseling (meeting the 2016 CACREP Standards for foundations, contextual dimensions, and practice), and 18 hours for the practical theology specialization (including a required pastoral care course, an elective in spirituality, and 4 directed electives from theology). In addition, each student will complete a 60-page thesis or equivalent academic project on in consultation with a faculty thesis/academic project supervisor. The project topic will be chosen by the student and will relate to the integration of theology/psychology. Students will be required to present their research at the required colloquy on spiritually-integrated psychotherapy or at the Atlanta Annual Research Conference.

Admissions Requirements:

Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement of Mercer University. Admission into one program does not guarantee admission into the other.

Note: The Master of Science in Clinical Mental Health degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Theological Studies degree requires a minimum of 48 semester hours of graduate credit. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

M.T.S. Learning Outcomes:

- Graduates will demonstrate foundational skills in the study of content, context, and interpretation of scripture and the Christian tradition.
- Graduates will demonstrate comprehensive knowledge in their area of study and a thorough review of literature in the area of study.
- Graduates will demonstrate advanced research skills.

M.S. in CMHC Student Learning Outcomes:

- Upon completion of the program, students will be prepared to:
 - Work with individual and group clients on a wide range of issues
 - Understand and analyze the effect of an individual's educational, vocational, social or emotional problems in society
 - Interpret psychological assessments, provide vocational planning and conduct research
 - Apply for licensure as a Professional Counselor in the State of Georgia

Curriculum Overview

Theology Core: 24 hours

	Course #	Credits
Philosophy for Theology	THTP 501	3
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3
Research Methodology	THEO 713	2
Thesis Writing/Academic Project Development 1	THEO 714	2
Thesis Writing/Academic Project Development 2	THEO 715	2

Practical Theology Concentration: 18 hours

Emotional Intelligence in Ministry & Leadership	THPT 502	3
Elective in Spirituality	THSP _____	3
Directed Electives (THXX)	_____	12

Clinical Mental Health Counseling Core: 54 hours

Career Development	COUN 601	3
Introduction to Clinical Mental Health Counseling	COUN 602	3
Psychopathology and Diagnosis	COUN 604	3
Group Counseling and Group Work	COUN 605	4
Counseling Skills and Techniques	COUN 606	3

Addictions Counseling	COUN 608	3
Practicum in Clinical Mental Health Counseling	COUN 609	3
Internship in Clinical Mental Health Counseling	COUN 610	6
Counseling Theories	COUN 612	3
Social and Cultural Issues in Counseling	COUN 613	3
Human Growth and Development	COUN 614	3
Assessment and Testing	COUN 617	3
Ethics & Professional Orientation	COUN 618	3
Research and Program Evaluation	COUN 621	3
Counseling Seminar	COUN 630	1
Orientation to Professional Practice	COUN 635	1
Theories of Family Counseling	COUN 641	3
Crisis, Trauma, & Grief Counseling	COUN 645	3

The M.T.S./M.S. in Clinical Mental Health Counseling degree requires a minimum of 96 semester hours of graduate credit. It is designed as a four-year program with a maximum of thirteen (13) credit hours per semester (Fall/Spring). In order to meet degree requirements for the M.T.S., the student must complete a minimum of 48 hours (24 core hours of study in Theology, 18 hours in concentration electives from Theology, and 6 hours from Counseling as concentration electives credits). In order to meet degree requirements for the M.S., the student must complete a minimum number of 60 hours (54 core hours of study in Counseling and 6 hours from Theology as elective credit).

MASTERS LEVEL COURSE DESCRIPTIONS

THBL 501. Hebrew Exegesis I (3 hours)

Prerequisite(s): None.

This course introduces the study of biblical Hebrew for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar, and will concentrate on building and using tools in the study of biblical Hebrew. Students will also encounter a variety of exegetical methods. (Offered every year)

THBL 502. Hebrew Exegesis II (3 hours)

Prerequisite(s): THBL 501 or advanced placement/permission of instructor.

This course is a continuation of Hebrew Exegesis I. Students will complete their study of basic biblical Hebrew grammar and begin reading selected texts in Hebrew. Attention will be given to the Hebrew form of the texts and to particular issues that present themselves in the process of reading. Students will complete a major exegetical project incorporating their learning of exegetical method with their newly acquired translation skills. (Offered every year)

THBL 511. Greek Exegesis I (3 hours)

Prerequisite(s): None.

This course introduces the study of New Testament Greek for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar. (Offered every year)

THBL 512. Greek Exegesis II (3 hours)

Prerequisite(s): THBL 511 or advanced placement/permission of instructor.

A continuation of Greek Exegesis I, this course will also require select readings from the Greek New Testament and exegetical papers on assigned texts. (Offered every year)

THBL 700. Biblical Aramaic & Syriac (3 hours)

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

In this course, students will read and study the Aramaic portions of the Old Testament found in the books of Daniel and Ezra and the Syriac translation of the book of Mark. The goal of the course is that students understand the basic structure and vocabulary of biblical Aramaic and Syriac, that they be able to deal with and reflect on the Aramaic and Syriac texts in both personal faith and public ministry, and that they develop tools and methods for continuing to study this portion of Scripture. (Offered occasionally)

THBL 701. The Literature of Ugarit

(3 hours)

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

This is an introductory course to the Literature of Ugarit. The goal of the course is that students will: understand the basic structure and vocabulary of Ugaritic; study the content of a number of the epic poems of Ugarit; examine how the Ugaritic texts contribute to our understanding of the God of the Old Testament; and develop tools for continuing study of this important aspect of Old Testament studies. (Offered occasionally)

THBL 800. Special Topics:

(1-3 hours)

May be repeated with different subtopics.

Prerequisite(s): Varies.

Advanced Hebrew Reading & Grammar: Subtitle

May be repeated with different subtopics

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom. (Offered occasionally)

Advanced Hebrew Exegesis of the Old Testament: Subtitle

May be repeated with different subtopics

Prerequisite(s): THBL 502 and THOT 500; or advanced placement/permission of instructor.

Cross-listed as: THOT 601.

This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THBL designation will be expected to incorporate Hebrew translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

Advanced Greek Reading & Grammar: Subtitle

May be repeated with different subtopics

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom. (Offered occasionally)

Advanced Greek Exegesis of the New Testament: Subtitle

May be repeated with different subtopics

Prerequisite(s): NTG 803, THBL 512, or advanced placement/permission of instructor.

This is an advanced exegetical seminar in a particular book or set of texts from the New Testament. Students should expect to incorporate Greek translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

THCH 500. Foundations in Church History (3 hours)

Prerequisite(s): None.

This course is a survey of the story of the Christian church from its inception to the present, including themes of theological/intellectual, spiritual, and institutional development. (Offered every year)

THCH 510. Baptist History & Polity (3 hours)

Prerequisite(s): None.

This course is a study of Baptist origins, development, principles, leaders, and current trends, as well as polity, with an emphasis on Baptists in the United States. The seventh of the ten founding principles of the School of Theology begins: "The School should hold steadfastly to the high and defining traditions of Baptists." This course is designed to better equip students to appreciate and/or embody this invaluable and endangered living Christian tradition. (Offered every year)

THCH 601. History of American Christianity (3 hours)

Prerequisite(s): None.

This course is a survey of the history of Christianity in the United States from the colonial period to the present in order to introduce the broad range of religious, political, and social movements that have shaped American Christianity and been shaped by it. (Offered occasionally)

THCH 602. The Reformation (3 hours)

Prerequisite(s): None.

This course is a study of the Lutheran, Reformed, Anglican, Radical, and Roman Catholic phase of the sixteenth-century Reformation. It provides understanding of the medieval roots of the Reformation, the basic distinctives and contributions of the major traditions that arose in the era, and the common denominators of the religious culture shared by Protestants and Roman Catholics alike in this period of Western Christianity. (Offered occasionally)

THCH 700. History of the Bible (3 hours)

Prerequisite(s): None.

Cross-listed as: THOT 700.

This course is designed as an in depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

THCH 701. Classics of Christian Devotion (3 hours)

Prerequisite(s): None.

Cross-listed as: THSP 701.

This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

THCH 703. Celtic Christianity (3 hours)

Prerequisite(s): THCH 500 or advanced placement/permission of instructor.

Cross-listed as: THSP 703.

This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

THCH 712. Contemplation in a World of Action: The Life and Writings of Thomas Merton (3 hours)

Prerequisite(s): None.

Cross-listed as: THSP 712.

This class is a study of the influence upon church and society of twentieth-century poet, religious writer, activist, monk, and contemplative Thomas Merton, with particular focus upon his contributions to the connections between contemplation and action in the world. Merton did more than perhaps anyone else in his era to reclaim the values and practices of contemplative life for ordinary Christians, and to express the link between the contemplative life and the life of action seeking a just and peaceful world. The class is structured around reading significant works by Merton in chronological order. (Offered occasionally)

THCH 713. Interweaving Faiths: Christian & Muslim Histories (3 hours)

Prerequisite(s): None.

Cross-listed as: N/A

**Meets Cultural Context Course requirement*

This course will explore the interwoven histories of the Christian and Muslim faiths from the origins of Islam to the present, with special focus on understanding the religious perspectives of each during times of cooperation as well as conflict. (Offered occasionally)

THCH 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

THEO 713. Research Methodology (2 hours)

Prerequisite(s): Students will be assigned thesis supervisors upon matriculation, and, before undertaking the Research Methodology course, must have formulated a thesis question and sub-questions and prepared ten-item annotated bibliographies and submitted them to the MTS program director by December 15 of the Fall semester.

Research Methodology is a required course for all students in the Master of Theological Studies degree program, taken during the second semester of their program of studies. Students will learn and/or review and reinforce basic and advanced research techniques and strategies; address elements of grammar and style in writing; and produce a 6 to 8-page prospectus for their thesis projects. (Offered every Spring semester)

THEO 714. Thesis Writing/Academic Project Development 1 (2 hours)

Prerequisite(s): THEO 710.

This is the first of two courses during which students will complete the Thesis Project begun in Research Methodology. (Offered every year)

THEO 715. Thesis Writing/Academic Project Development 2 (2 hours)

Prerequisite(s): THEO 711.

This is the second of two courses during which students will complete the Thesis Project begun in Research Methodology. (Offered every year)

THEO 800. Special Topics: (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

THET 500. Ethics (3 hours)

Prerequisite(s): None.

This course is an exploration of the moral dimensions of the Christian faith, including moral convictions, character, and practices. The course is grounded in an ethical methodology shaped by historic Christian theological commitments, and explores aspects of personal discipleship, the church's internal moral life, and the Christian moral witness in society. (Offered every year)

THET 501. Models of Moral Leadership (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

An exploration of the character and actions of a number of significant moral leaders throughout world history. (Offered every year)

THET 600. History of Christian Ethics (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course provides an overview of major thinkers and themes in the history of Christian moral thought. (Offered occasionally)

THET 602. Christian Ethics and War (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course provides an overview of the major issues and themes that have emerged over two millennia of Christians wrestling with the challenge of war. (Offered occasionally)

THET 603. Faith and Politics (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course provides an examination of the wide diversity of Christian approaches to politics and public life historically and today. (Offered occasionally)

THET 605. Ethics, Law, & Public Policy (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course will explore social-ethical issues arising at the intersection of law, Christian ethics, and public policy. The key purpose of the course is to offer an interdisciplinary engagement with major social issues as these are contested in courts of law and public opinion, and not least, in the church itself. Taught as a joint Law/Theology course, the class aims to enhance learning through the intellectual encounter between Law and Theology/Ethics and the personal encounter between law students, ministry students, and faculty from both fields. (Offered occasionally)

THET 606. African American Traditions in Theological Ethics (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

From early Christian experiences related to the Ethiopian Orthodoxy and Coptic traditions to the spirituals, African American music, art and literature, and the Black Church, this course helps students reflect on the multilayered and multi-dimensional breadth of the African and African American Christian experience. It explores the ways in which the African American Christian experience contributes to broader understandings of Christian ethics for the global Church. (Offered occasionally)

THET 607. Theology & Praxis of Martin Luther King, Jr. (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

The purpose of this course is to explore the theological, ethical, and practical dimensions of Martin Luther King Jr.'s life and work, as one of the most influential leaders of the Twentieth Century. Through a critical review of key texts, primary sources, documentaries, recordings, and other sources from the Civil Rights Movement, the course introduces students to major theological and ethical themes of King's work, on the backdrop of historical events that shaped the movement. (Offered occasionally)

THET 608. The Ethics of Reconciliation (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

The intent of this course is to help students reflect on the many ways in which Christians, historically and in a contemporary context, have engaged the challenges of difference and otherness, attending to ethical concerns related to racism, patriarchy, sexism, imperialism, colonialism and religious intolerance. At the same time, the course exposes students to movements that promote larger visions of peace, tolerance, and reconciliation (such as the anti-Apartheid struggle in South Africa and Christian pacifism in the twentieth century). The course also explores themes related to forgiveness, reconciliation, memory, and storytelling as well. (Offered occasionally)

THET 611. The Sermon on the Mount (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THNT 611.

**Meets Cultural Context Course requirement*

The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain. (Offered occasionally)

THET 634. The Book of the Twelve (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 634.

This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet.

THET 652. Forgiveness and Reconciliation (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 652.

**Meets Cultural Context Course requirement*

This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)

THET 700. Bioethics (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

The purpose of this course is to help prepare students for contemporary ministry by training them to analyze and address issues in the arena of healthcare from a Christian

perspective. The course aims to enable ministers to equip those they serve in understanding their moral responsibility in decisions about the delivery and receiving of healthcare, and the impact of personal and social decisions in healthcare on the broader society. This course focuses on the bioethical issues that most commonly arise for pastors, chaplains, and other caregivers in the US and other technologically advanced societies. (Offered occasionally)

THET 701. Roman Catholic Ethics (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course is an introduction to historic and contemporary Catholic moral theology and scriptural teaching. (Offered occasionally)

THET 702. Social Justice & the Old Testament (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 702.

**Meets Cultural Context Course requirement*

This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

THET 706. Ethics of Human Dignity (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course offers an intensive engagement with diverse theological and moral thinkers, most of whom have in common a passion for the analysis, recognition, and advance of human dignity. The presupposition of the course is that human dignity—the equal, immeasurable, and inviolable worth of each and every human being, and the just and dignified treatment which appropriately follows—ought to be viewed as a central human and Christian moral norm (knowing) and ought to shape the personal, ecclesial, and social character (being) and behavior (doing) of all followers of Jesus Christ. (Offered occasionally)

THET 707. Christian Sexual Ethics (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

Through most of the Christian tradition, the churches have taught that the only morally legitimate context for sexual expression is in lifetime, monogamous, heterosexual marriage. This tradition always had its dissenters and nonconformists, but has come under especially intense theological, ethical, and cultural challenge over the past fifty years. This course examines both historic Christian traditions related to sexual ethics and alternative contemporary perspectives, against the backdrop of dramatic social changes. The course will explore both western and Global South contexts and perspectives. (Offered occasionally)

THET 708. Theology After the Holocaust (3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THTP 708.

**Meets Cultural Context Course requirement*

This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews” --the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses

experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

THET 709. Dietrich Bonhoeffer (3 hours)

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

A reading-intensive seminar course examining the life and writings of Dietrich Bonhoeffer (1906-1945), the German theologian-ethicist whose resistance to the Nazi regime cost him his life. Biographical material will be considered in tandem with the evolution of Bonhoeffer's thinking and writing. Essays and books from each stage of his brief career will be considered. (Offered occasionally)

THET 710. Theology and Economics (3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THTP 710.

**Meets Cultural Context Course requirement*

This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Friedman and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)

THET 711. The Teachings of Jesus (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THNT 711.

**Meets Cultural Context Course requirement*

This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)

THET 714. Political Theology (3 hours)

Prerequisite(s): None.

Cross-listed as: THTP 714.

**Meets Cultural Context Course requirement*

The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah's return? These sorts of questions populate the field “political theology.” Major historic events in the history of Christianity and the theologians who contributed to these watershed interpretations will be examined. (Offered occasionally)

THET 800. Special Topics: (1-3 hours)

May be repeated with different subtopics.

Prerequisite(s): Varies.

Thinkers and Movements in Christian Ethics: Subtitle

May be repeated with different subtopics

Prerequisite(s): THET 500 or advanced placement/permission of instructor

This course provides a focused examination of an especially significant thinker and/or movement in Christian ethics. Rotating subjects. (Offered occasionally)

Intensive Issue Seminar: Subtitle

May be repeated with different subtopics

Prerequisite(s): THET 500 or advanced placement/permission of instructor

This course provides a focused examination of one especially important and complex contemporary moral issue. Rotating Subjects. (Offered occasionally)

James Baldwin

**Meets Cultural Context Course requirement*

James Baldwin (1924-1987) is increasingly recognized as one of the most significant public intellectuals of the 20th century. A novelist, essayist, and social critic, A brilliant writer, Baldwin is best known for his insightful analyses of American racism. But Baldwin can also be described as a disenchanted post-Christian, one raised in a very conservative Pentecostalism that he later abandoned. Baldwin was also gay, in an intolerant time and context. This course, taught as an intensive seminar with a demanding reading load, will examine Baldwin's most important works and consider his contribution to Christian social ethics. (Offered occasionally)

Spiritual Care & Social Activism

**Meets Cultural Context Course requirement*

Drawing on the primary sources of social justice activists, this course will examine: (1) what it means to pursue social activism as a function of spiritual beliefs and/or religious identity; (2) the stresses, traumas, and spiritual struggles that activists experience as a result of their engagement in justice work; (3) the practices that sustain activists long-term and prevent burnout; and (4) the unique role that spiritual and pastoral caregivers can play in supporting and sustaining social activists and justice movements. Our approach is intentionally interfaith in that we will interface with activists and ideas from multiple faith and religious journeys, including Christianity, Indigenous African and American spiritualities, Buddhism, and emerging "materialist" spiritualities that are informed by the merging of spirituality with science and science fiction.

THNT 500. Foundations in New Testament

(3 hours)

Prerequisite(s): None.

This course is an introduction to modern biblical studies. The course will focus on the study of Jesus and the gospels and Paul and the early church, as well as pursuing leading themes in the New Testament. (Offered every year)

THNT 602. Gospel of Matthew

(3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

The goals of this course are to lead you to understand the life setting of the Gospel of Matthew; appreciate its literary design and subtleties of meaning; recognize the contribution of this Gospel to the theology of the early church; be able to interpret passages from Matthew, with a keen sensitivity to Matthean themes and theology; relate the Gospel to contemporary ethical, social, and religious issues; and cultivate an appreciation for Matthew as a source of spiritual nurturance and direction. (Offered occasionally)

THNT 603. The Gospel of Mark (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

The Gospel of Mark has been at the center of modern scholarship on Jesus and the study of the synoptic Gospels. This course examines the composition of Mark, its leading themes, and its theological distinctives. It also acquaints the student with Markan scholarship and the power of the gospel story in worship and preaching. (Offered occasionally)

THNT 604. The Gospel of Luke (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the Gospel of Luke as an apologetic presentation of the ministry and significance of Jesus Christ, its literary and theological features, and the message of Luke for contemporary Christians. (Offered occasionally)

THNT 605. The Gospel of John (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

The objective of this course is to lead students into a life-long love affair with the Gospel of John. This Gospel is at once the simplest and the most profound of the Gospels; and it has had a formative impact on our understanding of Jesus and on the church's Christology. This course leads the student into an intense reading of the Gospel in conversation with some of John's leading interpreters. (Offered occasionally)

THNT 613. The Book of Acts (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the book of Acts as an example of Greco-Roman historiography and as the companion volume to the Gospel of Luke which concentrates on the ministry of the Apostles and apostolic figures in the expansion of the Christian movement. Possible lessons for the contemporary church shall also be examined. (Offered occasionally)

THNT 614. Studies in Paul (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course will examine key theological and ethics issues in the New Testament writings attributed to the Apostle Paul. It will also examine the interpretation of Paul in one or more Christian thinkers (e.g., Augustine, Luther, Wesley, Barth, Tillich) through an examination of two or more of their sermons. (Offered occasionally)

THNT 615. The Book of Romans (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the meaning and message of the book of Romans within its cultural context and its role in contemporary discussions. (Offered occasionally)

THNT 616. The Corinthian Correspondence (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the history and development of 1 & 2 Corinthians. (Offered occasionally)

THNT 617. The Book of Galatians (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the meaning and message of the book of Galatians within its cultural context, its place in the Pauline corpus, and its role in contemporary discussions. (Offered occasionally)

THNT 618. The Thessalonian Correspondence (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the relationship between 1 & 2 Thessalonians. (Offered occasionally)

THNT 620. Colossians & Ephesians (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of the instructor. A study of the literary, rhetorical and thematic relationships between these two books as well as a thorough study of each book. (Offered occasionally)

THNT 700. History of the Bible (3 hours)

Prerequisite(s): None.

Cross-listed as: THOT 700.

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

THNT 701. The Bible & Popular Culture (3 hour)

Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 701.

**Meets Cultural Context Course requirement*

This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings. (Offered occasionally)

THNT 703. The Apocalypse of John (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

A study of the social setting and purpose of the Apocalypse. (Offered occasionally)

THNT 705. Apocalyptic Literature (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 705.

This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

THNT 711. The Teachings of Jesus (3 hours)

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THET 711.

**Meets Cultural Context Course requirement*

This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)

THNT 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics.

Prerequisite(s): Varies.

Advanced English Exegesis of the New Testament: Subtitle

May be repeated with different subtopics

Prerequisite(s): THNT 500 or advanced placement/permission of instructor

This course is an advanced study of a given New Testament book or major theme. (Offered occasionally)

New Testament Theology (3 hours)

Prerequisite: THNT 500

Cross-listed as THTP 800

This course serves as an introduction to the major concerns and problems posed by the discipline of New Testament Theology. New Testament Theology explores the theological relationships between and among the writings of the New Testament and how concepts and ideas from those writings are in used and understood in contemporary settings. This course considers the unity and diversity of the New Testament writings, the factors involved in deciding which are major and which are minor voices, and the use of the New Testament in contemporary theology.

Womanist/Feminist Biblical Hermeneutics unto Preaching (3 hours)

Prerequisite: THNT 500, THOT 500 recommended

Cross-listed as THOT 800

**Meets Cultural Context Course requirement*

This semi-seminar course studies feminist and womanist theories and their applications to biblical interpretation unto preaching. We will examine feminist theoretical works with special attention to complex relationship between sexism and other binary modes of "isms" such as racism, heterosexism, (neo)colonialism, ableism, ageism, and anti-Semitism. Further, we explore various strategies for applying theoretical insights to ethical biblical interpretation and preaching.

THOT 500. Foundations in Old Testament (3 hours)

Prerequisite(s): None.

This course introduces the study of the Old Testament and gives students tools for continuing study of this portion of the scriptures. Special attention will be given to the Old Testament's backgrounds in history, canonical formation, language and translation, literary form, history of interpretation, and use in the Christian church. (Offered every year)

THOT 601. Ancient Israelite Religion from a Post-Colonial Perspective (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course will survey various theories on the development and nature of Israelite religion within its ancient Near Eastern context. Participants will explore topics such as sacred space, ritual, sacrifice, worship, ethics, and the rise of monotheism from within a polytheistic culture. In particular, students will explore the manner in which colonial forces impact and shape the development of Israelite theology. (Offered occasionally)

THOT 602. Interpreting Ecclesiastes (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Students in this course will encounter theological, philosophical, and ethical concepts in the book of Ecclesiastes. The course will address classical exegetical approaches to the composition, date, and meaning of the text in its original context. Students will also examine themes from the book's reception history in art, music, literature, and popular culture. (Offered occasionally)

THOT 634. The Book of the Twelve (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THET 634.

This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet. (Offered occasionally)

THOT 651. Psalms: A History of Interpretation (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

This course will examine the overall structure and message of the book of Psalms, its individual components, and its interpretation by and influence on the people of God throughout the millennia. Students will: critically study the shape and story of the macro and micro components of the Psalter; integrate the words of the Psalter into their own striving for contact with the "Ultimate Source" of all life; and discover ways in which they might be able to help others appropriate the words of the Psalter in their own quests for communicating with God. (Offered occasionally)

THOT 660. Teaching from the Wisdom Literature (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Roland Murphy writes that wisdom literature is "exciting" because it deals directly with life. This course will explore the phenomenon of "wisdom" in the ancient Near East and in the Hebrew Bible, examine the Books of Proverbs, Job, Ecclesiastes, Song of Songs, The Wisdom of Sirach and the Wisdom of Solomon, and discuss how the "wisdom" of the Hebrew Bible can be appropriated into the everyday life of Christians. (Offered occasionally)

THOT 700. History of the Bible (3 hours)

Prerequisite(s): None.

Cross-listed as: THNT 700.

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

THOT 701. The Bible & Popular Culture (3 hours)

Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THNT 701.

**Meets Cultural Context Course requirement*

This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings. (Offered occasionally)

THOT 702. Social Justice & the Old Testament (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THET 702.

**Meets Cultural Context Course requirement*

This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors "behind" the Old Testament texts and contemporary societal issues "before" the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

THOT 704. The Theology of Exile

(3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course explores the theological and ethical responses to the destruction of Jerusalem and the Babylonian exile in the Old Testament, particularly in the books of Jeremiah, Lamentations, Ezekiel, and Second Isaiah. Students will encounter traditional exegetical issues as well as newer interpretive strategies. The topics discussed will include the presence and absence of God, the implications of a retribution theology of the exile, the portrayal of women in exilic literature, ethics after exile, oracles against foreign nations, the tradition of lament, and the vision for the establishment of a new community and religious identity after exile. (Offered occasionally)

THOT 705. Apocalyptic Literature

(3 hours)

Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor.

Cross-listed as THNT 705.

This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

THOT 706. Creation Theology, Spirituality, and the Arts

(3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as THSP 706.

This course will explore the intersection of Hebrew Bible creation theology, spiritual formation, and the creative arts. Participants will study various interpretive approaches to creation literature throughout the Old Testament. The biblical study will provide the foundations for bi-weekly nature/creation experiences in which class members practice mindfulness while also exploring the creative arts as spiritual discipline. Participants should, therefore, be willing to travel to different locations within metro-Atlanta for approximately half of the class sessions. Each member should also set aside a non-interrupted eight-hour time block for an individual nature retreat that will provide the foundation of their final project. For the final project, class members may choose any artistic medium to communicate their experiences of the Holy in the intersection between scripture and the natural world. The final project includes a paper articulating exegetical reflections on scripture and how they influence the artistic expression in the final project.

THOT 800. Special Topics: Subtitle

(1-3 hours)

May be repeated with different subtopics.

Prerequisite(s): Varies.

Advanced English Exegesis of the Old Testament: Subtitle

May be repeated with different subtopics

Prerequisite(s): THOT 500 or advanced placement/permission of instructor

This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THOT designation will engage the texts using various English translations, though they are encouraged to use the Hebrew when able. Students may repeat the course with different subtopics. (Offered occasionally)

Womanist/Feminist Biblical Hermeneutics unto Preaching (3 hours)

Prerequisite: THNT 500, THOT 500 recommended

Cross-listed as THOT 800

**Meets Cultural Context Course requirement*

This semi-seminar course studies feminist and womanist theories and their applications to biblical interpretation unto preaching. We will examine feminist theoretical works with special attention to complex relationship between sexism and other binary modes of “isms” such as racism, heterosexism, (neo)colonialism, ableism, ageism, and anti-Semitism. Further, we explore various strategies for applying theoretical insights to ethical biblical interpretation and preaching. **Cultural Context elective. Prereq: THNT 500 required, THOT 500 recommended.*

THPT 500. Global Perspectives in Ministry & Mission (3 hours)

Prerequisite(s): None.

This course explores the biblical, historical, and missiological foundations of God's mission in the world with some attention to the implications of these foundations for a variety of ministry contexts. (Offered every year)

THPT 501. Leadership for Church & Community (3 hours)

Prerequisite(s): None.

This course is an introductory study of administration in ministry contexts. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures, leadership styles, and leadership theories will be explored. (Offered every year)

THPT 502. Emotional Intelligence in Ministry & Leadership (3 hours)

Prerequisite(s): None.

This course introduces students to the literature and practices of emotional intelligence as a resource for pastoral ministry. Students will assess this material from pastoral theological perspectives and integrate these resources into their practice of ministry. Students will develop a beginning level of competence in the core areas of emotional intelligence: emotional self-awareness, management of one's own emotions, awareness of the emotions of others, and appropriate responses to other people's emotions. Students will explore the use of these skills in pastoral ministry. (Offered every year)

THPT 503. Spiritual Care through Crisis Ministry (3 hours)

Prerequisite(s): None.

This course will integrate theology and pastoral care in both personal and congregational dimensions of the minister's life in order to improve both theory and practice for ministry effectiveness in the community of faith and the world. The student's compassion and service will be nurtured and focused by dialogue with the findings of psychology of religion and the disciplines of spiritual development. (Offered every year)

THPT 504. Introduction to Community Development (3 hours)

Prerequisite(s): None.

This course uses community-based learning to help students experience and practice three forms of community-engaged ministry: asset-based community development, community organizing, and community building through faith-based/community partnerships. The course considers the difference between charity and justice as we ask how churches and communities might avoid “toxic charity” and instead create sustainable change that builds on the assets and lived experiences of our neighbors. (Offered occasionally)

THPT 505. Faith Development through the Lifespan (3 hours)

Prerequisite(s): None.

This course introduces the issues of how faith is nurtured in individuals and communities, and how the church can fulfill its mission of faith education. Students will study a range of developmental processes in children, adolescents, and adults, and how learning occurs

through the life-stages of individuals, families, and communities. Practical issues of how Christian education can be structured and developed in the local church will also be addressed. (Offered every year)

THPT 506. Preaching

(3 hours)

Prerequisite(s): None. THOT 500 and THNT 500 recommended.

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. (Offered every year)

THPT 507. Worship through the Christian Year

(3 hours)

Prerequisite(s): None.

This course will introduce students to the history, theology, and practice of Christian worship. Explorations will be made of the varieties of worship in Israel, in the early church, in the church throughout history, in historic Baptist traditions, and in various modern cultural contexts. Students will learn to think theologically about the character, the content, and the form of worship, and will be asked to make application in their various church contexts. Students will also learn practical worship skills for quality worship leadership. (Offered every year)

THPT 511. Vocational Formation 1

(1 hour)

Prerequisite(s): THSP 512.

Vocational Formation 1 is designed to assist second-year M.Div. students in nurturing and understanding their call to ministry through peer learning and critical reflection in a small group setting. Particular attention is given to vocational discernment as it relates to personal and professional identity formation. Students are challenged to examine their own vocational goals and to assess areas of need for further growth. Students will share and reflect on cultivating capacities for leading in ecclesial and public contexts, healthy leadership practices, and discerning direction for next steps in vocational development. This course is required of all second-year M.Div. students. (Offered every year)

THPT 512. Vocational Formation 2

(1 hour)

Prerequisite(s): THPT 511.

Vocational Formation 2 is a continuation of Vocational Formation 1, designed to assist second-year M.Div. students in understanding in nurturing and understanding their call to ministry. THPT 512 must be taken in conjunction with the same professor and community of students as THPT 511. Particular attention is given to cultivating patterns and practices for continued growth in vocational understanding and leadership capacity. This course is required of all second-year M.Div. students. (Offered every year)

THPT 513. Ministerial Integration 1

(1 hour)

Prerequisite(s): THPT 512.

Ministerial Integration 1 is designed to assist third-year M.Div. students in integrating their understanding from their curriculum with their experiences in ministry. Particular attention is given to articulating one's understanding of faith, tradition, and doctrine. This course is required of all third-year M.Div. students. (Offered every year)

THPT 514. Ministerial Integration 2

(1 hour)

Prerequisite(s): THPT 513.

Ministerial Integration 2 is a continuation of Ministerial Integration 1, designed to assist third-year M.Div. students in integrating their understanding from their curriculum with their experiences in ministry. THPT 514 must be taken in conjunction with the same professor and community of students as THPT 513. Particular attention is given to reflecting on

personal theological beliefs and practicing emotional intelligence. This course is required of all third-year M.Div. students. (Offered every year)

THPT 600. Cultural Intelligence (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

The 21st century church is embedded in a period of rapid and complex cultural change. In a society where patterns of immigration, suburbanization, and urban revitalization can rapidly change the racial and ethnic landscape of a community, the "homogeneous unit principle" strategy for church growth and vitality no longer works. In this course, students will develop the knowledge and skills of cultural intelligence that will enable them to minister effectively across cultures, to lead congregations and organizations facing cultural change, and to engage in racial justice ministry. (Offered occasionally)

THPT 601. Peace, Justice, & Reconciliation (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

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. (Offered occasionally)

THPT 602. Judaism: History, Thought, & Practice (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement and Comparative Religions course requirement.*

Judaism reflects the story of a complex amalgam of a particular people seeking God and of God reaching out to that people. That four thousand year old drama is still playing out among Jewish communities here in Atlanta, in Jerusalem, Cape Town, Moscow, London, Paris, Berlin, Buenos Aires, Singapore, Mumbai and just about anywhere one's finger could land on a spinning globe. This course attempts to provide a historical, theological, and practical introduction to Judaism and the Jewish community. (Offered occasionally)

THPT 603. Islam: History, Thought, & Practice (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course attempts to provide a historical, theological, and practical introduction to Islam and the Islamic community. (Offered occasionally)

THPT 604. Whatever Happened to Abram's Children? Judaism, Christianity and Islam Today (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course examines the origins of Judaism, Christianity and Islam, and explores the historic tensions that have existed between the three traditions. Particular attention is given to the modern era in order to help students understand the global and missiological

contexts in which the religions interact today. The course gives attention to the sacred texts of each tradition and includes site visits to places of worship. (Offered occasionally)

THPT 605. Why Did the Buddha Cross the Road? Asian Worldviews Religions and Philosophies (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement and Comparative Religions course requirements.*

This course explores the religions of Asia, including Hinduism, Buddhism, Taoism, Shintoism, and Confucianism with particular attention to the interaction between religion and culture in the Asian context and missiological implications for the Christian faith. Students will read the sacred texts of each tradition, meet adherents of the various religions, and make site visits to places of worship in the Atlanta area. (Offered occasionally)

THPT 606. A Brother By Any Other Name? Cultural Lenses and the Face of Jesus (3 hours)

Prerequisite(s): THPT 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course will examine ways in which Jesus is perceived through the lens of many of the world's religious traditions with an emphasis upon such perceptions from the context of the two-thirds world. Particular focus will be given to the ways in which Jesus has been depicted in art and film. (Offered occasionally)

THPT 607. Who Moved the Equator? The Global Church in a Multicultural World (3 hours)

Prerequisite(s): THPT 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course assesses the church's role in the mission of God in the twenty-first century through the lens of previous historical shifts in the church's understanding of this mission, cultural realities that have shaped Christian mission, emerging missiological perspectives, and the shaping influence of churches in the eastern and southern hemispheres. Mission leaders from around the world will be conversation partners to assist students in understanding the twenty-first century context. (Offered occasionally)

THPT 608. Mission Methodology & Practice (3 hours)

Prerequisite(s): THPT 500 or advanced placement/permission of instructor.

This course will introduce students to emerging concepts in mission methodology and practice in areas of cross-cultural living and communication, sustainability, assets-based community development, and faith-sharing. This course will include visits to sites in the Atlanta metropolitan area. (Offered occasionally)

THPT 609. Poverty, Wealth & Inequalities (3 hours)

Prerequisite: THPT 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course in community development and social ethics will look at poverty, wealth, and inequalities through the lenses of intersectionality and structural injustice. We will begin the course by using the four sources within Christian Ethics--scripture, tradition, reason, and experience--to understand the nature of poverty and why chronic poverty is so difficult to dismantle. We will then turn sociology and economics to better understand inequalities in the US and abroad. Finally, we will look at constructive ways to dismantle chronic poverty by exploring creative approaches within community development, community organizing, and social enterprise. The entire course will utilize a community-

based research model for teaching and learning as we partner with a local non-profit to do qualitative and quantitative research on poverty, wealth, and inequality that will benefit their specific work within a specific neighborhood. Additional fieldwork with our partner non-profit/neighborhood will be required outside of class times. (Offered occasionally)

THPT 610. Field Research in Congregations & Communities (3 hours)

Prerequisite: THPT 500 or advanced placement/permission of instructor.

In this course, students will learn about qualitative research through working on a community-based collaborative research project in local churches/communities. The course begins with an introduction to re-search questions and basic research design. It then moves to a deeper exploration of qualitative social research and the practice of ethnography through an overview of classic approaches to ethnography such as: interpretive ethnography, extended case method, analytic induction, biographical method, relativism, grounded theory, and phenomenology. Particular attention is given, through both instruction and praxis, to action research, open-ended interviewing, participant observation, and the participatory process. Throughout the course, students will learn how the practice of qualitative research can enrich the work of the academy, congregations, and communities by prioritizing the role of experience and allowing space for asset-based community development and community organizing initiatives to emerge.

THPT 614. Why Can't We All Just Get Along? Interreligious Dialogue and Christian Faith (3 hours)

Prerequisite: None.

**Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course explores the possibilities of interfaith dialogue and collaboration for effective community transformation. Specific philosophical foundations and approaches to such dialogue are explored alongside dialogue and collaboration sessions with persons of other faith traditions.

THPT 620. Ministry with Children (3 hours)

Prerequisite(s): None.

This course will take the theories of faith development and apply them to practical ministries for children in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of children. (Offered occasionally)

THPT 621. Ministry with Youth (3 hours)

Prerequisite(s): None.

This course will take the theories of faith development and apply them to practical ministries for youth in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of youth. (Offered occasionally)

THPT 622. Ministry with Adults (3 hours)

Prerequisite(s): None.

This course will take the theories of faith development and apply them to practical ministries for adults in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of adults. (Offered occasionally)

THPT 623. Church Pedagogy & Curriculum Development (3 hours)

Prerequisite(s): None.

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. (Offered occasionally)

THPT 624. Theological Approaches to Christian Education (3 hours)

Prerequisite(s): None.

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. (Offered occasionally)

THPT 625. Women: Believing, Worshiping, & Ministering (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

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. (Offered occasionally)

THPT 626. Supervised Teaching Ministry (3 hours)

Prerequisite(s): Permission of instructor.

This course will provide faculty supervision for students who are teaching a single course in a pre-approved academic (non-ecclesial) capacity. Faculty supervisors will consult regarding syllabus construction, provide coaching for students throughout the course, and evaluate student pedagogy. Students must secure the teaching placement, solicit a faculty supervisor, and gain approval of the Associate Dean prior to registration. (Offered occasionally)

THPT 641. The Theory & Practice of Pastoral Counseling (3 hours)

Prerequisite(s): permission of instructor.

This course will introduce students to the ministry of pastoral counseling. It will explore pastoral counseling from a perspective that integrates theory and practice. Psychological and theological approaches to pastoral counseling will be introduced and integrated. In addition, the life and work of the pastoral counselor will be addressed. Students will gain knowledge of and appreciation for pastoral counseling. (Offered occasionally)

THPT 642. Spiritual Care with Addicted Persons (3 hours)

Prerequisite(s): None.

Cross-listed as: THSP 642.

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. (Offered occasionally)

THPT 643. Spiritual Care through the Interpretation of Dreams (3 hours)

Prerequisite(s): None.

Cross-listed as: THSP 643.

This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry. (Offered occasionally)

THPT 644. Toward a Theory & Practice of Love (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

This course will use a pastoral theological methodology to study the experience of love. Disciplines from the theological disciplines and the social sciences will be employed to understand love in human experience and in ministry. (Offered occasionally)

THPT 645. Spiritual Care with African American Families (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

This course focuses upon the unique pastoral care needs that arise out of the historical and contemporary experiences of African Americans. Students will review foundational and emerging texts in the theology and practice of African American pastoral care, while paying attention to sociocultural forces that shape the social, economic, and psychological well-being of African American families and communities. Students will be introduced to practical theological applications for providing care and counseling within African American communities. (Offered occasionally)

THPT 646. Counseling Couples in the Congregation (3 hours)

Prerequisite(s): None.

This course introduces the theory and practice of pre-marital and marital counseling, focusing upon systems, trans-generational, and life-cycle perspectives. Special attention is given to the factors that contribute to relational health and disorder as well as practical resources for marriage education and couples counseling in local congregations. (Offered occasionally)

THPT 647. Trauma Stewardship (3 hours)

Prerequisite(s): None.

This course prepares students to provide pastoral care and counseling to individuals, families, and communities impacted by trauma. It provides a general introduction to the nature of trauma, its impact on mental, physical, and pastoral intervention models for working with traumatized persons. Students will learn to identify the signs of trauma exposure response and to identify self-care and coping strategies that will sustain pastoral caregivers' work with trauma survivors. (Offered occasionally)

THPT 648. Pastoral Care with Women (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women. (Offered occasionally)

THPT 649. Coaching for Spiritual Growth (3 hours)

Prerequisite(s): None.

Cross-listed as: THSP 649.

This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)

THPT 650. Spiritual Direction (3 hours)

Prerequisite(s): None.

Cross-listed as: THSP 650.

Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally)

THPT 651. Forgiveness and Reconciliation**(3 hours)**

Prerequisite(s): None.

Cross-listed as: THET 652.

**Meets Cultural Context Course requirement*

This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)

THPT 652. Gender & Sexuality**(3 hours)**

Prerequisite: THPT 502 or THPT 600 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course introduces students to the ethical practice of addressing issues of gender and sexuality in pastoral care and counseling. Using an interdisciplinary framework, students involved in this course will critically analyze their personal, cultural, and theological views of gender and sexuality; and will learn how gender, sexuality, and race intersect to shape and impact individual identities.

THPT 670. The Practice of Preaching**(3 hours)**

Prerequisite(s): THPT 506 or advanced placement/permission of instructor.

Designed for all students whose vocation will include preaching, this course will expand the student's comprehension of the preaching task, and will give particular focus to the development and application of homiletical skills. The course includes a strong component of guided classroom preaching, discussion and response. (Offered occasionally)

THPT 671. Preaching & Film**(3 hours)**

Prerequisite(s): THPT 506 or advanced placement/permission of instructor.

This course introduces and analyzes the connections between contemporary films and preaching. Students will examine the relationships of faith and culture, films and culture, films and homiletical thought, and films and the preaching event. Films will be viewed and interpreted in terms of these relationships. Students will preach sermons based on the intersection of particular films and particular texts. (Offered occasionally)

THPT 680. Change & Conflict**(3 hours)**

Prerequisite(s): None.

This course will be an examination of the nature and dynamics of change and conflict in churches and religious institutions. The course studies the leadership role of the minister in effecting change and understanding conflict with focus on the skills needed to serve as a change agent. (Offered occasionally)

THPT 690. Worship & the Arts**(3 hours)**

Prerequisite(s): THPT 507 or advanced placement/permission.

This course will be an advanced worship elective. Students will focus on the relationship between worship and the arts through readings on theological aesthetics; lectures by professional and amateur artists; experiential encounters with various artistic media; and attendance at a film event, a musical performance, and a visual art exhibit. Students will incorporate their insights on worship and art in the planning and leadership of chapel each week at the School of Theology. (Offered occasionally)

THPT 691. Worship in the African American Church**(3 hours)**

Prerequisite(s): THPT 507 or advanced placement/permission.

**Meets Cultural Context Course requirement*

This course will introduce students to the history, theology and practice of worship in the African American church. Students will learn to think theologically about the character, the content, and the form of worship. Students will also learn practical worship skills for quality worship leadership. (Offered occasionally)

THPT 701. Leadership in Context (3 hours)

Prerequisite(s): None.

This course allows students to work in ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological education and the practice of ministry. Requires field placement and mentor. (Offered every year)

THPT 702. Leadership in the Church (3 hours)

Prerequisite(s): None.

This course allows students to work in church ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological education and the practice of ministry. Requires church field placement and mentor. (Offered every year)

THPT 703. Clinical Pastoral Education Unit 1 (6 hours)

Prerequisite(s): Acceptance into ACPE approved program.

This course gives six hours credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. is done under the direction of a certified C.P.E. supervisor in a hospital, church or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Outside fee and liability insurance required. (Offered every semester)

THPT 704. Clinical Pastoral Education Unit 2 (6 hours)

Prerequisite(s): Acceptance into ACPE approved program and THPT 703.

This course gives six hours credit for students accepted into and completing satisfactorily a second off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. will be done under the direction of a certified C.P.E. supervisor in a hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Students may receive course credit for a maximum of two courses (12 hours) of CPE. Outside fee and liability insurance required. (Offered every semester)

THPT 800. Special Topics: Subtitle (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

Spiritual Care & Social Activism

**Meets Cultural Context Course requirement*

Drawing on the primary sources of social justice activists, this course will examine: (1) what it means to pursue social activism as a function of spiritual beliefs and/or religious identity; (2) the stresses, traumas, and spiritual struggles that activists experience as a result of their engagement in justice work; (3) the practices that sustain activists long-term and prevent burnout; and (4) the unique role that spiritual and pastoral caregivers can play in supporting and sustaining social activists and justice movements. Our approach is intentionally interfaith in that we will interface with activists and ideas from multiple faith and religious

journeys, including Christianity, Indigenous African and American spiritualities, Buddhism, and emerging "materialist" spiritualities that are informed by the merging of spirituality with science and science fiction.

THSP 511. Spiritual Formation 1

(1 hour)

Prerequisite(s): None.

Spiritual Formation I is an introductory course designed to assist first year students in understanding the nature and role of spiritual formation in Christian discipleship and the call to ministry. Particular attention is given to building community, understanding theological education, developing a prayer life, and caring for self as these relate to personal and professional identity formation. Students are challenged to examine their own spiritual journeys and to assess areas of need for further growth. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load. THSP 512 must be taken in conjunction with the same professor and community of students as THSP 511. (Offered every year)

THSP 512. Spiritual Formation 2

(1 hour)

Prerequisite(s): THSP 511.

Spiritual Formation II is a continuation of the first semester course designed to assist first year students in understanding the nature and role of spiritual formation in Christian discipleship and the call to ministry. THSP 512 must be taken in conjunction with the same professor and community of students as THSP 511. Particular attention is given to the practice of spiritual disciplines and the role they play in strengthening one's spiritual formation. Attention is also given to how one's personality type influences spiritual practices and one's relationship to God. This course is required of all first-year M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load. (Offered every year)

THSP 601. Spiritual Disciplines for Christian Spiritual Formation (3 hours)

Prerequisite(s): THSP 511.

This course is an introduction to classical Christian spiritual disciplines from historical, experiential, and ministry perspectives with a view to enrichment of personal and vocational spiritual formation. (Offered occasionally)

THSP 602. Christian Pilgrimage

(3 hours)

Prerequisite(s): THSP 511.

This course will explore the Christian pilgrimage as a model for understanding and practicing Christian spiritual formation. It will include various approaches to pilgrimage, including literary, historical, theological, and sociological perspectives. (Offered occasionally)

THSP 604. Christian Formation for Racial Reconciliation, Part 1 (1.5 hours)

Prerequisite(s): permission of instructor.

**Meets Cultural Context Course requirement*

This course invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local

congregations and other ministry settings. Enrollment is limited to 15 students. Pass/Fail. (Offered occasionally)

THSP 605. Christian Formation for Racial Reconciliation, Part 2 (1.5 hours)

Prerequisite(s): THSP 604.

**Meets Cultural Context Course requirement*

This course is a continuation of THSP 604 invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students. Pass/Fail. (Offered occasionally)

THSP 642. Spiritual Care with Addicted Persons (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 642.

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. (Offered occasionally)

THSP 643. Spiritual Care through the Interpretation of Dreams (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 643.

This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry. (Offered occasionally)

THSP 649. Coaching for Spiritual Growth (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 649.

This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)

THSP 650. Spiritual Direction in Ministry (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 650.

Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally)

THSP 701. Classics of Christian Devotion (3 hours)

Prerequisite(s): None.

Cross-listed as: THCH 701.

This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality, and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally

and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

THSP 703. Celtic Christianity (3 hours)

Prerequisite(s): THCH 500 or advanced placement/permission of instructor.

Cross-listed as: THCH 703.

This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

THSP 706. Creation Theology, Spirituality, and the Arts (3 hours)

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as THOT 706.

This course will explore the intersection of Hebrew Bible creation theology, spiritual formation, and the creative arts. Participants will study various interpretive approaches to creation literature throughout the Old Testament. The biblical study will provide the foundations for bi-weekly nature/creation experiences in which class members practice mindfulness while also exploring the creative arts as spiritual discipline. Participants should, therefore, be willing to travel to different locations within metro-Atlanta for approximately half of the class sessions. Each member should also set aside a non-interrupted eight-hour time block for an individual nature retreat that will provide the foundation of their final project. For the final project, class members may choose any artistic medium to communicate their experiences of the Holy in the intersection between scripture and the natural world. The final project includes a paper articulating exegetical reflections on scripture and how they influence the artistic expression in the final project.

THSP 712. Contemplation in a World of Action: The Life and Writings of Thomas Merton (3 hours)

Prerequisite(s): None.

Cross-listed as: THCH 712.

This class is a study of the influence upon church and society of twentieth-century poet, religious writer, activist, monk, and contemplative Thomas Merton, with particular focus upon his contributions to the connections between contemplation and action in the world. Merton did more than perhaps anyone else in his era to reclaim the values and practices of contemplative life for ordinary Christians, and to express the link between the contemplative life and the life of action seeking a just and peaceful world. The class is structured around reading significant works by Merton in chronological order. (Offered occasionally)

THSP 713. Postmodern African-American Spiritualities (3 hours)

Prerequisite(s): None.

**Meets Cultural Context Course requirement*

This course explores the increasing shift away from organized religion among African American Christians, most notably millennials, racial/gender activists, and womanist scholar/practitioners. As many historically white churches have been merging, downsizing, and in some cases closing their doors permanently as their memberships age and pass away, African American congregations have appeared more stable, buttressed by the centrality of faith and the supportive role of churches in the daily lives of many African Americans, as well as by the international growth in Pentecostalism. This relative congregational stability has obscured the increasingly tenuous relationship that many African Americans have with Christian congregations and the complex spiritualities that are emerging. In this class, we will utilize fiction, memoir, and popular music to demonstrate the continuity between millennial and womanist/feminist critiques of Christianity. We will

examine how African Americans are drawing upon rabbinic Midrash, African, and Eastern traditions to broaden their personal faith commitments and to articulate postmodern spiritualities. (Offered occasionally)

THSP 800. Special Topics: Subtitle

(1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

THTP 500. Foundations in Theology

(3 hours)

Prerequisite(s): None.

This course surveys briefly the history of Western theological thought and notes developing world movements in the modern period and then focuses upon the nature, sources, and scope of systematic theology identifying the major theologians, issues, and terminology associated with the central Christian doctrines that have shaped the community of faith. The course will survey the basic components of Christian doctrine and the task of Christian theology. (Offered every year)

THTP 501. Philosophy for Theology

(3 hours)

Prerequisite(s): None.

This course is an introduction to the major figures and ideas in the history of philosophy, with special emphasis on questions of the relationship of philosophy to theology. Included are the contributions of the following figures: Plato, Aristotle, Descartes, Locke, Kant, Hegel, Marx, Heidegger, Wittgenstein, etc.

THTP 601. Christian Theology & Culture

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course examines the dynamic interaction of faith in life, seeking to develop the student's competence in identifying descriptions of "Culture" and Christianity that respectfully appreciate and critically evaluate the particular worldview in his or her place of ministry. The students are encouraged to use Christian theology as a skill to be applied in a local community context through biblical interpretation, pastoral counseling, preaching, and teaching. (Offered occasionally)

THTP 602. Suffering and Evil

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course examines the philosophical and theological challenges of the problem of evil and suffering for the Judeo-Christian tradition. Various historical theological responses are evaluated such as: the free-will defense, temporal dualism, Soul-making models, protest theodicy and evolutionary models. The student is encouraged to construct his or her own theological response. (Offered occasionally)

THTP 603. Atonement & Reconciliation

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course examines the human predicament of alienation from God, from oneself and from others. The primary metaphors of the Christian tradition "sin and bondage of the will" are examined through a survey of biblical theology and the Western Christian tradition. The course emphasizes the need for a culturally relevant Christian understanding of atonement and reconciliation in light of the life, ministry and death of Jesus Christ. (Offered occasionally)

THTP 604. Models of God

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Models of God are central to the identity of any culture, nation, tribe, and family or self. This course asks a series of questions related to this assumption. What is the

psychological and sociological basis for our search and need for the sacred? How does the religious tradition of Israel identify its understandings of God? How is the human search for the sacred formulated in a distinctively Christian understanding of God? What are the necessary components of a Christian understanding of God? This class attempts to identify the pivotal turning points in history of the Western Christian understanding of God. (Offered occasionally)

THTP 605. Religious Language

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

The Religious Language course examines the nature, status, and reference of religious metaphor and language. In order to address these issues the course must briefly 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. (Offered occasionally)

THTP 606. Theology & Science

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course provides an introduction to the religious view of "the Self" and its interface with contemporary science. Religion as a cultural activity is linked with the creation and maintenance of certain kinds of self-conceptions. Religion transforms biological human identity into a supernatural related self through the use of symbols. Science is called upon to describe the "what am I" question or biological identity while religious language and theology focus on the "who am I" question of supernatural identity. It is the interplay between the languages of science and theology that we see the emergence of the responsible self who asks, "How should I act" within the community. This course encourages cross-cultural communication as a context whereby participants will benefit from the diverse backgrounds and knowledge of others. This will lead to a broader and hopefully wiser understanding of oneself. (Offered occasionally)

THTP 607. Christology

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course surveys the nature and person of Jesus Christ as recorded in the canonical Gospels and the epistles of the New Testament noting the developing discussion in the post-biblical councils and contemporary reformulations. Primary considerations include the relationship of Jesus' nature and person with the nature and person of God. The course concludes with an examination of contemporary Christological debates and their impact on the church. (Offered occasionally)

THTP 608. Ecclesiology

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course examines the purpose, nature and mission of the Church. Ecclesiology deals with the church's origin, its relationship to the life, ministry and teaching of Jesus; its role in salvation, its discipline, its destiny, and its leadership. The course will seek to address the various models and manifestations of the church in a variety of global and historical contexts. The course concludes with creative reflection on how might the church reconfigure itself for the future. (Offered occasionally)

THTP 609. Eschatology

(3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course surveys the branch of Christian theology devoted to the study of "Last Things." The major issues and events in Christian eschatology are death and the afterlife, Heaven and Hell, the Parousia (Second Coming of Jesus), the Resurrection of the Dead, the Rapture, the Tribulation, the end of the world, the Last Judgment, and the New Heaven and New Earth of the World to Come. This course examines how Christian views of history

and the end-times have influenced Western and Global Christianity in the fields of politics, religious movements, and literature. (Offered occasionally)

THTP 610. Faith & Atheisms (3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

This course examines the growing cultural interest in the multi-dimensional claims of Atheism and asks how the community-of-those-committed-to-Christ reads this cultural event and responds appropriately. The course surveys the atheist critiques of religion in order to analyze observations about the sometimes disreputable functions of religious practice and belief. While the current attention tends to focus on "atheisms of science" by authors like Daniel Dennett, Richard Dawkins, and Christopher Hitchens, this course will also examine historical figures such as Freud, Marx, Nietzsche and that of Thomas Altizer, Richard Rubenstein and Slavoj Zizek respectfully. (Offered occasionally)

THTP 708. Theology After the Holocaust (3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THET 708.

**Meets Cultural Context Course requirement*

This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany's "war against the Jews" --the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other "undesirable" groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those "victimized," "the executioners," and the "bystanders." Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

THTP 709. Theology and Ethnography (3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course assumes that Theology without concrete access to how believers live can be empty. The language of theology requires that which is not always explicitly theological language (behavior, will, perception, images, time, space, sight, sound, and the gesturing body) in order for language about God to be relevant; theology needs detailed study of these phenomena in actual communities. Ethnographic research is a fruitful means by which this manner of embedded theological interpretation makes this interface possible. The course teaches ethnographic interviewing as a process for reflection on embedded theology in a local context. (Offered occasionally)

THTP 710. Theology & Economics (3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THET 710.

**Meets Cultural Context Course requirement*

This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Friedman, and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)

THTP 714. Political Theology (3 hours)

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THET 714.

**Meets Cultural Context Course requirement*

The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah's return? These sorts of questions populate the field "political theology." Major historic events in the history of Christianity and the theologians who contributed to these watershed interpretations will be examined. (Offered occasionally)

THTP 800. Special Topics: Subtitle

(1-3 hours)

May be repeated with different subtopics.

Prerequisite(s): Varies.

Guided Readings: Subtitle

May be repeated with different subtopics

Prerequisite(s): THTP 500 or advanced placement/permission of instructor

The readings in this course are designed for the advanced student in Theology and Philosophy of Religion. An in depth, close reading, of writers who have shaped Christian theological discourse will be the focus of the course. Examples include the writings of Karl Barth, Paul Tillich, Ludwig Wittgenstein, G.W.F. Hegel, Meister Eckhart, Augustine of Hippo, Thomas Aquinas, John Calvin, Martin Luther, Jurgen Moltmann, and Johann Baptist Metz. The Guided Readings course is sometimes organized around topics and issues such as: Political theology, Liberation theology, Feminist theology, Post-colonial theology, and Contextual theology. The primary task of this seminar is critical reading and analysis of the material covered with the expectation that each seminar participant will actively participate in the discussion. (Offered occasionally)

Caribbean Theology

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

**Meets Cultural Context Course requirement*

The Caribbean is changing culturally and racially with residents moving between the island nations, migrating from the Americas, and Asia. After mere decades of independence, these island nations struggle to determine their cultural identity in the postcolonial era. Religious identification will require newness, new ways of Biblical interpretation, practice of Christianity, and the willingness to review long held structures of leadership fashioned after those of former colonial leaders. This Independent Study will focus on the religious history of the Caribbean religion, study of potential challenges faced within religious leadership structures, and suggestions for future unity.

Making Sense of God

This course explores the conceptual terrain around fundamental theological ideas internal to the Christian faith, such as prayer (talking to God), the divine will, divine hiddenness, divine power, divine suffering, etc. The course examines the assumptions and assessments of skeptics and believers alike toward a renewed contemporary apologetic.

Philosophy and Race

**Meets Cultural Context Course requirement*

This course examines the historical influence of various philosophical movements on issues of race, ethnicity, and otherness. Particular attention will be given to 19th and 20th century movements that have served as sources of both oppression and liberation.

Postmodernism and the Church

This course focuses on the cultural, literary, and ideological influence of postmodernity on the contemporary church. This course will examine the work of leading of figures associated with *Postmodernism* assessing both the cultural and theological influence of each.

Moral Philosophy and Christian Thought

This course surveys the history of western moral philosophy and its influence on Christian moral thought and practice. Special attention will be given to modern moral theories and their respective impacts on the contemporary moral landscape inside and outside the church.

Philosophy for Ministry

This course is a reading course that investigates some of the great intellectual figures in Christian history and the import of their reflection for various aspects of Christian ministry. Figures include: Augustine, Aquinas, Luther, Kierkegaard, Weil, Cone, etc.

Narrative Theology

Christian theology begins and ends with narrative construction, story formed method rooted in a community's sense of Origin, Purpose, and Destiny. This narrative function of theology is rooted in: 1) Intelligible human action as narrative in form, 2) human life has a fundamentally narrative shape, 3) humans are story-telling animals, 4) people place their lives and arguments in narrative histories, 5) communities and 6) traditions receive their continuities through narrative histories, and 7) epistemological progress is marked by the construction and reconstruction of more adequate narratives and forms of narrative. This course will examine breakthroughs in narrative theory and theological method over the last fifty years and will identify the linkage of biblical renderings of God's dramatis persona, autobiographical constructions of the self and biographical critique. The course will also examine the postmodern context in which we live where narratives that unite communities internally find themselves challenged by alternate narratives raising pastoral and ethical concerns for ecclesiological reflection.

Doctor of Ministry (D.Min.) Degree Program

The Doctor of Ministry degree is a three-to-four-year, 33-hour degree program and is the highest professional degree offered by a theological school. The Doctor of Ministry degree presupposes the M.Div. degree and constitutes an advanced professional degree at the doctoral level available to those seeking to enhance their ministry. Thus, it is the purpose of the D.Min. degree to provide the level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry. Thirty-three hours are required for completion of the D.Min. degree.

The School of Theology's program invites ministers, denominational leaders, and persons in a variety of ministries to join with colleagues in working for excellence in ministerial leadership within the local church by focusing on the spiritual life of the minister, the continual development of learning in the discipline of ministry, and the praxis of ministry in everyday situations.

The D.Min. degree at the School of Theology emphasizes collegial learning with professors and peers, intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, a three-semester program of analysis of ministry competencies within a ministry setting with a ministry coach and faculty supervisor, and a final written project thesis with a focus on a particular aspect of ministry. The School of Theology Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ.

The focus of the program is to cultivate in students a theologically-informed praxis of ministry that manifests the unity and interrelatedness of theory and practice. All acts of ministry are seen in the light of an informed theological vision of the nature and mission of the church in the world, and in turn, the actual practice of ministry continually shapes and reforms that theological vision.

Areas of Specialization

The Doctor of Ministry faculty of the School of Theology is diverse in its expertise in academic disciplines, practical experience in ministry, and interests in topics for a Project Thesis. Every effort will be made to accommodate the interests and needs of students within the limits of faculty teaching and supervisory loads. The decision for the selection of a Faculty Supervisor is reciprocal, with each Faculty Supervisor free to accept a given student for supervision after explorations of the student's interests and skills. The Director of the D.Min. Degree Program will consult with each student to determine which faculty member to approach to become his or her faculty supervisor. After positive communication from the Director, the student will initiate communication with the faculty member requesting supervision for the remainder of the program.

Ministry in its multiple facets is the focus of the program. The following areas are the primary areas of available supervision for the program. Prior to entering the program, students should seek a Faculty Supervisor within these respective areas. Brief resumes of each member of the faculty are available on the Mercer web site.

Christian Spirituality

This specialization focuses on ministry designed to enhance spiritual formation, disciplines of prayer, and equipping congregants to develop in their faith commitments require the leadership of minister as spiritual guide. Spiritual formation focuses on the needs of congregations and individuals to continue growing in matters of individual faith and as a corporate faith community.

Justice and Peacemaking

This specialization focuses on the application of the ethical mandates of the Kingdom of God and students will engage biblical, historical, and theological understandings of the minister as ethical guide in all of the arenas of contemporary life.

Leadership and Ministry

Students will study leading congregations in the transformational processes of change, to adapt to changing community contexts, or to develop creative initiatives in management of congregational ministries such as coaching. Students explore through reading and practice the principles of effective leadership and management.

Mission and Community Transformation

This area offers opportunities for students to develop projects that focus on the concept of the kingdom of God as a redeeming reality in the world. Issues that affect the church's mission such as postmodernism, cultural shifts, social justice, and demographic changes are examined. The church is viewed as the communal embodiment of Christian faith yet joining with others in encompassing concern for the ongoing task of redemption, renewing social order, and promoting justice and peace in the world.

Pastoral Care/Chaplaincy

Students engage in ministry projects related to pastoral counseling, chaplaincy services, and congregational care will explore the primary competencies of pastoral care giving through reading, clinical supervision, and Ministry Coaching.

Preaching

Students who wish to focus on preaching and faith communication will explore creative ways to communicate the gospel through the spoken and written word. Effective methods of communication and research into the ways congregations and readers understand the gospel are explored. Faith communication through the arts, through story, written communication, and visual and electronic means are researched as ways to enhance the minister's task of sharing the word of God.

Scripture and the Life of the Church

Students reflect upon the importance of a biblically based ministry and challenges students to evaluate their ministry in terms of scripture. Students are introduced to the latest in scholarship, tools, and resources that will help them formulate a ministry project emphasizing biblical understanding.

Theology/Christian Worship

Students engaged in ministry projects related to worship focus on how congregations address the differing worship traditions of the Church as well as varied styles that are present today. The varieties of worship style are explored in order to give insight to the student regarding the meaning, symbol, development, and history of various approaches.

Students may also focus attention upon rethinking Christian faith in the context of the congregation and that reflect on the continuing task of theological formation in light of Scripture and the Church's faith and contemporary experience.

Doctor of Ministry Curriculum Overview

Experiential Learning Units: 6 hours

Course Name	Course #	Credits
Preaching Specialization:		
1. Preaching Specialization I	DMIN 632	2
2. Preaching Specialization II	DMIN 633	2
3. Preaching Specialization III	DMIN 634	2
Total: 6 hours		
Spirituality Specialization:		
1. Spiritual Practice Unit I	DMIN 721	1
2. Spiritual Practice Unit II	DMIN 722	1
3. Spiritual Practice Unit III	DMIN 723	1
4. Spiritual Practice Unit IV	DMIN 724	1
5. Spiritual Practice Unit V	DMIN 725	1
6. Spiritual Practice Unit VI	DMIN 726	1
Total: 6 hours		

All other Specializations:

1. Ministry Coaching I	DMIN 740	2
2. Ministry Coaching II	DMIN 741	2
3. Ministry Coaching III	DMIN 742	2

Total: 6 hours

Seminars: 18 hours

Spirituality Specialization:

Course Name	Course #	Credits
Biblical/Theological Foundations for Ministry Seminar Prep	DMIN 720	2
Biblical/Theological Foundations for Ministry Seminar	DMIN 732	4
Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Prep	DMIN 702	2
Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar	DMIN 703	4
Spiritual Practices in the Life of the Church Seminar Prep	DMIN 704	2
Spiritual Practices in the Life of the Church Seminar	DMIN 705	4

Total: 18 hours

All other Specializations, complete Path 1 or Path 2:

Path 1: Biblical/Theological Foundations for Ministry Seminar Prep/Seminar, Practice of Ministry Seminar Prep/Seminar, and Contextual Ministry & Culture Today Seminar Prep/Seminar

Course Name	Course #	Credits
Biblical/Theological Foundations for Ministry Seminar Prep	DMIN 720	2
Biblical/Theological Foundations for Ministry Seminar	DMIN 732	4
The Practice of Ministry Seminar Prep	DMIN 730	2
The Practice of Ministry Seminar	DMIN 731	4
Contextual Ministry & Culture Today Seminar Prep	DMIN 733	2
Contextual Ministry & Culture Today Seminar	DMIN 734	4

Total: 18 hours

Path 2: Biblical/Theological Foundations for Ministry Seminar Prep/Seminar; choose *either* The Practice of Ministry Seminar Prep/Seminar or Contextual Ministry & Culture Today Seminar Prep/Seminar; and then choose one Spirituality Seminar Prep/Seminar

Course Name	Course #	Credits
Biblical/Theological Foundations for Ministry Seminar Prep	DMIN 720	2
Biblical/Theological Foundations for Ministry Seminar	DMIN 732	4

Choose one seminar prep/seminar pairings from the following options:

Option 1: The Practice of Ministry Seminar Prep/Seminar DMIN 730/DMIN 731

Option 2: Contextual Ministry & Culture Today Seminar Prep/Seminar DMIN 733/DMIN 734

Choose one seminar prep/seminar pairing from the following options:

Option 1: Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Prep/Seminar DMIN 702/DMIN 703

Option 2: Spiritual Practices in the Life of the Church Seminar Prep/Seminar DMIN 704/705

Total: 18 hours

Project Thesis: 9 hours, all specializations

Course Name	Course #	Credits
Project Thesis Workshop I	DMIN 750	1
Project Thesis Workshop II	DMIN 751	1
**Project Thesis Proposal Writing	DMIN 752	1-2
Thesis Project I	DMIN 755	2
Thesis Project II	DMIN 756	2
Thesis Project III	DMIN 757	2
Oral Examination	DMIN 758	1

Total required for D.Min. Degree Program: 33 hours

**Students should enroll for this course only if they have completed DMIN 751 successfully, do not have an approved Project Thesis Proposal, and plan to work on a DMIN Project Thesis Proposal. This course is above and beyond the required 33 hours for degree completion. The course is pass/fail and requires progress towards completing a Project Thesis Proposal. Students may repeat the course for a second semester, but in the second enrollment the student must complete and submit a Project Thesis Proposal to the Director of the D.Min. Degree Program and it must receive their approval.

D.Min. Program Overview

Faculty Supervision

Each student in the D. Min. program will work with a Faculty Supervisor in their area of specialization. Supervisors provide advising in the program process, collaboration on experiential learning modules integrating research and ministry, and supervision of the Project Thesis. A faculty supervisor will be suggested in consultation with the student and the Director of the D.Min. Degree Program.

All students must be assigned to a faculty supervisor prior to beginning the program. Changes may be made in Faculty Supervision if the student's Project Thesis proposal changes or requests are made to the Director. Normally, Faculty Supervisors may teach only one D.Min. seminar in an academic year and are limited to a supervisory load of five students per year.

The student should recognize the teaching load of the faculty supervisor and understand that all consultations must be by appointment. The use of e-mail is encouraged since it provides documentation of faculty-student interaction and collaboration.

The faculty supervisor has jurisdiction over all grades given during the experiential learning units, the Project Thesis, and oral examination. The Faculty Supervisor will recommend to the Director of the D.Min. Program that a student be allowed to graduate upon completion of all degree requirements.

Experiential Learning Units

A variety of learning experiences to enhance one's knowledge and practice in ministry are completed as a core part of the degree. These units are completed in the student's place of ministry and do not require an on-campus presence. A Ministry Coach, Preaching Consultant, or Spiritual Director works with the student in each ELU and serves on the student's oral defense committee. Coaches, Consultants, and Directors must have advanced degrees and extensive expertise in their areas.

Seminars

Students will attend three D.Min. seminars. The seminars will normally be scheduled for the summer term, but may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements of

reading, reports on readings, written presentations integrating the seminar subject with one's ministry, and additional readings and assignments negotiated with each student. Students are encouraged to focus their reading, presentations, and other assignments upon their specific areas of specialization. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one's setting (sermons, verbatim, organizational analyses, contextual studies, coaching process, issues of spirituality, etc.). All students are required to register for the appropriate Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be complete on a schedule approved by the seminar faculty leader.

Students in the Christian Spirituality specialization have a different seminar structure from all other students in the program. Two specific seminars in Christian Spirituality are required, as well as one additional seminar

Normally each student will complete one seminar each year of the three-year program. A common syllabus has been developed by the faculty for each seminar and will be available to the student at the beginning of the semester of each unit of Seminar Preparation.

Institutional Review Board (IRB)

Because student research will involve human subjects in some way (for example through surveys and interviews), students will be required to complete a statement of their methods and purpose for review by the Institutional Review Board of Mercer University. An IRB performs critical regulatory oversight functions for research conducted on human subjects to ensure such research is *scientific* and *ethical*. It may be helpful to know that a key to obtaining IRB approval of the research process is anonymity of the subjects.

Attention will be given in the workshop to the IRB process at Mercer University. Students will be required to complete an online certification process during the workshop that acquaints them with legal requirements for research with human subjects. The process of completion and certification will be covered in the Project Thesis Workshop.

Project Thesis

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student's capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student's abilities as a leader and minister.

It is recommended the Project Thesis Workshops (one hour credit per workshop) be taken relatively early in the program. At least one seminar and Experiential Learning Unit are prerequisites to enrollment in the workshops. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school will be reviewed. Completion of a Project Thesis Proposal worthy of submission to the Director of the D.Min. Degree Program is required for the completion of Project Thesis Workshop II.

The D.Min. Degree Program has established guidelines for the submission of Project Thesis Proposals following completion of Project Methodology Workshop and prior to beginning the writing of the Project Thesis.

Once the Project Thesis Proposal is approved, including IRB approval, the student may begin writing. The Faculty Supervisor will provide primary feedback to chapters submitted in the writing stage, though it is recommended the student share written work

with their Ministry Coach/Preaching Consultant/Spiritual Guide to solicit reactions. Formal Faculty Supervision for Thesis Writing is available for three units during which the student must be registered for Project Thesis Writing.

If the proposal is approved, the candidate may proceed to secure IRB approval, implement the proposed ministry, and begin writing the Project Thesis. Approval with changes means the student must make the changes in the proposal, then secure IRB approval, and continue to complete the Project Thesis. If changes required with re-submission are noted, the student must resubmit the proposal and may not proceed until a second reading by the committee. Denial of a second re-submission results in termination from the program.

Writing Style

Because written work in a doctoral program must be of the highest standard, the judicial use of the following is recommended:

1. A Manual for Writers of Term Papers, Theses and Dissertations, eighth edition, by Kate L. Turabian. All written work should be in conformity with this manual, unless decided otherwise with an instructor.
2. The Elements of Style, by William Strunk and E. B. White.
3. The SBL Handbook published by the Society of Biblical Literature.
4. The School of Theology Style Guide located on the School of Theology website at <http://theology.mercer.edu/current/>
5. The Mercer University Requirements and Guidelines for the Preparation of Theses and Dissertations available at <http://provost.mercer.edu/resources/theses.cfm>

Any candidate who needs help in writing should pursue help from a professional or enroll in a class, if necessary, before attempting to enter the program. At the doctoral level, no allowances will be made for poor writing skills.

Doctor of Ministry Degree Course Descriptions

DMIN 632. Preaching Specialization I: The Literature of Preaching (2 hours)

Prerequisite(s): None.

This unit of study, reflection, and conversation with one's Preaching Consultant will identify the student's sense of calling to the preaching ministry, important factors in one's current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential project thesis. Readings, reflections, and conversations will focus on assigned bibliography in rhetoric, classical understandings of preaching, and the philosophy of the student for preaching in their present ministry. The written work of the unit will be available to the Faculty Supervisor as a part of the faculty member's agreement to provide Faculty Supervision. (Offered every Fall and Spring)

DMIN 633. Preaching Specialization II: The Practice of Preaching (2 hours)

Prerequisite(s): DMIN 632.

This unit of study, reflection, and conversation with one's Preaching Consultant will focus on presentation of sermon materials from one's current ministry setting, with specific areas of improvement identified in dialogue with a Preaching Consultant and Faculty Supervisor. The written work of the unit will be available to the Faculty Supervisor as a part of the faculty member's agreement to provide Faculty Supervision. (Offered every Fall and Spring)

DMIN 634. Preaching Specialization III: Projecting Research in Preaching (2 hours)

Prerequisite(s): DMIN 633.

This unit of study, reflection, and conversation with one's Preaching Consultant will focus on foundational research in the design of a preaching Project Thesis that will develop the biblical, theological, historical, ministry, research literature base for the project thesis. The written work of the unit will be available to the Faculty Supervisor as a part of the faculty member's agreement to provide Faculty Supervision. (Offered every Fall and Spring)

DMIN 702. Coaching Individuals, Groups, and Congregations (2 hours) Toward Spiritual Growth Seminar Preparation

Prerequisite(s): Must be taken concurrently with a Spiritual Practice Unit (DMIN 721-728)

This seminar preparation focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one's own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context. Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization. (Offered every other year)

DMIN 703. Coaching Individuals, Groups, and Congregations (4 hours) Toward Spiritual Growth Seminar

Prerequisite(s): DMIN 702.

This seminar focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one's own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context. Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization. (Offered every other year)

DMIN 704. Spiritual Practices in the Life of the Church Seminar (2 hours) Preparation

Prerequisite(s): Must be taken concurrently with a Spiritual Practice Unit (DMIN 721-728)

This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love. (Offered every other year)

DMIN 705. Spiritual Practices in the Life of the Church Seminar (4 hours)

Prerequisite(s): DMIN 704.

This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as

a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love. (Offered every other year)

DMIN 720. Biblical/Theological Foundations for Ministry (2 hours)
Seminar Preparation

Prerequisite(s): None.

This seminar preparation pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses. (Offered every year)

DMIN 721-DMIN 726. Spiritual Practice Units 1-6 (1 hour each)

Students are required to complete 6 units of Spiritual Practice, typically registering for units in the Summer and Fall terms. The first spiritual practice requires a 5-day major retreat. The costs of this retreat shall be the responsibility of the student in addition to the tuition for the program. Thereafter, spiritual practice units will include receiving spiritual direction once a month, taking a 24-hour individual retreat once a quarter, and readings assigned by the Christian spirituality faculty. The school will compensate each Spiritual Director for the monthly supervision in the amount of \$200 for each unit of spiritual guidance. Any costs in excess of this amount will be the responsibility of the student. (Offered every Fall & Spring)

DMIN 730. The Practice of Ministry Seminar Preparation (2 hours)

Prerequisite(s): None.

This seminar preparation course will deepen the student's understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student's context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership. (Offered every other year)

DMIN 731. The Practice of Ministry Seminar (4 hours)

Prerequisite(s): DMIN 730.

This course will deepen the student's understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student's context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership. (Offered every other year)

DMIN 732. Biblical/Theological Foundations for Ministry Seminar (4 hours)

Prerequisite(s): DMIN 720

This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses. (Offered every year)

DMIN 733. Contextual Ministry and Culture Today Seminar Preparation (2 hours)

Prerequisite(s): None.

This seminar preparation course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given. (Offered every other year)

DMIN 734. Contextual Ministry and Culture Today Seminar (4 hours)

Prerequisite(s): DMIN 733.

This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given. (Offered every other year)

DMIN 740. Ministry Coaching I: Passion for My Calling (2 hours)

Prerequisite(s): None.

This unit of study, reflection, and conversation with one's Ministry Coach will identify the student's sense of calling, important factors in one's current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential project thesis. Readings, reflections, and conversations will focus on issues of identity, spirituality, and fit in present ministry. The written work of the unit of Ministry Coaching will be available to the Faculty Supervisor as a part of the faculty member's agreement to provide Faculty Supervision. (Offered every Fall and Spring)

DMIN 741. Ministry Coaching II: Evaluating My Ministry (2 hours)

Prerequisite(s): DMIN 740.

This unit of study, reflection, and conversation with one's Ministry Coach will focus readings, reflections, and conversations on the student's current ministry setting, specific areas of change, and potential project directions. The written work of the unit of Ministry Coaching will be available to the Faculty Supervisor as a part of the faculty member's agreement to provide Faculty Supervision. (Offered every semester)

DMIN 742. Ministry Coaching III: Projecting New Initiatives in Ministry (2 hours)

Prerequisite(s): DMIN 741.

This unit of study, reflection, and conversation with one's Ministry Coach will focus readings, reflections, and conversations on foundational readings for biblical, theological, historical, ministry, and research literature for the project thesis. The written work of the unit of Ministry Coaching will be available to the Faculty Supervisor as a part of the faculty member's agreement to provide Faculty Supervision. (Offered every Fall and Spring)

DMIN 750. Project Thesis Workshop I (1 hour)

Prerequisite(s): Completion of one DMIN seminar and DMIN 740, DMIN 632, or DMIN 721. This course introduces students to the processes involved in writing a Doctor of Ministry Project Thesis. The course will cover such topics as determining a specific research objective; writing a thesis proposal; bibliographic research techniques; and practical research strategies including developing quantitative and qualitative research procedures. The course will meet on-campus for one week. (Offered every Fall semester)

DMIN 751. Project Thesis Workshop II (1 hour)

Prerequisite(s): DMIN 750.

This course prepares students to submit a Doctor of Ministry Project Thesis Proposal. The course will cover topics such as determining a specific research objective; writing a thesis proposal; bibliographic research techniques; practical research strategies including developing quantitative and qualitative research procedures, and preparation and completion of IRB documentation. The course will also focus on issues of thesis form and style, general layout and chapter content, footnoting, and bibliography. (Offered every Spring semester)

DMIN 752 Project Thesis Proposal Writing (1 hour of credit; repeatable up to 2 hours max)

Prerequisite: DMIN 751.

Students should enroll for this course if (1) they have successfully completed DMIN 751 and (2) they have not submitted a project thesis proposal to the Director of the DMIN Degree program for committee review and received approval. Students are required to have faculty supervision while completing their Project Thesis Proposal. Students who submit an acceptable Project Thesis Proposal while enrolled in DMIN 751 do not need to take DMIN 752. Students should enroll for this course only if they have completed DMIN 751 successfully, do not have an approved Project Thesis Proposal, and plan to work on a DMIN Project Thesis Proposal. This course is above and beyond the required 33 hours for degree completion. The course is pass/fail and requires progress towards completing a Project Thesis Proposal. Students may repeat the course for a second semester, but in the second enrollment the student must complete and submit a Project Thesis Proposal to the Director of the DMIN Degree Program for committee review and it must receive their approval. (Offered every Fall and Spring)

DMIN 755. Project Thesis Writing I (2 hours)

Prerequisite(s): DMIN 751, approval from the Director of the DMIN Degree Program, and IRB approval.

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Ministry Coach for review. (Offered every Fall and Spring)

DMIN 756. Project Thesis Writing II (2 hours)

Prerequisite(s): DMIN 751, approval from the Director of the DMIN Degree Program, and IRB approval.

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work

should be submitted to both the Faculty Supervisor and Ministry Coach for review. (Offered every Fall and Spring)

DMIN 757. Project Thesis Writing III (2 hours)

Prerequisite(s): DMIN 751, approval from the Director of the DMIN Degree Program, and IRB approval.

The student should enroll for this course of supervision during a timeframe when the final draft of the Project Thesis will be completed. The final copy shall be submitted to the D.Min. office no later than February 1 of the year in which the student plans to graduate in May. (Offered every Fall and Spring)

DMIN 758. Oral Examination (1 hour)

Prerequisite(s): DMIN 751, approval from the Director of the DMIN Degree Program, and IRB approval

An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Ministry Coach, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program. (Offered every Fall and Spring)

School of Theology

Calendar 2022-2023

To prepare ministers who inspire the Church and the world to imagine, discover, and create God's future.

Dates are subject to change and will be updated as needed; all times are in Eastern Standard Time (EST)

**Chapel on Tuesdays, 11:00 a.m.

Fall 2022

New Student Orientation (Masters Online), 6:00 p.m.- 8:30 p.m.	August 16 & 18
New Student Orientation (Masters Residential), 10:00 a.m.- 6:00 p.m.	August 17
New Student Orientation (DMIN), virtual 9:00 a.m.- 12:00 p. m.	August 18
First Day of Classes	August 22
Welcome Back Lunch, 12:15-1:30 p.m.	August 22
Founders Day Service, 11:00 a.m.	August 23
Last Day for Drop/Add	August 29
Labor Day Holiday—University Closed	September 5
Student Advisement for Spring—Meet with Advisor	All of October
Spiritual Formation Retreat, required for THSP 511 (choose virtual or overnight in ATL)	October 6-7
Last Day to Withdraw	October 24
Early Registration for Spring begins, 8:30 a.m.	November TBA
Mercer Homecoming	November 11-12
Admissions Application Deadline for Spring	November 15
Theology Fall Break—No Theology Classes	November 21-25
Thanksgiving Holiday—University Closed	November 24-25
Last Day of Classes	December 16
Grades Due, noon	December 19
University Closed	December 22-30

Spring 2023

New Student Orientation	January TBA
First Day of Classes	January 9
Martin Luther King, Jr. Holiday—University Closed	January 16
Last Day for Drop/Add	January 17
Scholars Day Conference for Prospective Students	TBA
Student Advisement for Summer and Fall—Meet with Advisor	All of March
Theology Spring Reading Week	March 6 - 10
Last Day to Withdraw	March 13
Early Registration for Summer & Fall begins, 8:30 a.m.	April TBA
Good Friday/Easter Holiday—University Closed	April 7 - 9
Last Day of Classes	May 5
Grades Due, noon	May 8
Commissioning Service, TBA	May 13
Commencement	May 14

Summer 2023

Session One (5 Weeks)

First Day of Classes, Session 1	May 22
Memorial Day Holiday—University Closed	May 29
Last Day to Drop/Add, Session 1	May 30
Last Day to Withdraw, Session 1	June 6
Last Day of Classes, Session 1	June 23
Grades Due, Session 1, noon	June 26

Session Two (5 weeks)

First Day of Classes, Session 2	June 26
Last Day to Drop/Add, Session 2	June 28
Independence Day Holiday—University Closed	July 4
Last Day to Withdraw, Session 2	July 12
Last Day of Classes, Session 2	July 28
Grades Due, Session 2, noon	July 31

The Tift College of Education

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

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

Loleta D. Sartin, *Associate Dean/Associate Professor*

Mary Kay Bacallao, Penny L. Elkins, Jianhua Feng, Robert Helfenbein, and Kelly Reffitt, *Professors*

Sharon Murphy Augustine, Olivia Boggs, Lucy Bush, Sylvia Y. Cain, Carol A. Isaac, Margie W. Jones, Melissa A. Jurkiewicz, Sybil Anne Keesbury, Vicki L. Luther, Michelle Vaughn, James Vander Putten, and Jane West, *Associate Professors*

Karyn A. Allee, Cynthia Anderson, Nancy Atchison, Felicia Baiden, Flavio Campos, Susan O. Cannon, Brittney Castanheira, Deana Ford, Lucy Gitonga, Annemarie B. Kaczmarczyk, Jeffrey Keese, Sara Luke, Robbie J. Marsh, Susan Morrissey, S. Mia Obiwo, Leah Panther, Katherine Perrotta, Meenakshi Sharma, Matthew Sroka, Elaine Thurmond, and N. Jean Walker, *Assistant Professors*

Jan Johnson, Sheila Thompson, and Tracey Wofford, *Instructors*

Shannon Mitchell, *Director of Assessment*

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

April Strevig, *Director of Field Placement*

Nyesha Bowens, *Coordinator of Field Experience*

GRADUATE PROGRAMS

The Tift College of Education offers four graduate degree programs on the Cecil B. Day Campus in Atlanta. The Master of Arts in Teaching (M.A.T) is offered in Elementary (PreK-5), Middle Grades (4-8), Secondary (6-12), and P-12 Education. The Advanced Teacher Master of Education (M.Ed.) with Concentrations in Elementary, Middle, Secondary, and P-12 Education is offered through distance learning. (Please see the College of Education section in the Regional Academic Center Catalog.) The Master of Education is also offered in Educational Leadership in P-12 Leadership, in Higher Education Leadership, and in Independent and Charter School Leadership. The Specialist in Education (Ed.S.) is offered in Teacher Leadership and in Educational Leadership. The Doctor of Philosophy (Ph.D.) is offered in Educational Leadership (P-12 School Leadership or Higher Education Leadership) and Curriculum and Instruction.

In addition to these degree programs, the College of Education also offers classes for endorsements in Computer Science, Online Teaching, Gifted In-Field, Reading, ESOL, Elementary Mathematics, Elementary Science, STEM, Autism, Coaching for certified teachers, and Teacher Leader for students enrolled in the Teacher Leadership Ed. S. program. Non-degree initial certification programs are also available for candidates holding a master's degree in an approved content area from a regionally accredited institution.

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

GENERAL GRADUATE PROGRAMS POLICIES

The purpose of the graduate programs in education is to prepare professional educators who will have a philosophy of growth and change based on reliable knowledge about the principles and practices of education. An additional objective is to educate

teachers and educational leaders in the skills of research and to foster a disposition to initiate and promote basic and applied research. The College will provide courses to meet all program requirements within the specified program completion time from the time the student enrolls. The College is not under obligation to grant individualized study through directed/independent study courses or special topics research courses unless the College fails to schedule the course requirements within the time specified. The policies of the graduate program are under the review of the University Graduate Council.

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

All course work within the College of Education reflects the faculty's recognition of students with diverse and special needs. Mercer's graduate programs are designed to prepare all teachers and educational leaders to plan appropriately for disabled, special needs, and other diverse populations.

Advisement and Course Scheduling

Course schedules are available from the College of Education offices and online at mercer.edu. The college will provide graduate courses to meet M.A.T., M.Ed., and Ed.S. degree requirements within two calendar years from the time a student enrolls. Requirements for the Ph.D. programs will be offered within four calendar years from the time of enrollment. The college assumes no obligation to grant individualized study through directed/independent study courses or special topics courses unless the college fails to schedule the course requirements within the time specified.

Application Deadlines

For many programs in the College of Education, applications are continually accepted; however, completed applications (including official transcripts and other supporting materials) must be received by the following final deadline dates:

August 1 for Fall admission
December 1 for Spring admission
May 1 for Summer admission

Exceptions to this deadline schedule are the Macon Campus M.A.T. programs, programs in Teacher Leadership and Educational Leadership, and the Ph.D. programs. For information about application deadlines for these programs, contact Admissions at (678) 547-6084 (toll free at 1-800-762-5404) or mercereducation@mercer.edu. For additional information about application deadlines for graduate programs, contact Graduate Admissions at (678) 547-6084 (toll free at 1-800-762-5404). Detailed admissions requirements may be found at <https://education.mercer.edu>.

Admissions Appeals Policy

Prospective students who have been denied admission to any classification within the graduate program may appeal that decision in writing to the Associate or Assistant Dean. Each appeal will be reviewed and decided upon by the faculty. Admission to a certification program does not guarantee placement for student teaching. In addition, admission does not ensure satisfactory completion of the program selected, nor does it guarantee recommendation for certification.

English Proficiency

An international student whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or a Certificate of Proficiency from an ELS Language Center. The minimum acceptable official TOEFL score is 80 IBT (internet

based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS, 4.5 ITEP, or 115 Duolingo. English proficiency at ELS Level 109 is expected.

Grade Appeals Policy

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. They may then appeal to the Assistant Dean of the department. If satisfaction is not achieved, the student may then submit an appeal to the Grade Appeals Committee through an associate dean. Grade appeals must be submitted in writing within thirty days after the grade has been issued. Information regarding the Grade Appeal procedure may be obtained from the appropriate Assistant or Associate Dean.

Course Load

Nine semester hours for all graduate programs qualify a graduate student for full-time status for financial aid. Requests for overloads beyond 9 hours must be approved by an Associate Dean and the Assistant Dean.

Code of Ethics for Educators

Students admitted into the College of Education are expected to be familiar with and abide by the Code of Ethics for Educators as published by the Georgia Professional Standards Commission. Violation of any standard within the Code of Ethics may result in dismissal from the program.

Time Limitations on Completion of Requirements

A student in a graduate program must complete all degree requirements within a six-year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who are inactive for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. Candidates in the M.A.T. or certification-only program who do not complete their initial certification program within three years from the time of admission will have their programs re-evaluated and will be expected to meet any additional requirements in place at the time of the re-evaluation. In addition, certification candidates may be subject to changes in certification rules or standards set by the Georgia Professional Standards Commission.

Transfer Credits

Tift College of Education graduate programs may offer students the opportunity to obtain university graduate credit for learning gains resulting from coursework at an institution accredited by an agency recognized by the U.S. Department of Education and learning experiences outside of the traditional university milieu. A maximum of 6 semester credit hours may be awarded for master's and educational specialist degree programs and a maximum of 9 semester credit hours may be awarded for doctoral degree programs, whether awarded via transfer from another institution, program challenge examination, or assessment of prior learning.

A student's eligibility for obtaining university graduate credit by means other than coursework completed at Mercer University will be determined by the Assistant Dean in collaboration with program faculty. Program faculty will determine the number of semester hours of graduate credit for which a student may request eligibility. Program faculty may also specify courses to be excluded for possible credit by means other than coursework completed at Mercer University. Requests for eligibility must be submitted to the unit Assistant Dean using the Graduate Credit by Alternative Routes Eligibility Form available on the Tift College of Education website.

Transfer Credit

Graduate credits considered for transfer must have been earned at an institution accredited by an agency recognized by the U.S. Department of Education and at the graduate level. The credits must be appropriate to the student's planned program of study and may be considered only for courses in which a grade of B or higher was earned. Coursework taken for another degree previously earned may not be applied to a degree program at Mercer University. No credit will be given for coursework completed more than five years before enrolling in graduate studies at Mercer University. The final determination with respect to credit transfer requests will be made by the Tift College Associate Dean for Academic Affairs on a case-by-case basis. (Exception: Up to 9 hours earned as part of an Ed.S. degree in Educational Leadership may be considered for application toward the PhD. In Educational Leadership.)

Challenge Examination

Graduate credits may be earned upon the successful completion of examinations developed and administered by program faculty of the College with the prior approval of the Associate Dean for Academic Affairs. The credits must be appropriate to the student's planned program of study and may be considered only for examination results in which a grade of B or higher was earned. Challenge examinations are only available for courses as designated by faculty. A student must be enrolled at Mercer University during the semester in which an examination is administered.

Prior Learning Assessment

Graduate credits may be earned by submitting evidence of prior learning that meets the expectations of program faculty of the College and approved by the Associate Dean for Academic Affairs. A student's eligibility for submitting evidence of prior learning for evaluation by the program faculty will be determined by the unit Assistant Dean in collaboration with the program faculty. A student may be deemed eligible to submit evidence of prior learning before or within the first semester of admission to a Tift College graduate program that has chosen to consider evidence of prior learning in lieu of coursework. The credits awarded via prior learning assessment must be appropriate to the student's planned program of study. Note: Eligibility for submitting evidence of prior learning for evaluation does not guarantee program admission. Program admission and eligibility for submitting evidence of prior learning are separate and distinct decisions.

Academic Standards for Graduate Students

Students in graduate programs, both degree and non-degree tracks, must earn a grade of B or better in all required classes and field experiences. Students in the Ed.S. degree programs or the Ph.D. degree programs must also maintain a cumulative grade point average of 3.5 on a 4.0 scale. Students may repeat a class only once in order to increase the grade earned in that class, and no student may repeat more than two classes in his/her program of study with Mercer. Coursework completed at another institution will not be accepted as replacement credit for a grade earned at Mercer.

If a graduate student's cumulative graduate GPA with Mercer falls below 3.0 (3.5 for Ed.S. or Ph.D. candidates), the student will be placed on academic probation until he/she raises the GPA to the minimum requirement. A student who is on academic probation is limited to one graduate class per semester. Special permission from an Associate Dean and the appropriate Assistant Dean is required for a student on probation to enroll in more than one class per semester. If a student continues on academic probation for two semesters, their case will be reviewed by the Associate Dean, the Assistant Dean, and Faculty and the student may be subject to academic dismissal.

Non-Degree Policy

Non-Degree Seeking Policy: Applicants from an accredited institution (Regionally) and who wish to take courses may apply as non-degree seeking students and take courses for which they are eligible. Please be aware that non-degree students do not receive a transfer evaluation of previous coursework. Non-degree seeking students aren't planning to get a degree from the university. They may already have a degree and need some specific courses, or they might be taking courses solely for their own personal satisfaction, enrichment, or professional development. They may get assigned an adviser but there are no course requirements other than prerequisites for particular courses. Often, they are taking courses for the purpose of transferring them somewhere else immediately (transient student). Enrollment as a non-degree student is subject to approval by the Office of Admissions provided the student is in good academic standing at the last institution attended. Registration is on a space-available basis and will require TCOE approval. Applicants who have been denied admission as a degree-seeking student or who missed the deadline for submitting a degree-seeking application will not be considered for enrollment as a non-degree student. Up to 9 semester hours earned as a graduate non-degree student may be applied toward a graduate degree only with the approval of the appropriate Associate Dean/Dean at the time of reclassification provided that a grade of "B" (3.0) or better has been achieved. Non-degree students must adhere to the same academic rules that govern degree-seeking students (i.e., application deadlines, fees, drop/add, withdrawals, grading, retention policies, etc.). Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student.

Participation in Commencement Ceremonies

Students who have met all degree requirements may participate in the Commencement ceremony. M.A.T., M.Ed., and Ed.S. students may participate if they are within nine hours of completing all degree requirements, and are scheduled to complete those requirements in the summer semester and meet the minimum GPA requirements for the degree. Students with more than nine hours remaining may request permission to participate from an Associate Dean and the appropriate Assistant Dean. Ph.D. candidates must complete all requirements prior to participating in commencement.

Graduate Education Programs

The College of Education recognizes the importance of addressing technological advancements within society. Therefore, emphasis on the relevance of technological developments is infused throughout courses in its graduate programs. Additionally, all coursework within the College of Education reflects the faculty's recognition of students with diverse and special needs. Mercer's graduate programs are designed to prepare all candidates to plan appropriately for disabled, special needs, and other diverse populations. All policies and procedures are reviewed as required by the University Graduate Council.

The Conceptual Framework

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

TO KNOW

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

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

TO DO

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

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

TO BE

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

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

The Master of Arts in Teaching Degree

The College of Education Master of Arts in Teaching (M.A.T.) degree is intended for the initial certification candidate who holds a baccalaureate degree and who is seeking initial teacher certification at the master's degree level. The M.A.T. degree is offered using a blended delivery format. Courses may be delivered face-to-face on campus, online, or a blend of the two. Successful completion of the M.A.T. and passing scores on the appropriate assessments lead to eligibility for Level 5 certification in Elementary (PreK-5), Middle Grades (4-8), Secondary (6-12), or P-12. The Conceptual Framework of the College of Education guides the M.A.T. program. Program graduates are recognized as "Transforming Educators" who will demonstrate the knowledge (To Know), skills (To Do) and dispositions (To Be) of outstanding professional educators and who are prepared to be leaders within their schools, proficient consumers of educational research, and advocates for all learners. Each area of certification has unique goals and outcomes designed to prepare the teacher for the challenges of working with students of that age level and certification field.

NOTE: An initial certification candidate who holds a master's degree in an approved content area from a regionally accredited institution may apply as a non-degree student

for the certification program. Non-degree candidates will meet the same admission and progression criteria as the M.A.T. students and will be required to complete the same initial certification requirements, but their program plans may be modified to omit requirements that have been successfully completed previously.

Admission to the Master of Arts in Teaching (M.A.T.) Program

Candidates for admission to the M.A.T. program must submit a completed and signed online application for admission. In addition to the application, applicants must provide the following:

1. Official transcripts from all previous college work attempted, both undergraduate and graduate.
2. Documentation of an overall undergraduate G.P.A. of at least 2.5.
3. Candidates must complete the GACE Educator Ethics Assessment Entry prior to admission. (See www.gapsc.com.)
4. A \$25 application fee. (Application fee is waived for current and former Mercer students.)

Progression Policy

In order for a candidate to continue in the M.A.T. program, he/she must:

1. Meet and maintain all requirements for full admission to the program.
2. Earn a "B" or higher in all graduate education courses. May repeat only two education courses. An education course may be repeated only one time. A candidate may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.
3. Apply for or hold a Georgia Professional Standards Commission (GaPSC) certificate (PreService, Waiver, or Non-Renewable) by the end of the first semester.
4. Adhere to the Georgia Code of Ethics for Educators. Violations will be reported to the GaPSC.
5. Adhere to the program's GACE Content Assessment requirements:
 - Elementary (P-5) candidates must attempt the appropriate GACE content assessments (resulting in an official score on all parts of the assessments) before midterm in the final semester of program completion. A passing score is not required for program completion; however, a passing score is required for state certification.
 - Middle Grades (4-8), Secondary (6-12), and P-12 candidates must pass the appropriate Georgia state-approved content assessments in the field of certification sought by the end of their first semester in the M.A.T. program. Candidates who fail to pass their appropriate content assessments by the end of their first semester will not be permitted to register for additional M.A.T. courses until they pass their appropriate content assessments without approval from an Assistant Dean or Associate Dean.
6. Adhere to Program Key Assessments Policies:
 - Throughout the program, candidates are expected to complete a series of assessments that demonstrate their knowledge, skills, and

dispositions. Each “key assessment” has criteria that must be mastered for a candidate to move forward and complete the program. Therefore, passing the program courses does not guarantee your continuance in the program; you must also meet the required criteria for the key assessment to continue to progress toward graduation in this certification program. More information about each key assessment will be provided in the respective course syllabus.

Recommendation for Certification

In order to be recommended for certification, an M.A.T. candidate must have:

1. Successfully met all Progression Policy criteria.
2. Successfully completed all program/degree requirements.
3. Passed the appropriate GACE Content Assessments.
4. Met all state requirements for certification.

Note: Please see the College of Education Undergraduate Section of this catalog for detailed information on Field Experiences, and liability insurance.

Special Student Classification

Students seeking re-certification, certification in an additional field or transient enrollment 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. Transcripts (not required for transient students)
3. Additional requirements as applicable:
 - a. 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 (if applicable); copy of teaching certificate.
 - b. Transient students: Copy of a letter of transient permission from the degree granting college or university.

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.

Elementary Education M.A.T. Program Goals

The Master of Arts in Teaching in Elementary Education is designed to offer a comprehensive study of the specialized skills and knowledge needed to teach and support young children in grades Pre-K through 5. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of young students. Having completed this program of study, the candidate will become a transforming educator and a reflective professional who understands and supports effective and dynamic elementary learning environments.

M.A.T. in Elementary Education Program Outcomes

Content and Process: To Know

Upon completion of the Elementary Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of young children and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge about elementary curriculum design, development and implementation. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of young children. (Diversity)

Application: To Do

Upon completion of the Elementary Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum for all areas of a child's development including social, behavioral, emotional, cognitive and physical. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research-based strategies and instructional technology effectively into all components of the elementary curriculum. (Research, Communication and Engagement)
- Translate understanding of subject matter and knowledge of pedagogy into engaging learning experiences in the classroom setting. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Elementary Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the young child. (Collaboration and Advocacy)

MAT in Elementary Education Degree Requirements (37 graduate semester hours) **Foundational Classes ¹ (0-9 semester hours)**

EMAT 526	Foundations of Education (or an approved equivalent class; pre-requisite or co-requisite for all 600 level methods and content area classes; does not apply toward degree)
EMAT 618	Child & Adolescent Development & Learning (or an approved equivalent class; pre-requisite or co-requisite for all 600 level methods and content
EMAT 683	Teaching Exceptional Learners (or an approved equivalent class; pre-requisite or co-requisite for all 600 level methods and content area classes; does not apply toward degree)

¹ May be waived with approved undergraduate or graduate equivalent classes or other approved evidence.

Methods Classes

EMAT 604	Planning for Instruction and Assessment in Elementary Education (pre-requisite or co-requisite for all other 600 level content area courses)
EMAT 614	Assessment of Teaching and Learning in Elementary Education (Recommended in semester prior to EMAT 611/612)
EMAT 621	Curriculum & Instruction in Elementary Education (Recommended in semester prior to EMAT 611/612)

Content Area Classes

EMAT 636	Essential Elements of Elementary Literacy Education
EMAT 637	Creating an Elementary Education Literate Environment Across the Content Areas (pre-requisite: EMAT 636)
EMAT 665	Teaching Mathematics in Elementary Education
EMAT 671	Teaching of Science and Health in Elementary Education
EMAT 681	Social Studies in a Multicultural World for Elementary Education

Field Experiences*

EMAT 601	Initial Field Experience (1 credit)
EMAT 608/609	Practicum/Mentored Practicum (3 credits) (not offered in summer) (to be taken the fall or spring prior to student teaching/internship)
EMAT 611/612	Student Teaching/Internship (9 credits) (not offered in summer) (pre-requisite for EMAT 611: all of the above classes and field experiences; prerequisites for EMAT 612: all of the above classes except EMAT 601 with advisor and Office of Field Placement approval)

*Note: All Elementary Education candidates must have field experiences in each of the following grade clusters: Pre-K-K, 1-3 & 4-5.

Minimum graduate semester hours required for certification and degree: 37

Prior to program completion, candidates must take the GACE Content Assessment for Elementary Education.

To be eligible for certification, the candidate must: Successfully complete all required classes and field experiences with a grade of B or better and successfully complete portfolio requirements. Students must also pass the appropriate PSC required GACE Content Assessments and the GACE Educator Ethics Assessment.

Middle Grades Education M.A.T. Program

The Middle Grades Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in grades 4-8. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming educator and a reflective professional who understands and supports effective and dynamic middle grades learning environments.

Middle Grades Education Master of Arts in Teaching Program Outcomes

Content and Process: To Know

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of the preadolescent and how environments to support these needs are developed and maintained. (Understanding)
- Acquire a broad scope of knowledge base of middle grades curriculum design, development and implementation. (Understanding)
- Understand and appreciate the key concepts and organization of middle level education. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of middle grades. (Diversity)

Application: To Do

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum for at least two content concentration areas that considers the social, behavioral, emotional, cognitive and physical nature and needs of middle grades students. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research-based strategies and instructional technology effectively into all components of the middle school curriculum. (Research, Communication and Engagement)
- Utilize effective teaching pedagogy to make connections among academic knowledge, the nature and needs of the preadolescent, and the cultural influences of the student, school, and community. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Middle Grades Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the preadolescent. (Collaboration and Advocacy)

Admission Criteria

In addition to meeting the requirements for full admission to the M.A.T. programs, applicants seeking admission to one of the M.A.T. programs in a middle grades education field must have an undergraduate degree with a minimum 2.5 cumulative GPA. Candidates have options for providing evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:

- (I) A major (with a GPA of 2.5 or higher in the major) in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or
- (II) A passing score on the Georgia state-approved content assessment in the field of certification sought, or
- (III) Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required for middle grades (grades 4-8) is fifteen (15) semester hours in one of the content areas of Language Arts, Math, Reading, Science, or Social studies. Candidates must have a GPA of 2.5 or higher in the applicable content area coursework in the field of certification sought. Upon application to the M.A.T. program and receipt of all transcripts, a transcript analysis will be completed to determine eligibility for admission under this option. Candidates who are seeking admission through option III but do not yet have 15 semester hours of content area coursework in their desired field of certification may enroll as non-degree seeking students to take the necessary coursework prior to seeking admission into the M.A.T. program.

Candidates must declare their desired field of middle grades certification prior to admission in one of the GaPSC's Middle Grades (4-8) certification fields. The official list of certification fields can be found here: https://www.gapsc.com/Commission/policies_guidelines/Downloads/Certificate_Field_codes.pdf. Candidates who are admitted under admission option I or option III must pass the appropriate Georgia state-approved content assessment in the field of certification sought by the end of their first semester in the M.A.T. program. Candidates who fail to pass their appropriate content assessment by the end of their first semester will not be permitted to register for additional M.A.T. courses until they pass their appropriate content assessment without approval from an Assistant/Associate Dean.

Candidates who complete the M.A.T. program in one of the middle grades fields and meet state certification assessment requirements will qualify a recommendation for 4-8 certification in the relevant content area.

M.A.T. in Middle Grades Degree Requirements (31 graduate hours)

Foundational Classes¹ (0-9 semester hours):

EMAT 526	Foundations of Education (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content concentration and methods classes; does not apply toward degree)
EMAT 618	Child & Adolescent Development & Learning (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content concentration and methods classes; does not apply toward degree)
EMAT 683	Teaching Exceptional Learners (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content concentration and methods classes; does not apply toward degree)

¹ May be waived with approved undergraduate or graduate equivalent classes or other approved evidence.

Content Concentrations and Methods Classes:

EDUC 606	Planning & Organizing Instruction in MGE (pre-requisite or co-requisite for all 600-level content concentration and methods classes)
EDUC 625	Culturally & Educationally Responsive Pedagogy
EMAT 642	Literacy in the Disciplines
EMAT 622	Curriculum & Instruction: MGE (recommended in semester prior to EMAT 611/612)
EMAT 689	Educational Assessment and Research (recommended in semester prior to EMAT 611/612)

Language Arts

EMAT 645	Teaching English Language Arts
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Mathematics

EMAT 666	Teaching Math in MGE/SEC
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Science

EMAT 672	Teaching Science for MGE/SEC
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Social Science

EMAT 682	Teaching Social Science for MGE/SEC
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Reading

EMAT 699	Special Topics in Education: Teaching Reading for MGE
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Field Experiences

EMAT 601	Initial Field Experience (1 credit)
EMAT 608/609	Professional Practicum/Mentored Practicum (3 credits) (not offered in summer; to be taken the fall or spring prior to EMAT 611/612)
EMAT 611/612	Student Teaching/Internship (9 credits) (not offered in summer; pre-requisites for EMAT 611: all of the above classes; pre-requisites for EMAT 612: all of the above classes except EMAT 601 with advisor and Office of Field Placement approval)

Minimum graduate hours required for the degree: 31 hours

Secondary Education M.A.T. Program

The Secondary Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in grades 6-12. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming educator and a reflective professional who understands and supports effective and dynamic secondary grades learning environments.

Secondary Education Master of Arts in Teaching Program Outcomes

Content and Process: To Know

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of the adolescent and how environments to support these needs are developed and maintained. (Understanding)

- Acquire a broad scope of knowledge base about secondary curriculum design, development and implementation. (Understanding)
- Understand and appreciate the key concepts and organization of secondary level education. (Understanding)
- Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of secondary education. (Diversity)

Application: To Do

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

- Design and implement an integrated, developmentally appropriate curriculum that considers the social, behavioral, emotional, cognitive and physical nature and needs of secondary students. (Practicing and Engagement)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (Practicing)
- Integrate research-based strategies and instructional technology effectively into all components of the secondary school curriculum. (Research, Communication and Engagement)
- Utilize the effective teaching pedagogy to make connections among academic knowledge and the cultural influences of the student, school, and community. (Practicing and Engagement)

Attitude: To Be

Upon completion of the Secondary Education Master of Arts in Teaching Program, the candidate will:

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the adolescent. (Collaboration and Advocacy)

Admission Criteria

In addition to meeting the requirements for full admission to the M.A.T. programs, applicants seeking admission to one of the M.A.T. programs in a secondary education field must have an undergraduate degree with a major or its equivalent in the content field of certification, with a minimum 2.5 cumulative GPA. Candidates have options for providing evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:

- (I) A major (with a GPA of 2.5 or higher in the major) in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or
- (II) A passing score on the Georgia state-approved content assessment in the field of certification sought, or
- (III) Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required for secondary (grades 6-12) is twenty-one (21) semester hours in the field of certification being sought. Candidates must have a GPA of 2.5 or higher in the applicable content area coursework in the field of certification sought. Upon application to the M.A.T.

program and receipt of all transcripts, a transcript analysis will be completed to determine eligibility for admission under this option. Candidates who are seeking admission through option III but do not yet have 21 semester hours of content area coursework in their desired field of certification may enroll as non-degree seeking students to take the necessary coursework prior to seeking admission into the M.A.T. program.

Candidates must declare their desired field of secondary certification prior to admission in one of the GaPSC's Secondary (6-12) certification fields. The official list of certification fields can be found here: https://www.gapsc.com/Commission/policies_guidelines/Downloads/Certificate_Field_codes.pdf. Candidates who are admitted under admission option I or option III must pass the appropriate Georgia state-approved content assessment in the field of certification sought by the end of their first semester in the M.A.T. program. Candidates who fail to pass their appropriate content assessment by the end of their first semester will not be permitted to register for additional M.A.T. courses until they pass their appropriate content assessment without approval from an Assistant/Associate Dean.

Candidates who complete the M.A.T. program in one of the secondary fields and meet state certification assessment requirements will qualify a recommendation for 6-12 certification in the relevant content area.

M.A.T. in Secondary Education Degree Requirements (31 graduate hours)

Foundational Classes¹ (0-9 semester hours):

EMAT 526	Foundations of Education (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content area and methods classes; does not apply toward degree)
EMAT 618	Child & Adolescent Development & Learning (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content area and methods classes; does not apply toward degree)
EMAT 683	Teaching Exceptional Learners (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content area and methods classes; does not apply toward degree)

¹ May be waived with approved undergraduate or graduate equivalent classes or other approved evidence.

Content Area and Methods Classes:

EMAT 607	Planning & Organizing Instruction in SEC and P-12 (pre-requisite or co-requisite for all 600-level content area and methods classes)
EDUC 625	Culturally & Educationally Responsive Pedagogy
EMAT 642	Literacy in the Disciplines
EMAT 623	Curriculum & Instruction for SEC and P-12 (recommended in semester prior to EMAT 611/612)
EMAT 689	Educational Assessment and Research (recommended in semester prior to EMAT 611/612)

Content Area Studies (Select one based on certification field):

EMAT 645	Teaching English Language Arts
EMAT 666	Teaching Math in MGE/SEC
EMAT 672	Teaching Science for MGE/SEC
EMAT 682	Teaching Social Science for MGE/SEC
EMAT 699	Special Topics in Education: Teaching [certification field] for SEC

Field Experiences:

EMAT 601	Initial Field Experience (1 credit)
EMAT 608/609	Professional Practicum/Mentored Practicum (3 credits) (not offered in summer; to be taken the fall or spring prior to EMAT 611/612)
EMAT 611/612	Student Teaching/Internship (9 credits) (not offered in summer; pre-requisites for EMAT 611: all of the above classes; pre-requisites for EMAT 612: all of the above classes except EMAT 601 with advisor and Office of Field Placement approval)

Minimum graduate hours required for the degree: 31 hours

P-12 Education M.A.T. Program

The P-12 Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in grades P-12. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming educator and a reflective professional who understands and supports effective and dynamic secondary grades learning environments.

P-12 Education Master of Arts in Teaching Program Outcomes

Upon completion of the P-12 Education Master of Arts in Teaching Program, the candidate will:

1. Use interdisciplinary connections to foster critical thinking, evidence-based decision-making, effective communication skills, and an appreciation for diverse perspectives in adolescent learners.
2. Design and implement a developmentally appropriate curriculum. (To Know; To Do)
3. Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (To Know; To Do)
4. Utilize effective teaching pedagogy to make connections among academic knowledge, practices, and contextual influences on the students, school, and community. (To Know; To Do)
5. Engage in reflective practice and self-assessment of pedagogy and find opportunities to grow professionally and develop emerging leadership qualities. (To Be)
6. Demonstrate the ability to foster relationships with school colleagues, parents, community, and agencies to promote and advocate for the learning and well-being of children and adolescents. (To Be)

Admission Criteria

In addition to meeting the requirements for full admission to the M.A.T. programs, applicants seeking admission to one of the M.A.T. programs in a P-12 education field must have an undergraduate degree with a major or its equivalent in the content field of certification, with a minimum 2.5 cumulative GPA. Candidates seeking certification in Reading Education (P-12) must also hold a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate. Candidates have options for providing evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three options:

- I. A major (with a GPA of 2.5 or higher in the major) in the field of certification sought earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education, or
- II. A passing score on the Georgia state-approved content assessment in the field of certification sought, or
- III. Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required for the P-12 Education program is twenty-one (21) semester hours in the field of certification being sought. Candidates must have a GPA of 2.5 or higher in the applicable content area coursework in the field of certification sought. Upon application to the M.A.T. program and receipt of all transcripts, a transcript analysis will be completed to determine eligibility for admission under this option. Candidates who are seeking admission through option III but do not yet have 21 semester hours of content area coursework in their desired field of certification may enroll as non-degree seeking students to take the necessary coursework prior to seeking admission into the M.A.T. program. Candidates must declare their desired field of P-12 certification prior to admission in one of the GaPSC's P-12 certification fields (excluding Special Education and the Gifted areas). The official list of certification fields can be found here: https://www.gapsc.com/Commission/policies_guidelines/Downloads/Certificate_Field_codes.pdf. Candidates who are admitted under admission option I or option III must pass the appropriate Georgia state-approved content assessment in the field of certification sought by the end of their first semester in the M.A.T. program. Candidates who fail to pass their appropriate content assessment by the end of their first semester will not be permitted to register for additional M.A.T. courses until they pass their appropriate content assessment without approval from an Assistant/Associate Dean. Candidates who complete the M.A.T. program in one of the P-12 fields and meet state certification assessment requirements will qualify a recommendation for P-12 certification in the relevant content area.

M.A.T. in P-12 Education Degree Requirements (minimum 31 graduate hours)

Foundational Classes¹ (0-9 semester hours):

EMAT 526	Foundations of Education (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content area and methods classes; does not apply toward degree)
EMAT 618	Child & Adolescent Development & Learning (or approved undergraduate or graduate equivalent class; pre-requisite or corequisite for all 600-level content area and methods classes; does not apply toward degree)
EMAT 683	Teaching Exceptional Learners (or approved undergraduate or graduate equivalent class; pre-requisite or co-requisite for all 600-level content area and methods classes; does not apply toward degree)

¹May be waived with approved undergraduate or graduate equivalent classes or other approved evidence.

Content Area and Methods Classes:

EMAT 607	Planning & Organizing Instruction in SEC and P-12
EDUC 625	Culturally & Educationally Responsive Pedagogy
EMAT 642	Literacy in the Disciplines
EMAT 623	Curriculum & Instruction for SEC and P-12
EMAT 689	Educational Assessment and Research
EMAT 699	Special Topics in Education: Teaching [GaPSC certification field] for P-12

Field Experiences:

EMAT 601	Initial Field Experience (1 credit)
EMAT 608/609	Professional Practicum/Mentored Practicum (3 credits) (not offered in summer; to be taken the fall or spring prior to EMAT 611/612)
EMAT 611/612	Student Teaching/Internship (9 credits) (not offered in summer; prerequisites for EMAT 611: all of the above classes; pre-requisites for EMAT 612: all of the above classes except EMAT 601 with advisor and Office of Field Placement approval)

An additional field experience (fee, 0 credit hours) may be required to meet state certification requirements.

Minimum graduate hours required for the degree: 31 hours

Master of Education Degree

Admission to the Master of Education Program

All persons who wish to enter the M.Ed. program must submit a completed and signed online application for admission to graduate studies. Students applying to a master's program in teaching 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 2.5.
3. Official transcripts of all previous college work attempted, undergraduate and graduate.
4. A \$25 application fee.

M.Ed. in Elementary Education

(Being replaced by The Advanced Teacher Master of Education Degree Program, not admitting new students)

The M.Ed. program in Elementary Education is designed to meet the needs of certified teachers in grades Pre-K-5. Completion of the planned program (including the prerequisite certificate in Elementary, Elementary/Special Education, or Birth-K) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Note: For teachers certified in Elementary/Special Education or Birth-K, this M.Ed. leads to eligibility for an upgrade to a Level 5 certificate, but it will not add the field of Elementary Education to a certificate.

Goals of the Master of Education (M.Ed.) Degree in Elementary Education

The goal of the Master of Education in Elementary Education program at Mercer University is to instruct and cultivate teachers to have an expanded philosophy of growth and change based on reliable knowledge and reflections on the best practices of teaching and learning. A further purpose is to prepare teachers with the ability to understand and

apply the skills of data analysis and action research that impact educational experiences for the young child. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, The Transforming Educator.

M. Ed. in Elementary Education Program Outcomes

Upon completion of the Master of Education in Elementary Education program, the candidate will:

Content and Process: To Know

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of young children and how these factors apply to the creation of supportive and engaging learning environments for elementary students. (Understanding)
- Acquire a broad scope of understandings about curriculum design, development and implementation and the impact of this knowledge on the teaching and learning process. (Understanding)
- Explore and understand how young children differ in their capabilities and approaches to learning and how teaching strategies and the learning environment can adapt to meet the diverse needs of students. (Diversity)

Application: To Do

- Design, implement and evaluate an integrated, developmentally appropriate curriculum to meet the social, behavioral, emotional, cognitive, and physical needs of the young child. (Practicing and Engagement)
- Demonstrate competency in developing, implementing and evaluating a broad spectrum of formative and summative assessment strategies. (Practicing)
- Integrate research based strategies and instructional technology effectively into elementary teaching and learning. (Research, Communication and Engagement)
- Translate understanding of subject matter and knowledge of pedagogy into engaging and effective learning experiences in the classroom setting. (Practicing and Engagement)

Attitude: To Be

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, parents, community and agencies to promote and advocate for the learning and well-being of the young child. (Collaboration and Advocacy)

Degree Requirements (30 semester hours)

Professional Studies (12 semester hours)

EDUC 603	School Philosophy & Teacher Leadership
EDUC 657	Contemporary Curriculum Practices (spring only)
EDUC 690	Introduction to Educational Research (fall only)

Choose one of the following:

EDUC 625	Culturally & Educationally Responsive Pedagogy
EDUC 618	Issues of Diversity: Language, Cognition, and Culture* [required for ESOL endorsement]

Related Studies (18 semester hours)

Literacy Studies (6 hours)

EDUC 687 Reading Theory: Research & Best Practices EDUC 647
Preventing, Diagnosing, and Correcting Literacy Problems (Fall only)

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

EDMT 601 Problem Solving in Mathematics: Elem/MGE/SEC
EDMT 677 K-5 Number Systems, Place Value, and Operations: Content and Pedagogy [required for K-5 Math endorsement]
EDMT 678 K-5 Fractions, Data Analysis, and Probability: Content and Pedagogy [required for K-5 Math endorsement]
EDMT 679 K-5 Geometry, Measurement, and Algebraic Reasoning: Content and Pedagogy [required for K-5 Math endorsement]

Electives (Select 9 hours with advisor approval)

Electives may be selected from 600-level EDUC, EDEN, EDMT, EDSC, ESTM, or EDSS elective(s) with advisor approval. Elementary M.Ed. candidates may also select an endorsement in Elementary Mathematics, Elementary Science, ESOL, Reading, Autism, STEM, Gifted In-Field, Online Teaching, Computer Science, or Coaching as noted in the section on Endorsements.

M.Ed. in Middle Grades Education

(Being replaced by The Advanced Teacher Master of Education Degree Program, not admitting new students)

The Master of Education program in Middle Grades Education is designed to meet the needs of teachers in grades 4-8. Completion of the planned program (including the prerequisite certificate in MGE) leads to eligibility for master's level certification by the Georgia Professional Standards Commission. This program is offered in a blended format, with the possibility to complete all degree requirements by taking online courses only.

Middle Grades M.Ed. Program Goals

The Master of Education program in Middle Grades Education is designed to improve the quality of teaching in grades 4-8. The program offers a wide scope of advanced course content intended to expand levels of knowledge, skills, and dispositions in middle level teachers. Having completed the program of study, candidates will be Transforming Educators who possess advanced levels of professional knowledge based on grounded research and the wisdom of best practice; commitment to the cultivation of inquiry and reflection; and dedication to collaboration, advocacy for learners, and life-long learning. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, The Transforming Educator.

Middle Grades M.Ed. Program Outcomes

Upon completion of the Master of Education program in Middle Grades Education, the candidate will:

Content and Process: To Know

- Understand how culture, students' approaches to learning, and exceptionalities impact middle school students and their families. (Diversity)
- Understand the major concepts, principles, theories, and research related to young adolescent development. (Understanding)

- Understand principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools. (Understanding)
- Understand the major concepts, principles, theories, and research related to develop middle level curriculum and assessment. (Understanding)
- Understand the major concepts, principles, theories, standards, and research related to their teaching field(s). (Understanding)
- Understand the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents. (Understanding and Practicing)
- Understand the major concepts, principles, theories, and research related to working collaboratively with family and community members. (Diversity and Collaboration)
- Understand the principles, theories, and research related to their professional roles in middle level education. (Understanding)

Application: To Do

- Create learning experiences that make content meaningful for students in grades 4-8 (Practicing and Engagement)
- Articulate and apply learner characteristics during the processes of planning, reflecting upon lessons, and revising instruction. (Practicing, Engagement, and Reflection)
- Possess and implement a repertoire of teaching strategies that improves students' problem solving, decision-making, and critical thinking abilities. (Practicing and Engagement)
- Understand, design, and implement appropriate formal and informal assessment tools and recognize how assessment strategies may impact an individual's lifelong learning. (Practicing)
- Take seriously his/her role as an educational scholar who contributes to the knowledge base for teaching and learning. (Research)
- Develop and effectively use curriculum from at least two content areas that addresses the developmental need of the middle grades learner. (Practicing)

Attitude: To Be

- Use effective communication strategies that foster active inquiry, collaboration, and supportive interactions. (Collaboration)
- Behave ethically and collaboratively while advocating for students and for the profession of teaching. (Advocacy)
- Continuously evaluate and reflect upon professional behaviors that impact the learning community of their students and of the teaching profession. (Reflecting)

Degree Requirements (30 semester hours)

Professional Studies (15 semester hours)

EDUC 603	School Philosophy & Teacher Leadership
EDUC 617	Classroom Management & Applied Learning Theory
EDUC 625	Culturally & Educationally Responsive Pedagogy
EDUC 657	Contemporary Curriculum Practices
EDUC 690	Introduction to Educational Research

Content/Methods (Select 15 semester hours in your appropriate content area/major)

Coaching Endorsement (6 credits)

- EDUC 677 Coaching Fundamentals
- EDUC 678 Advanced Coaching

STEM Endorsement (9 credits)

- ESTM 664 STEM Thinking
- ESTM 668 Research & STEM Design
- ESTM 674 Applied STEM & Field Experience

Reading Endorsement (9 credits)

- EDUC 687 Reading Theory; Research and Best Practices
- EDUC 647 Preventing, Diagnosing, and Correcting Literacy Problems
- EDUC 662 Clinical Practicum

ESOL Endorsement (9 credits)

- EDUC 618 Issues of Diversity: Language, Cognition, and Culture
- EDEN 648 Applied English Linguistics
- EDUC 646 Methods of Teaching English to Speakers of Other Languages

Gifted In-Field Endorsement (9 credits)

- EGFT 611 Developing the Gifted Learner
- EGFT 612 Teaching and Assessing the Gifted Learner
- EGFT 613 Supporting the Gifted Learner

Language Arts

- EDEN 649 Writing Workshop
- EDEN 655 Young Adult Literature
- EDEN 699 Special Topics in English

Mathematics

- EDMT 601 Problem Solving in Mathematics: Elem/MGE/SEC
- EDMT 621 Algebra for the MGE/SEC Teacher
- EDMT 631 Geometry for the MGE/SEC Teacher
- EDMT 699 Special Topics in Math

Online Teaching Endorsement (9 credits)

- EDOT 651 Online Teaching Technology and Digital Citizenship
- EDOT 652 Instructional Design, Diversity, and Accessibility in Online Teaching
- EDOT 653 Assessment and Data Analysis in Online Teaching

Computer Science Endorsement (9 credits)

- EDCM 610 Securely Navigating the Digital World
- EDCM 611 Ubiquitous World of Programming
- EDCM 612 Applications and Data Science

Science

- EDSC 631 Topics of Environmental Science
- EDSC 699 Special Topics in Science

Social Science

- EDSS 601 Physical and Cultural Geography
- EDSS 611 History of Georgia
- EDSS 699 Special Topics in Social Science

M.Ed. in Secondary Education

(Being replaced by The Advanced Teacher Master of Education Degree Program, not admitting new students)

The Master of Education program in Secondary (SEC) Education is designed to meet the needs of teachers in grades 6-12. Completion of the planned program (including the prerequisite certificate in a secondary field) leads to eligibility for master's level certification by the Georgia Professional Standards Commission. This program is offered in a blended format, with the possibility to complete all degree requirements by taking online courses only.

Secondary Education M.Ed. Program Goals

The Master of Education in Secondary Education is designed to improve the quality of teaching in grades 6-12. The program offers a wide scope of advanced course content intended to expand levels of knowledge, skills, and dispositions in secondary level teachers. Having completed the program of study, candidates will be Transforming Educators who possess advanced levels of professional knowledge based on grounded research and the wisdom of best practice; commitment to the cultivation of inquiry and reflection; and dedication to collaboration, advocacy for learners, and life-long learning. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, The Transforming Educator.

Secondary Education Master of Education Program Outcomes

Upon completion of the Secondary Education Master of Education program, the candidate will:

Content and Process: To Know

- Have advanced understanding of the central concepts, tools of inquiry, and structures of his/her discipline. (Understanding)
- Have expertise in the key concepts and organization of secondary level education. (Understanding)
- Understand how culture, students' approaches to learning, and exceptionalities impact students and their families. (Diversity)

Application: To Do

- Create learning experiences that make content meaningful for students in grades 6-12. (Practicing and Engagement)
- Articulate and apply learner characteristics during the processes of planning, reflecting upon lessons, and revising instruction. (Practicing, Engagement, and Reflection)
- Possess and implement a repertoire of teaching strategies that improve students' problem solving, decision-making, and critical thinking abilities. (Practicing and Engagement)
- Understand, design, and implement appropriate formal and informal assessment tools and recognize how assessment strategies may impact an individual's lifelong learning. (Practicing)
- Take seriously his/her role as an educational scholar who contributes to the knowledge base for teaching and learning. (Research)

Attitude: To Be

- Use effective communication strategies that foster active inquiry, collaboration, and supportive interactions. (Collaboration)

- Behave ethically and collaboratively while advocating for students and for the profession of teaching. (Advocacy)
- Continuously evaluate and reflect upon professional behaviors that impact the learning community of their students and of the teaching profession. (Reflecting)

Degree Requirements (30 semester hours)

Professional Studies (15 semester hours)

EDUC 603	School Philosophy & Teacher Leadership
EDUC 617	Classroom Management & Applied Learning Theory
EDUC 625	Culturally & Educationally Responsive Pedagogy
EDUC 657	Contemporary Curriculum Practices
EDUC 690	Intro to Educational Research (fall only; to be taken the fall prior to degree completion)

Content/Methods (Select 15 semester hours in your appropriate content area/major)

Coaching Endorsement (6 credits)

EDUC 677	Coaching Fundamentals
EDUC 678	Advanced Coaching

STEM Endorsement (9 credits)

ESTM 664	STEM Thinking
ESTM 668	Research & STEM Design
ESTM 674	Applied STEM & Field Experience

Reading Endorsement (9 credits)

EDUC 687	Reading Theory: Research and Best Practices
EDUC 647	Preventing, Diagnosing, and Correcting Literacy Problems
EDUC 662	Clinical Practicum

ESOL Endorsement (9 credits)

EDUC 618	Issues of Diversity: Language, Cognition, and Culture
EDEN 648	Applied English Linguistics
EDUC 646	Methods of Teaching English to Speakers of Other Languages

Gifted Endorsement (9 credits)

EGFT 611	Developing the Gifted Learner
EGFT 612	Teaching and Assessing the Gifted Learner
EGFT 613	Supporting the Gifted Learner English

English Content

EDEN 649	Writing Workshop
EDEN 655	Young Adult Literature
EDEN 699	Special Topics in English

Mathematics Content

EDMT 601	Problem Solving in Mathematics: Elem/MGE/SEC
EDMT 621	Algebra for the MGE/SEC Teacher
EDMT 631	Geometry for the MGE/SEC Teacher
EDMT 699	Special Topics in Mathematics

Online Teaching Endorsement (9 credits)

EDOT 651	Online Teaching Technology and Digital Citizenship
EDOT 652	Instructional Design, Diversity, and Accessibility in Online Teaching
EDOT 653	Assessment and Data Analysis in Online Teaching

Computer Science Endorsement (9 credits)

EDCM 610	Securely Navigating the Digital World
EDCM 611	Ubiquitous World of Programming
EDCM 612	Applications and Data Science

Science Content

EDSC 631	Topics of Environmental Science
EDSC 699	Special Topics in Science

Social Science Content

EDSS 601	Physical and Cultural Geography
EDSS 611	History of Georgia
EDSS 699	Special Topics in Social Science

With advisor approval, candidates may also complete electives toward endorsements appropriate for their areas of certification. (See section on Endorsements for additional information.)

The Advanced Teacher Master of Education Degree Program

Admission to the Master of Education Degree Program

All persons who wish to enter the Advanced Teacher M.Ed. program must submit a completed and signed online application for admission to graduate studies. Students applying to a master's program in teaching 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 2.5.
3. Official transcripts of all previous college work attempted, undergraduate and graduate.
4. A \$25 application fee.

The Advanced Teacher Master of Education (M.Ed.) Degree Program

The M.Ed. program is designed to meet the needs of certified teachers in grades PreK-5, 4-8, 6-12, and P-12 Education fields, respectively with concentrations in Elementary Education, Middle Grades Education, Secondary Education, and P-12 Education. Completion of the planned program (including the prerequisite certificate and concentration) leads to eligibility for master's level certification by the Georgia Professional Standards Commission.

Goals of the Advanced Teacher Master of Education (M.Ed.) Degree Program

The goal of the Advanced Teacher Master of Education program at Mercer University is to instruct and cultivate teachers to have an expanded philosophy of growth and change based on reliable knowledge and reflections on the best practices of teaching and learning. A further purpose is to prepare teachers with the ability to understand and apply the skills of data analysis and educational research that impact educational experiences for all students. The following program outcomes correlate to the elements, principles, and characteristics of the unit's conceptual framework, The Transforming Educator.

The Advanced Teacher M.Ed. Program Outcomes

Upon completion of the Advanced Teacher Master of Education program, the candidate will:

Content and Process: To Know

- Understand the social, behavioral, emotional, cognitive and physical characteristics and needs of all learners and how these factors apply to the creation of supportive and engaging learning environments for all students. (Understanding)
- *Have advanced understanding of the central concepts, tools of inquiry, and structures of his/her discipline. (Understanding)
- Have expertise in the key concepts and organization of P-12 education. (Understanding)
- Acquire a broad scope of understandings about curriculum design, development and implementation and the impact of this knowledge on the teaching and learning process. (Understanding)
- Explore and understand how students differ in their capabilities and approaches to learning and how teaching strategies and the learning environment can adapt to meet the diverse needs of all students. (Diversity)

Application: To Do

- Design, implement and evaluate an age/grade and developmentally appropriate curriculum to meet the social, behavioral, emotional, cognitive, and physical needs of all learners. (Practicing and Engagement)
- Demonstrate competency in developing, implementing and evaluating a broad spectrum of formative and summative assessment strategies. (Practicing)
- Integrate research-based strategies and instructional technology effectively into teaching and learning. (Research, Communication and Engagement)
- Translate understanding of subject matter and knowledge of pedagogy into engaging and effective learning experiences in the classroom setting. (Practicing and Engagement)

Attitude: To Be

- Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities. (Reflection and Leadership)
- Develop the ability to foster relationships with school colleagues, families, community and agencies to promote and advocate for the learning and well-being of all learners. (Collaboration and Advocacy)

Degree Requirements (30 semester hours)

Core (12 credit hours)

- EDUC 603 School Philosophy and Teacher Leadership
- EDUC 657 Contemporary Curriculum Practices (spring only)
- EDUC 690 Introduction to Educational Research (fall only)

Choose one of the following:

- EDUC 625 Culturally & Educationally Responsive Pedagogy or
- EDUC 618 Issues of Diversity: Language, Cognition, and Culture* [required for ESOL endorsement]

Elementary Education Concentration (18 credit hours)

Related Studies:

- EDUC 687 Reading Theory: Research & Best Practices
EDUC 647 Preventing, Diagnosing, and Correcting Literacy Problems (Fall only)
- One course (3 credit hours) from:
- EDMT 601 Problem Solving in Mathematics
EDMT 677 K-5 Number Systems, Place Value, and Operations: Content and Pedagogy [required for K-5 Math endorsement]
EDMT 678 K-5 Fractions, Data Analysis, and Probability: Content and Pedagogy [required for K-5 Math endorsement]
EDMT 679 K-5 Geometry, Measurement, and Algebraic Reasoning: Content and Pedagogy [required for K-5 Math endorsement]
- Electives (9 credit hours with advisor approval)
Select from 600-level EDUC, EDEN, EDMT, EDSC, ESTM, or EDSS elective(s) and/or choose courses to complete any of the following endorsements:
Elementary (K-5) Mathematics, Elementary (K-5) Science, ESOL, Reading, Autism, STEM, Gifted In-Field or Coaching.

Middle Grades Education Concentration (18 credit hours)

Related Studies:

- EDUC 617 Classroom Management & Applied Learning Theory
Electives (15 credit hours) – select courses in your content area of certification; these can include courses listed below in your content area and/or any of the following endorsements related to your content area: ESOL; Reading; STEM; Gifted In-Field; or Coaching.

Language Arts

- EDEN 649 Writing Workshop
EDEN 655 Young Adult Literature
EDEN 699 Special Topics in English

Mathematics

- EDMT 601 Problem Solving in Mathematics: Elem/MGE/SEC
EDMT 621 Algebra for the MGE/SEC Teacher
EDMT 631 Geometry for the MGE/SEC Teacher
EDMT 699 Special Topics in Math

Science

- EDSC 631 Topics of Environmental Science
EDSC 699 Special Topics in Science

Social Science

- EDSS 601 Physical and Cultural Geography
EDSS 611 History of Georgia
EDSS 699 Special Topics in Social Science

Secondary Education Concentration (18 credit hours):

Related Studies:

- EDUC 617 Classroom Management & Applied Learning Theory
Electives (15 credit hours) – select courses in your content area of certification; these can include courses listed below in your content area and/or any of the following endorsements related to your content area: ESOL; Reading; STEM; Gifted In-Field; Coaching; Online; Computer Science.

English

EDEN 649	Writing Workshop
EDEN 655	Young Adult Literature
EDEN 699	Special Topics in English

Mathematics

EDMT 601	Problem Solving in Mathematics: Elem/MGE/SEC
EDMT 621	Algebra for the MGE/SEC Teacher
EDMT 631	Geometry for the MGE/SEC Teacher
EDMT 699	Special Topics in Mathematics

Science

EDSC 631	Topics of Environmental Science
EDSC 699	Special Topics in Science

Social Science

EDSS 601	Physical and Cultural Geography
EDSS 611	History of Georgia
EDSS 699	Special Topics in Social Science

P-12 Education Concentration (18 credit hours)**Related Studies:**

EDUC 617 Classroom Management & Applied Learning Theory
Electives (15 credit hours) – select courses from any of the following endorsements related to your content area: Autism; ESOL; Reading; STEM; Gifted In-Field; Coaching; Online; Computer Science.

Credit by prior learning assessment may be possible for up to six credit hours. For additional information, consult the University catalog.

Endorsements**Autism**

EDUC 658. Development and Characteristics of Autism Spectrum Disorders
EDUC 659. Behavior Management and Applied Behavior Techniques for Autism Spectrum Disorders
EDUC 660. Learning Environment, Instruction, and Assessment for Autism Spectrum Disorders

Coaching

EDUC 677. Coaching Fundamentals
EDUC 678. Advanced Coaching

Computer Science

EDCM 610. Securely Navigating the Digital World
EDCM 611. Ubiquitous World of Programming
EDCM 612. Applications and Data Science

Elementary (K-5) Math

EDMT 677. K-5 Number Systems, Place Value, and Operations: Content and Pedagogy
EDMT 678. K-5 Fractions, Data Analysis, and Probability: Content and Pedagogy
EDUC 679. K-5 Geometry, Measurement, and Algebraic Reasoning: Content and Pedagogy

Elementary (K-5) Science

EDSC 674. Conceptual Integrated Science I

EDSC 675. Conceptual Integrated Science II

EDUC 676. Integrated Science Methods with Residency

English to Speakers of Other Languages (ESOL)

EDEN 648. Applied English Linguistics

EDUC 618. Issues of Diversity: Language, Cognition, & Culture

EDUC 646. Methods of Teaching English to Speakers of Other Languages

Gifted

EGFT 611. Developing the Gifted Learner

EGFT 612. Teaching and Assessing the Gifted Learner

EGFT 613. Supporting the Gifted Learner

Online Teaching

EDOT 651. Online Teaching Technology and Digital Citizenship

EDOT 652. Instructional Design, Diversity, and Accessibility in Online Teaching

EDOT 653. Assessment and Data Analysis in Online Teaching

Reading

EDUC 687. Research Theory: Research & Best Practices

EDUC 647. Preventing, Diagnosing, and Correcting Literacy Problems

EDUC 662. Clinical Practicum (Spring)

STEM

ESTM 664. STEM Thinking

ESTM 668. Research and STEM Design

ESTM 674. Applied STEM Processes and Field Experience

Exit Criteria for the Advanced Teacher M.Ed Degree in Elementary, Middle Grades, Secondary, or P-12 Education

The exit criterion for the MEd degree is successful completion of all courses including endorsement and electives as required for the degree program/track.

Endorsements

The College of Education offers several endorsements to certified educators with valid certificates in appropriate fields. The endorsements may be completed in a non-degree status or as part of a graduate degree where appropriate. Non-degree graduate applicants must submit an online, complete, signed application for admission, official transcripts of all college work, both graduate and undergraduate, documentation of appropriate educator certification, and a \$25 application fee.

Elementary (K-5th) Endorsements in Mathematics or Science

Applicants to the Elementary K-5 Mathematics or Elementary K-5 Science Endorsement programs may choose to enter the endorsement program as non-degree, post-baccalaureate students, or they may choose to incorporate the endorsement classes within the M.Ed. in Elementary Education. Students who are incorporating an endorsement into a degree program must also meet the requirements for admission to that degree program. For all elementary mathematics or science endorsement applicants, the following criteria also apply:

- Certification for P-5, 4-8 (with a concentration in mathematics or science), Special Education/General Curriculum (p-5), or other Special Education fields with a core academic content concentration in mathematics or science.

- A minimum of one year of certified teaching experience.
- A minimum grade of C in at least two mathematics content courses in undergraduate or graduate school for the mathematics endorsement and a minimum grade of C in at least two science content courses in undergraduate or graduate school for the science endorsement.

For an Endorsement in Elementary Mathematics:

EDMT 677. K-5 Number Systems, Place Value, and Operations: Content and Pedagogy

EDMT 678. K-5 Fractions, Data Analysis, and Probability: Content and Pedagogy

EDUC 679. K-5 Geometry, Measurement, and Algebraic Reasoning: Content and Pedagogy

For an Endorsement in Elementary Science:

EDSC 674. Conceptual Integrated Science I

EDSC 675. Conceptual Integrated Science II

EDUC 676. Integrated Science Methods with Residency

Reading Endorsement

The College of Education offers a reading endorsement for teachers who hold a valid teaching certificate. Successful completion of the three-course sequence of study with a GPA of at least 3.0 (with no grade lower than a B) will lead to eligibility for an in-field endorsement in reading and will provide the certified teacher with strengthened and enhanced competencies for teaching reading and literacy. The courses required for the in-field reading endorsement are:

EDUC 687. Reading Theory: Research & Best Practices

EDUC 647. Preventing, Diagnosing, & Correcting Literacy Problems

EDUC 662. Clinical Practicum (Spring)

English to Speakers of Other Languages (ESOL) Endorsement

An endorsement in English to Speakers of Other Languages (ESOL) is available to College of Education students who hold a valid teaching certificate. Successful completion of the three course sequence (with no grade below B) will lead to eligibility for an in-field endorsement in ESOL. The courses required for the endorsement are the following:

EDEN 648. Applied English Linguistics

EDUC 618. Issues of Diversity: Language, Cognition, & Culture

EDUC 646. Methods of Teaching English to Speakers of Other Languages

Autism Endorsement

An endorsement in Autism is available to College of Education students who hold a valid certificate in a Teaching or Service field. Successful completion of the three course sequence (no grade below B) will lead to eligibility for an in-field Special Education Autism Endorsement. This endorsement will provide the certified teacher with knowledge and competencies to work with students on the autism spectrum.

EDUC 658. Development and Characteristics of Autism Spectrum Disorders

EDUC 659. Behavior Management and Applied Behavior Techniques for Autism Spectrum Disorders

EDUC 660. Learning Environment, Instruction and Assessment for Autism Spectrum Disorders

STEM (Science, Technology, Engineering, Mathematics) Endorsement

The College of Education offers an endorsement in STEM for teachers who have a valid teaching certificate in PreK-5 or in a STEM field, one year of certified teaching experience, and approved content in mathematics or science. Successful completion of the three course sequence with (a no grade below B) will lead to eligibility for an in-field STEM Endorsement.

- ESTM 664. STEM Thinking
- ESTM 668. Research and STEM Design
- ESTM 674. Applied STEM Processes and Field Experience

Teacher Leader Endorsement

The Tift College of Education offers an endorsement in Teacher Leadership for teachers who have a valid Level 4 or higher renewable professional teaching certificate in any field and are enrolled in the Teacher Leadership Ed. S. program. An individual with the Teacher Leader Endorsement is considered in-field, and able to provide direct instruction to students in grades P-12. Successful completion of the three-course sequence will lead to eligibility for a Teacher Leader endorsement.

- EDUC 677. Coaching Fundamentals
- EDUC 722. Leadership in Professional Development
- EDUC 790. Research for Practitioners

Gifted In-Field Endorsement

The Tift College of Education offers an endorsement in Gifted In-Field for teachers who have a valid Level 4 or higher renewable professional teaching certificate in any field. An individual with the Gifted Endorsement is in-field to provide direct instruction to gifted students only in the grade levels and field(s) of the base certificate(s). Direct instruction may be provided in resource classes, advanced content classes and/or cluster group classes. Individuals with the Gifted Endorsement are also in-field to serve as a resource teacher for indirect gifted education services in any content area for grades P-12.

Successful completion of the three-course sequence will lead to eligibility for a Gifted In-Field Education Endorsement.

- EGFT 611. Developing the Gifted Learner
- EGFT 612. Teaching and Assessing the Gifted Learner
- EGFT 613. Supporting the Gifted Learner

Online Teaching Endorsement

The Tift College of Education offers an endorsement in Online Teaching for teachers who have a valid level four (4) or higher Five-Year Induction certificate, Professional certificate, or Permit. An individual with the Online Teaching Endorsement has strengthened and enhanced competency levels to teach online courses in the content areas and grade levels of their base certificate(s).

Successful completion of the three-course sequence will lead to eligibility for the Online Teaching Endorsement.

- EDOT 651. Online Teaching Technology and Digital Citizenship
- EDOT 652. Instructional Design, Diversity, and Accessibility in Online Teaching
- EDOT 653. Assessment and Data Analysis in Online Teaching

Computer Science Endorsement

The Tift College of Education offers an endorsement in Computer Science for teachers who have a valid Level 4 or higher renewable professional teaching certificate in any field.

An individual with the Computer Science Teaching Endorsement is considered in-field, and able to provide direct instruction to students in grades P-12.

Successful completion of the three-course sequence will lead to eligibility for a Computer Science Endorsement.

EDCM 610.	Securely Navigating the Digital World
EDCM 611.	Ubiquitous World of Programming
EDCM 612.	Applications and Data Science

Coaching Endorsement

The Coaching endorsement is available to certified educators who hold a valid Level 4 or higher renewable certificate. Educators with leadership, life, or service certificates must have held a professional teaching certificate. Successful completion of the two-course sequence with a GPA of at least 3.0 with no grade below B and all portfolio requirements will lead to eligibility for an in-field Coaching Endorsement. This endorsement will provide the certified teacher with knowledge to utilize performance assessment data to guide, mentor, and lead a variety of teachers and educators, including individuals completing student-teaching requirements, new teachers, classroom teachers, and individuals seeking educational leadership positions.

EDUC 677.	Coaching Fundamentals
EDUC 678.	Advanced Coaching

Special Student Classification

Students seeking re-certification, teacher certification in an additional field, transient enrollment, or initial certification in a non-degree status will be assigned to the classification of "Special Student." This classification allows students to enroll for graduate credit upon completion of the following admissions requirements:

1. An online, complete signed application for admission.
2. A \$25 application fee.
3. Official transcripts of all previous college work attempted, both undergraduate and graduate. (not required for transient students)
4. Additional requirements as applicable:
 - a. Initial certification students: Undergraduate GPA of 2.5 or better and other requirements as noted for M.A.T. students.
 - b. Re-certification or add-on certification: If appropriate, a copy of a letter from the Professional Standards Commission or school system outlining the courses required for re-certification or for adding a field.
 - c. Transient students: Copy of a letter of transient permission from the degree granting college or university.
5. A non-degree student who holds a master's degree in an approved content area and who is seeking initial certification must meet the progression criteria as specified in the Master of Arts in Teaching section.

The Accomplished Teacher Education Specialist with Concentrations in Elementary, Middle Grades, Secondary, or P-12 Certificate Fields

The Mercer Accomplished Teacher Education Specialist program with concentrations in elementary, middle grades, secondary, or P-12 education is designed for the educator who chooses to develop greater depth, specialization, in practice and thus to become an Accomplished Teacher. The program will provide the certified teacher the an opportunity to grow and develop professionally both as an Accomplished Teacher and as a Transforming Educator. As students progress through the program, they will achieve a greater depth of knowledge relating to issues of diversity, assessment, curriculum development, theory and research, content, and pedagogy. They will be able to use advanced inquiry skills to investigate questions related to practice, and implement programs and curriculum that draw from such inquiry. They will have the opportunity to develop expertise in written and oral communication skills which will enable them to more effectively advocate for young children, their families, and the community. In the process of becoming an Accomplished Teacher, each candidate will be guided to become a Transforming Educator who is a continuous, reflective and collaborative teacher and learner; one guided by strong ethics, a strong future orientation, and a strong commitment to creating healthy, supportive, and academically challenging learning environments for young all learners. This program is delivered via distance learning/online.

General Degree Information

A minimum of 30 semester hours beyond a master's degree, in approved upper- level courses, will be required in the Ed.S. program. Additional courses beyond the 30-hour minimum may be required for students who hold master's degrees in fields other than education and thus lack some of the required master's level courses.

Graduate work taken at Mercer prior to admission to the Ed.S. program cannot be applied to the degree.

A student may transfer six graduate semester hours into the Ed.S. program, providing the course work was completed by the student while enrolled in an equivalent 6th year degree program at a college or university accredited by an agency recognized by the U.S. Department of Education and if the course work is evaluated as being equivalent to an appropriate class within the student's program of study. Alternatively, a student may earn up to six graduate semester hours toward the Ed.S. program by submitting evidence of prior learning that meets the expectations of program faculty of the College and approved by the Associate Dean for Academic Affairs.

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 an online, complete, signed application for admission to graduate studies. To be admitted to the Ed.S. program, an applicant must:

1. Hold a master's degree from a regionally accredited institution and possess or be eligible for a master's level certificate in Elementary, Elementary/Special Education General Curriculum, Birth-Kindergarten, Middle Grades, Secondary, or P-12 Education by the end of the first semester. (Note: For teachers certified in Elementary/Special Education, Birth-K, Middle Grades, Secondary, or P-12

Education, this Ed.S. degree leads to eligibility for a Level 6 certificate, but it will not add the field of Elementary, Middle Grades, Secondary, or P-12 Education to a certificate.)

2. Have a 3.0 grade point average on all graduate work attempted.
3. Applicants with a previous GPA below 3.0 may submit GRE scores or other standardized test scores as strong evidence of his or her ability to complete graduate coursework.
4. Official transcript(s) of all college work attempted, both undergraduate and graduate.
5. A \$30 application fee.

Degree Requirements

(30 semester hours)

Professional Studies (15 semester hours)

- EDUC 728 Socio-Political Influences in Education (3 hrs)
- EDUC 735 Trends and Issues in P-12 Education (3 hrs)
- EDUC 740 Connecting Curriculum, Instruction and Assessment(3 hrs)
- EDUC 742 Curriculum and Assessment for Students with Disabilities (3 hrs)
- EDUC 750 Advanced Seminar in P-12 Education (3 hrs)

Electives (Select 6 hours with advisor approval)

- EDUC 755 Play-based Learning in Elementary Environments (3 hrs)
- EDUC 760 Advanced Professional and Ethical Practices in P-12 Education (3hrs)
- EDUC 617 Classroom Management & Applied Learning Theory (3 hrs)
- EDUC 625 Culturally & Educationally Responsive Pedagogy (3hrs)
- EDUC 639 Teaching Strategies and Classroom Environment for Active Learning (3 hrs)
- EDUC 690 Introduction to Educational Research (Fall only, prior to EDUC 735)
- EDUC 677 Coaching Fundamentals (3 hrs)
- EDUC 678 Advanced Coaching (3 hrs)

*Passing both EDUC 677 and EDUC 678 will lead to earning the Coaching Endorsement

With advisor approval, students will select a 9-hour endorsement from the options below as part of their 30 hour degree program.

Exit Criteria for the Accomplished Teacher Specialist in Education Degree

The exit criterion for the Specialist in Education degree is successful completion of EDUC 750 Advanced Seminar in P-12 Education.

Endorsements

The College of Education offers several endorsements to certified educators with valid certificates in appropriate fields. The endorsements may be completed in a non-degree status or as part of a graduate degree where appropriate. Non-degree graduate applicants must submit an online, complete, signed application for admission, all official transcripts of all college work, both graduate and undergraduate, and a \$25 application fee.

English to Speakers of Other Languages (ESOL) Endorsement

An endorsement in English to Speakers of Other Languages (ESOL) is available to College of Education students who hold a valid teaching certificate. Successful completion

of the three course sequence (with no grade below B) will lead to eligibility for an in-field endorsement in ESOL. The courses required for the endorsement are the following:

EDEN 648	Applied English Linguistics
EDUC 618	Issues of Diversity: Language, Cognition, & Culture
EDUC 646	Methods of Teaching English to Speakers of Other Languages

The ESOL endorsement sequence may be completed in a non-degree status or as electives within an M.Ed. or Ed.S. teacher preparation program.

Reading Endorsement

In addition to the Ed.S. program in Elementary, Middle Grades, Secondary, or P-12 Education, the College of Education offers a reading endorsement for teachers who hold a valid teaching certificate in Elementary or Elementary/Special Education, Middle Level, Secondary, or P-12 areas. Successful completion of the three-course sequence of study with a GPA of at least 3.0 (with no grade lower than a B) will lead to eligibility for an in-field endorsement in reading and will provide the certified teacher with strengthened and enhanced competencies for teaching reading and literacy at the prerequisite certification level. The courses required for the in-field reading endorsement are:

EDUC 687	Reading Theory: Research & Best Practices
OR	
EDUC 688	Content Area Literacy Research & Best Practices in MGE & SEC
EDUC 647	Preventing, Diagnosing, & Correcting Literacy Problems
EDUC 662	Clinical Practicum (Spring)

Elementary (K-5th) Endorsements in Mathematics or Science

Applicants to the Elementary K-5 Mathematics or Elementary K-5 Science Endorsement programs may choose to enter the endorsement program as non-degree, post-baccalaureate students, or they may choose to incorporate the endorsement classes within one of the graduate degree programs, either the M.Ed. in Elementary or the Ed.S. in Elementary Education. Students who are incorporating an endorsement into a degree program must also meet the requirements for admission to that degree program. For all Elementary Education mathematics or science endorsement applicants, the following criteria also apply:

- Certification for P-5, 4-8, (in math or science), Special Education/General Curriculum (p-5), or other approved Special Education fields with a core academic content concentration in mathematics or science. (See www.gapsc.com for more information.)
- A minimum of one year of certified teaching experience.
- A minimum grade of C in at least two mathematics content courses in undergraduate or graduate school for the mathematics endorsement or a minimum grade of C in at least two science content courses in undergraduate or graduate school for the science endorsement.

For an Endorsement in Elementary Mathematics:

EDMT 677	K-5 Number Systems, Place Value, and Operations: Content and Pedagogy
EDMT 678	K-5 Fractions, Data Analysis, and Probability: Content and Pedagogy
EDMT 679	K-5 Geometry, Measurement, and Algebraic Reasoning: Content and Pedagogy

For an Endorsement in Elementary Education Science:

EDSC 674	Conceptual Integrated Science I
EDSC 675	Conceptual Integrated Science II
EDUC 676	Integrated Science Methods with Residency

Autism Endorsement

The College of Education offers an endorsement in Autism for educators who hold a valid Teaching or Service certificate. Successful completion of the three course sequence with a GPA of at least 3.0 and with no grade below B will lead to eligibility for an in-field Special Education Autism Endorsement. This endorsement will provide the certified educator with knowledge and competencies to work with students on the autism spectrum.

EDUC 658	Development and Characteristics of Autism Spectrum Disorders
EDUC 659	Behavior Management and Applied Behavior Techniques for Autism Spectrum Disorders
EDUC 660	Learning Environment, Instruction and Assessment for Autism Spectrum Disorders

STEM (Science, Technology, Engineering, Mathematics) Endorsement

An endorsement in STEM is available for teachers who have a valid teaching certificate in Pre-K-5 or in a STEM field, one year of certified teaching experience, and approved content in mathematics or science. Successful completion of the three course sequence with a GPA of at least 3.0 and with no grade below B will lead to eligibility for an endorsement in STEM.

ESTM 664	STEM Thinking
ESTM 668	Research and STEM Design
ESTM 674	Applied STEM Processes and Field Experience

Coaching Endorsement

The Coaching endorsement is available to certified educators who hold a valid Level 4 or higher renewable certificate. Educators with leadership, life, or service certificates must have held a professional teaching certificate. Successful completion of the two-course sequence with a GPA of at least 3.0 with no grade below B and all portfolio requirements will lead to eligibility for an in-field Coaching Endorsement. This endorsement will provide the certified teacher with knowledge to utilize performance assessment data to guide, mentor, and lead a variety of teachers and educators, including individuals completing student-teaching requirements, new teachers, classroom teachers, and individuals seeking educational leadership positions.

EDUC 677	Coaching Fundamentals
EDUC 678	Advanced Coaching

Gifted In-Field Endorsement

The Tift College of Education offers an endorsement in Gifted In-Field for teachers who have a valid Level 4 or higher renewable professional teaching certificate in any field. An individual with the Gifted Endorsement is in-field to provide direct instruction to gifted students only in the grade levels and field(s) of the base certificate(s). Direct instruction may be provided in resource classes, advanced content classes and/or cluster group classes. Individuals with the Gifted Endorsement are also in-field to serve as a resource teacher for indirect gifted education services in any content area for grades P-12. Successful completion of the three-course sequence will lead to eligibility for a Gifted In-Field Education Endorsement.

EGFT 611	Developing the Gifted Learner
EGFT 612	Teaching and Assessing the Gifted Learner
EGFT 613	Supporting the Gifted Learner

Online Teaching Endorsement

The Tift College of Education offers an endorsement in Online Teaching for teachers who have a valid level four (4) or higher Five-Year Induction certificate, Professional certificate, or Permit. An individual with the Online Teaching Endorsement has strengthened and enhanced competency levels to teach online courses in the content areas and grade levels of their base certificate(s).

Successful completion of the three-course sequence will lead to eligibility for the Online Teaching Endorsement.

EDOT 651	Online Teaching Technology and Digital Citizenship
EDOT 652	Instructional Design, Diversity, and Accessibility in Online Teaching
EDOT 653	Assessment and Data Analysis in Online Teaching

Computer Science Endorsement

The Tift College of Education offers an endorsement in Computer Science for teachers who have a valid Level 4 or higher renewable professional teaching certificate in any field. An individual with the Computer Science Teaching Endorsement is considered infield, and able to provide direct instruction to students in grades P-12.

Successful completion of the three-course sequence will lead to eligibility for a Computer Science Endorsement.

EDCM 610	Securely Navigating the Digital World
EDCM 611	Ubiquitous World of Programming
EDCM 612	Applications and Data Science

NOTE: Certified educators may apply to complete the endorsements in a non-degree status or as part of a graduate degree where appropriate.

Specialist in Education in Teacher Leadership

Mercer University's Ed.S. in Teacher Leadership Program is designed as an advanced degree program for certified teachers who want to increase their instructional and teacher leadership skills beyond the Master's level of competence. This performance-based 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. Completion of the program will result in students receiving a Teacher Leader endorsement and a passing score on the GACE Content Assessment for Teacher Leadership will lead to eligibility for certification in Teacher Leadership at Level 6 by the Georgia Professional Standards Commission.

General Degree Information

1. A minimum of 30 semester hours beyond a master's degree, in approved upper-level courses, will be required in the Ed.S. program.
2. Graduate work taken at Mercer prior to admission to the Ed.S. program cannot be applied to the degree with the exception of the Coaching Endorsement courses.
3. The College will provide courses to meet all program requirements within a minimum of three semesters 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.

Program Goal for the Ed.S. in Teacher Leadership

To prepare teachers to serve in teacher leader roles in grades P-12.

Program Outcomes for the Ed.S. in Teacher Leadership

Teacher leaders will:

1. Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (To Do, Practicing, Engagement)
2. Work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment. (To Do, Diversity, Collaboration)
3. Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. (To Know, Understanding, Practicing)
4. Model best practices in pedagogy and serve as a mentor and coach for other educators. (To Be, Practicing, Engagement)
5. Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making. (To Do, Practicing, Reflecting)
6. Access and conduct research, and apply research findings to improve teaching and learning. (To Know, Engagement, Reflecting)
7. Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change. (To Be, Engagement, Collaboration)

Admission Requirements

All persons who wish to enter the Ed.S. program must submit an online, complete, signed application for admission. To be admitted to the Ed.S. program, an applicant must:

1. Hold a master's degree from a regionally accredited institution and a master's level certificate in a teaching field or service field.
2. Have a 3.0 grade point average on all graduate work attempted.
3. Applicants with a previous GPA below 3.0 may submit GRE scores or other standardized test scores as strong evidence of his or her ability to complete graduate coursework.
4. Have completed one year of acceptable teaching experience.
5. Submit official transcripts of all previous college work, both undergraduate and graduate.
6. A \$30 application fee.
7. A recommendation from the candidate's school district.

Ed.S. in Teacher Leadership Degree Requirements

Degree Requirements 30 semester hours

NOTE: These degree requirements for the Ed.S. in Teacher Leadership include two classes to meet the GAPSC requirements for the Coaching endorsement and three classes to meet the GAPSC requirements for the Teacher Leader endorsement.

First Semester (10 credit hours)

EDUC 790 Research for Practitioners (full session, 3 credit hours)

EDUC 677 Coaching Fundamentals (2nd session, 3 credit hours)

EDUC 710 Advanced Measurement & Assessment in Teaching (1st session, 3 credit hours)

EDUC 725 Residency I (full session, 1 credit hour)

Second Semester (10 credit hours)

EDUC 798 Advanced Research for Practitioners (full session, 3 credit hours)

EDUC 722 Leadership in Professional Development (2nd session, 3 credit hours)

EDUC 678 Advanced Coaching (1st session, 3 credit hours)

EDUC 726 Residency II (full session, 1 credit hour)

Third Semester (10 credit hours)

EDUC 721 Leadership in Teaching (1st session, 3 credit hours)

EDUC 720 Advanced Curriculum & Instruction (1st session, 3 credit hours)

EDUC 723 Collaboration with Families and Communities to Support Student Learning (1st session, 3 credit hours)

EDUC 727 Residency III (1st session, 1 credit hour)

NOTE: To be eligible for Teacher Leadership certification, the candidate must successfully complete all required classes, successfully complete portfolio requirements, and submit a passing score on the GACE Teacher Leadership Assessment.

Specialist in Education in Teacher Leadership in Computer Science

Mercer University's Ed.S. in Teacher Leadership in Computer Science Program is designed as an advanced degree program for certified teachers who want to increase their instructional and teacher leadership skills beyond the Master's level of competence, with a focus on leadership in Computer Science education. This performance-based 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. Completion of the program and a passing score on the GACE Content Assessment for Teacher Leadership will lead to eligibility for certification in Teacher Leadership at Level 6 by the Georgia Professional Standards Commission.

General Degree Information

1. A minimum of 30 semester hours beyond a master's degree, in approved upper-level courses, will be required in the Ed.S. program.
2. Graduate work taken at Mercer prior to admission to the Ed.S. program cannot be applied to the degree with the exception of the Coaching Endorsement courses.
3. The College will provide courses to meet all program requirements within a minimum of four semesters 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.

Program Goal for the Ed.S. in Teacher Leadership in Computer Science

To prepare teachers to serve in teacher leader roles in grades P-12.

Program Outcomes for the Ed.S. in Teacher Leadership in Computer Science

Teacher leaders will:

1. Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (To Do, Practicing, Engagement)
2. Work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment. (To Do, Diversity, Collaboration)
3. Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. (To Know, Understanding, Practicing)
4. Model best practices in pedagogy and serve as a mentor and coach for other educators. (To Be, Practicing, Engagement)
5. Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making. (To Do, Practicing, Reflecting)
6. Access and conduct research, and apply research findings to improve teaching and learning. (To Know, Engagement, Reflecting)
7. Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change. (To Be, Engagement, Collaboration)
8. Demonstrate knowledge of the foundations of computer science and how to safely, ethically engage with technology
9. Apply knowledge of programming in a relevant and useful manner.
10. Plan a relevant computer science lesson for P-12 students and analyze student work.

Admission Requirements

All persons who wish to enter the Ed.S. program must submit an online, complete, signed application for admission. To be admitted to the Ed.S. program, an applicant must:

1. Hold a master's degree from a regionally accredited institution and a master's level certificate in a teaching field or service field.
2. Have a 3.0 grade point average on all graduate work attempted.
3. Applicants with a previous GPA below 3.0 may submit GRE scores or other standardized test scores as strong evidence of his or her ability to complete graduate coursework.
4. Have completed one year of acceptable teaching experience.
5. Submit official transcripts of all previous college work, both undergraduate and graduate.
6. A \$30 application fee.
7. A recommendation from the candidate's school district.

Ed.S. in Teacher Leadership in Computer Science Degree Requirements

Degree Requirements 30 semester hours

NOTE: These degree requirements for the Ed.S. in Teacher Leadership in Computer Science include two classes to meet the GA PSC requirements for the Coaching Endorsement, three classes to meet the GAPSC requirements for the Teacher Leader endorsement and three classes to meet the GA PSC requirements for the Computer Science endorsement.

First semester (Summer, 9 credit hours)

EDCM 610 Securely Navigating the Digital World

EDUC 721 Leadership in Teaching

EDUC 677 Coaching Fundamentals

Second semester (Fall, 6 credit hours)

EDCM 611 Ubiquitous World of Programming

EDUC 720 Advanced Curriculum and Instruction

Third semester (Spring, 6 credit hours)

EDCM 612 Applications and Data Science

EDUC 678 Advanced Coaching

Fourth semester (Summer, 9 credit hours)

EDUC 790 Research for Practitioners

EDUC 722 Leadership in Professional Development

EDUC 723 Collaboration with Families and Communities to Support Student Learning

NOTE: To be eligible for Teacher Leadership certification, the candidate must successfully complete all required classes, successfully complete portfolio requirements, and submit a passing score on the GACE Teacher Leadership Assessment.

Doctor of Philosophy Degree in Curriculum and Instruction

The Ph.D. in Curriculum and Instruction program reflects those societal changes that are placing an ever-increasing emphasis upon the evolving role of the professional educator. Mercer University recognizes the importance of preparing doctoral level students as transforming curriculum and instructional leaders. Based on this recognition, the Ph.D. in Curriculum and Instruction program is designed to prepare transforming curriculum and instructional leaders for local, state, and national levels. The program is designed to develop the credentials and expertise necessary for success in areas of educational need across the country. The fundamental goals of the program are designed to enrich the lives of all participating.

Goals and Program Outcomes of the Curriculum and Instruction Ph.D. Program

1. To prepare researchers for university, P-12, and political arenas.
 - a. Candidates apply research findings to educational practice to improve student learning, educational processes, and institutional practices. (To Be)
 - b. Candidates conduct research to investigate education problems and articulate the findings in a variety of forums. (To Do)
2. To enhance candidate knowledge of the learner.

- a. Candidates apply knowledge of learning and developmental theories to meet the diverse needs of students within cultural and linguistic contexts of learning. (To Do)
3. To develop curriculum leaders.
 - a. Candidates will articulate their understanding of the historical, philosophical, and theoretical foundations of planning, implementing, and evaluating curriculum. (To Know)
 - b. Candidates will use data to design curriculum to meet the needs of students within particular contexts and to evaluate and refine curriculum. (To Do)
4. To develop instructional leaders.
 - a. Candidates will employ data and critical analysis of current research and pedagogical approaches to design and evaluate instruction. (To Do)
 - b. Candidates will apply pedagogical theory and research to advocate for culturally relevant instructional environments and practices that promote learning for all students. (To Know, To Be)
 - c. Candidates use assessment data to identify longitudinal trends and achievement gaps, establish goals for improvement, and communicate this information to a variety of audiences. (To Do)

Admission Requirements

Candidates who are admitted to the Ph.D. in Curriculum and Instruction program should represent the highest in academic standards. Not all qualified applicants will be accepted. The Ph.D. program in Curriculum and Instruction is offered as a cohort model, with new cohorts admitted each academic year.

Minimum requirements for admission into the Curriculum and Instruction Ph.D. program include the following:

1. A completed Ph.D. in Curriculum and Instruction application form
2. A copy of a teaching certificate at or above the master's level (preferred but not required).*
3. A current vita or resume.
4. Official transcripts of previous academic work, both graduate and undergraduate.
5. A master's degree from a regionally accredited institution with a GPA of 3.5 accrued from previous graduate work.
6. Target Graduate Record Examination scores of 151 verbal (51st percentile), 151 quantitative (43rd percentile), and 4.0 analytical writing (59th percentile). Scores may be no more than five years old at the time of admission. GRE scores are not the sole criteria; applicants with scores close to the target are encouraged to apply and will need to provide stronger evidence of the ability to complete doctoral courses and independent research.
7. Three professional letters of recommendation.
8. A \$35.00 non-refundable admissions processing fee made payable to Mercer University.
9. Participation in a required interview with program faculty.

10. A signed and dated narrative of career and academic goals and a writing sample to be completed prior to the interview.
11. A minimum of three years' teaching experience (preferred but not required).

Only applicants with complete application files will be considered for admission.

***NOTE: Completion of the program and a passing score on the GACE Content Assessment for Curriculum and Instruction will lead to eligibility for a certificate upgrade to an S-7 in Curriculum and Instruction only for those who currently hold valid clear renewable Georgia certification.**

Degree Requirements – 63 semester hours

Ph.D. C & I Core (27 semester hours)

EDCI 819	Student Cognition and Motivation
EDCI 826	Student Assessment and Accountability
EDCI 835	Curriculum Theory
EDCI 839	Instructional Theory and Practice
EDCI 841	Curriculum Evaluation and Design
EDCI 845	Curricular and Instructional Technology
EDCI 848	Learner-Centered Pedagogy
EDUC 866	Educator Development in School and University Contexts
EDCI 873	Curricular and Instructional Leadership

Ph.D. Research Block (15 semester hours)

EDUC 810	Foundations of Educational Research
EDUC 811	Introduction to Quantitative Research Methods
EDUC 812	Introduction to Qualitative Research Methods
EDUC 813	Intermediate Quantitative Research Methods or
EDUC 814	Qualitative Research Design
EDUC 815	Advanced Quantitative Research Methods & Design or
EDUC 816	Advanced Qualitative Methods and Analysis

Ph.D. Dissertation Block (12 semester hours)

EDUC 809	Doctoral Seminar One: Scholarly Writing
EDUC 817	Doctoral Seminar Two: Survey of Literature
EDUC 837	Doctoral Seminar Three: Foundational Reading
EDUC 843	Doctoral Seminar Four: Proposal
EDUC 880	Dissertation (taken twice)

Curriculum and Instruction Electives (9 semester hours)

Student will submit a proposal for electives, to be approved by program director, Associate Dean, and doctoral committee chair. Electives should be at the 700 level or above.

Continuous Registration for Dissertation Credits

Students are required to remain continuously enrolled from the time they begin the program until they graduate. Students who need a leave of absence should contact the program director. Students must be registered during any semester in which they use university facilities or the professional time of faculty members and during any semester in which they are conducting research under University approval. Students who do not complete dissertation requirements within the 11 semesters of coursework must then register for EDUC 881, as follows: 3 credit hours per semester until successful defense of dissertation proposal, then 2 credit hours per semester until successful dissertation defense, then 1 credit hour per semester until dissertation is submitted to and approved by the Provost.

Academic Standards

Candidates for the Ph.D. in Curriculum and Instruction degree must meet and maintain the following program standards:

1. A cumulative grade point average of 3.5 or above on a 4.0 scale is required to graduate.
2. No grade below a B may be used to satisfy degree requirements.
3. A course in which a candidate earns a C or lower may be repeated only once. Up to 6 semester hours of courses for graduate credit may be repeated. A candidate may not take an equivalent course at another university to replace a grade earned at Mercer.
4. All degree requirements must be completed within a six-year period.
5. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Exit Criteria for the Doctor of Philosophy Degree in Curriculum and Instruction

A dissertation is required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain from the program director a copy of the regulations for preparing and submitting a dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the College of Education, a dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating payment of all applicable graduation and dissertation fees.

GRADUATE PROGRAMS IN EDUCATIONAL LEADERSHIP

CONCEPTUAL FRAMEWORK: THE TRANSFORMATIONAL LEADER TO KNOW

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

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

TO DO

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

1. Plans, implements and assesses a well-integrated developmentally appropriate, and culturally responsive school vision that is well grounded in pedagogical and psychological theory.

2. Leads educators to individualize, differentiate, and adapt instruction to meet the needs of diverse and special needs learners.
3. Leads educators to use a wide variety of methods, strategies, technology, and materials.
4. Develops, articulates, and implements a vision that promotes a positive culture, provides effective programs, applies best practices, and helps to develop the professional growth of all personnel.
5. Manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective environment.

TO BE

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

1. Uses feedback, reflection, research, and collaboration to enhance leadership performance, make decisions, develop and modify leadership skills, and grow as a professional.
2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
3. Models positive and effective interpersonal skills by collaborating and responding to diverse community interests and needs, and by mobilizing community resources.

Educational Leadership Program Outcomes

Candidates who complete the programs in Educational Leadership are educational leaders who will be able to promote the success of ALL by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by all. To Know
2. Advocating, nurturing, and sustaining a school and programs conducive to learning and professional growth. To Know and To Do
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment. To Know and To Do
4. Collaborating and responding to diverse interests and needs, and mobilizing resources. To Know, To Do and To Be
5. Acting with integrity, fairness, and in an ethical manner. To Be
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. To Know, To Do and To Be
7. Synthesizing and applying program knowledge and skills through substantial, sustained, standards-based work in real settings. To Know, To Do and To Be

Master of Education in Higher Education Leadership

The Master of Education (M.Ed.) in Higher Education Leadership aligns with the conceptual framework of the Tift College of Education, The Transforming Educator, and is influenced by the standards for higher education programs established by The Council for the Advancement of Standards in Higher Education (CAS). The program is designed for

individuals who are seeking entry or mid-level higher education careers, such as assistant/associate directors, coordinators, managers, or supervisors.

Program Goals for the M.Ed. in Higher Education Leadership

In addition to the program outcomes for all educational leadership programs at Mercer, the primary objective of the Master's degree in Higher Education leadership is to provide students a broad-based, scholarly foundation in higher education organization, structure, administration, and governance to prepare them for entry-or mid-level leadership positions in postsecondary education. Graduates will emerge with a strengthened understanding of higher education institutions, prepared to assume leadership responsibilities in a variety of professional areas including admissions, student affairs, student services, advising, diversity, alumni relations and development, finance, human resources, facilities, athletics, and enrollment management.

Admission Requirements for the M.Ed. in Higher Education Leadership:

To be considered for full admission or non-degree status, applicants must:

1. Submit an online, complete, signed application for admission.
2. Hold a bachelor's (or higher) degree in an approved field from a regionally accredited university.
3. Submit official transcripts from ALL colleges/universities previously attended. Minimum undergraduate GPA is 2.5.
4. Submit two official letters of recommendation (from former and/or current supervisors or instructors only).
5. Submit a \$30 application fee (waived for current Mercer students and Mercer graduates).
6. Submit a signed and dated narrative of career and academic goals.
7. Possible faculty interview.

M.Ed. in Higher Education Leadership Degree Requirements

(30 semester hours)

The program requires 30 semester hours of coursework, in addition to an internship and the completion of a research project. The program is delivered via a blended format (face-to-face in Macon and online synchronous and asynchronous)

Degree Requirements – 30 semester hours

Higher Education Leadership Core (18 semester hours)

EDEL 601. Introduction to Higher Education

EDEL 609. Internship

EDEL 610. Institutional Effectiveness and Assessment

EDEL 611. Legal Issues in Higher Education

EDEL 616. Finance in Higher Education

EDEL 695. Educational Research

Professional Studies: Postsecondary Administration Track (12 semester hours)

EDEL 604. Leadership Theory

EDEL 607. Higher Education Organization and Governance

EDEL 618. Cultural Perspectives in Higher Education

EDEL 699. Special Topics

Professional Studies: Student Affairs Leadership Track (12 semester hours)

EDEL 602. Student Affairs

EDEL 606. Foundations of Academic Advising
EDEL 620. Strategic Enrollment Management (Elective)
EDEL 699. Special Topics

Professional Studies: Athletics Leadership Track (12 semester hours)

EDEL 614. Leadership in Intercollegiate Athletics (Elective)
EDEL 626. Athletics Leadership Operations (NEW)
EDEL 627. Ethical Issues in Athletics Leadership (NEW)
EDEL 699. Special Topics

Master of Education in Independent and Charter School Leadership

The M.Ed. in Independent and Charter School Leadership provides a tailored opportunity for potential leaders to prepare themselves specifically to lead in the unique environments of independent and charter schools. Candidates for this degree will explore the available literature related to leadership generally, and specifically that related to independent and charter schools. They will be required to reflect on their own professional practice and apply the theoretical knowledge drawn from the literature to the unique context of independent and charter schools. The program prepares students to enter leadership positions in the independent and charter school environments, including principal, assistant principal, headmaster, or directors of various departments, including admissions and student services. Further, the program can serve as professional development for those individuals who are currently employed in leadership positions at an independent or charter school who may have a background in areas other than education and have a need to understand the unique challenges of education to build upon their experience in the business or nonprofit sectors.

Program Standards for the M.Ed. in Independent and Charter School Leadership

The following standards have been adopted for the program to guide the development of candidates:

Standard 1: The School Mission

The school leader promotes successful development of each individual student in all areas consistent with the mission of the school. The leader accomplishes this by collaborating with the school's governing board, administrative leadership, faculty, and staff in a continual process of evaluation, articulation, stewardship and active implementation of the school's vision, mission, and derivative policies and practices. This standard encompasses all others, from a broad philosophical view, and an executive-level administrative view.

- a. Candidates have a solid understanding of their school's founding principles, and articulate and promote these principles through the development of a shared vision and mission for the organization as a whole.
- b. Candidates are sensitive to, and respond effectively to, changes in the organizational structure and among the school's stakeholders.
- c. Candidates develop and implement valid methods to evaluate the effectiveness of, and to revise, the shared vision and mission, and derivative policies and practices, of the organization as appropriate.
- d. Candidates develop and implement policies, procedures and practices in support of the organization's vision and mission.

Standard 2: The School Culture

The school leader understands that the culture of the school plays a crucial role in achieving the vision and mission of the organization. Consequently, the leader works to establish a culture in which all stakeholders are challenged to give their best in pursuit of the school's vision and mission, and in which all stakeholders are valued, treated with respect, and made to feel appreciated.

- a. Candidates establish an organizational culture that is focused on the promotion of the vision and mission of the school through adopted policies and practices.
- b. Candidates establish an organizational culture that promotes trust, respect, and professionalism among all stakeholders, including members of the governing board, parents, administrators, faculty, staff and students.
- c. Candidates establish and maintain high behavioral expectations for students, in pursuit of social and emotional growth per se, as well as in support of a challenging academic environment.
- d. Candidates establish and maintain a culture that promotes personal responsibility, honesty, and ethical behavior generally, and particularly in support of any religious or philosophical standards of the organization.
- e. Candidates communicate and promote the established school culture to the public clearly, honestly, and in a manner that effectively promotes the vision and mission of the organization.

Standard 3: The School Resources and Constituency

The school leader understands and accepts the challenges inherent in operating an independent school; that is, one that does not rely on traditional governmental funding or student assignment policies to operate. To meet these challenges, the leader must generate sustainable funding sources by offering a marketable educational program at an acceptable price, and by developing secondary sources such as gifts, endowments, etc. It is of particular importance that the leader ensures that the financial dealings are carried out in accordance with applicable law.

- a. Candidates establish and maintain an effective marketing and recruitment strategy to attract potential students who fit the school's targeted profile.
- b. Candidates develop and implement policies and practices leading to the matriculation and retention of accepted students.
- c. Candidates effectively attract and obtain financial resources from various sources in support of the organizational vision and mission.
- d. Candidates maintain effective relationships with professional associations, regulatory agencies, and local community organizations as appropriate.

Standard 4: Management of the School Resources

The school leader accepts responsibility for ensuring that the resources belonging to the organization are employed for their intended use, and that this is done in an efficient manner in order to maximize their utility. The maintenance of an orderly school environment is fundamental for success, and well-planned processes are fundamental to an orderly environment.

- a. Candidates develop and implement personnel practices that lead to the maintenance of a faculty and staff which effectively and efficiently supports the vision and mission of the school.
- b. Candidates implement practices that support the efficient acquisition and use of financial assets, including tuition revenues, endowments, investments, grants, etc.

- c. Candidates manage and maintain the school's property, including real estate, the physical plant, and tangible assets.
- d. Candidates manage the distribution, use of, and responsibility for school assets related to the learning program, such as teaching materials, technology assets, athletic and band equipment, and items used in extra-curricular clubs and organizations.
- e. Candidates ensure that the management of organizational assets is carried out in compliance with applicable legal and ethical standards.

Standard 5: The Learning Program

The school leader understands that the learning program is the very essence of the organization-its *raison d'être*. The learning program in an independent school includes the plan for student growth in academics, as well as growth in social, emotional and, when it is a part of the school's mission, spiritual realms. Consequently, the school leader must be knowledgeable of the relevant literature and be able to communicate and apply this knowledge to others. He or she spends the majority of his or her time and energy supporting the learning program, and leading others to focus their time and energy to do likewise. This function of the leader involves not only compliance with applicable regulatory and accreditation standards, but with striving to lead the school to achieve at levels much higher than mere acceptable baselines.

- a. Candidates develop, implement, and evaluate the learning program in a continuous improvement cycle, so that all organizational activities support the vision and mission of the school. This includes identifying and prioritizing the separate, but closely related, concepts of academic, social, emotional, and (consistent with the school's mission) spiritual growth.
- b. Candidates are familiar with, and rely upon, the literature related to the growth and development of children and young adults, as well as that related to appropriate learning outcomes, and to plan and implement appropriate growth opportunities.
- c. Candidates develop, communicate, and supervise the curriculum program to provide each student with the opportunity to maximize his or her academic potential within the context of the organization's goals.
- d. Candidates develop, communicate, and supervise the non-academic portions of the learning program to provide opportunity for students to grow socially, emotionally and (consistent with the school's mission) spiritually.
- e. Candidates understand and employ scientifically valid methods of evaluating the school's learning program, and use these evaluation data to inform the continual improvement cycle.
- f. Candidates identify professional development needs of the faculty, and provide resources and opportunities for these needs.
- g. Candidates ensure that the learning program complies with applicable state and federal laws and regulations.

Standard 6: Leadership Dispositions

The school leader understands that knowledge and skills alone are not enough to make one a leader. Rather, it is who a school leader is personally that inspires others to follow. With this in mind, the leader commits to the crucial, ongoing work of developing his or her dispositions relevant to any leadership position.

- a. Candidates seek and accept responsibility and accountability for all aspects of school activities appropriate to their roles.

- b. Candidates model ethical behavior in their professional practice, consistent not only with broadly accepted norms, but also with identified moral, ethical and religious standards as may be required by the organization.
- c. Candidates consistently relate to others in a respectful, professional manner in the context of their professional practice, and in their personal capacity to the extent that it affects the organization.
- d. Candidates express themselves both orally and in writing in a clear, effective, and professional manner.
- e. Candidates exhibit intellectual curiosity and self-reflection, and employ critical thinking in the context of their professional practice.

Standard 7: Practical Application of Learning (Internship)

- a. The leader will demonstrate his or her knowledge, skills, and dispositions by completing a formalized internship designed around standards 1-6.
- b. The internship will provide opportunities for the candidate to apply knowledge learned in coursework and develop leadership skills in an authentic school context. The internship will take place over a sustained period of time, for a prescribed number of hours, and involve a variety of knowledge, skills and dispositions from standards one through six.
- c. The internship program will be developed cooperatively with the candidate, a faculty advisor, and an experienced leader who will directly supervise the internship.
- d. Documentation of the internship will be required, as well as a final report of the student which describes how the experience helped him or her increase mastery of the relevant knowledge, skills, and dispositions.
- e. Activities completed pursuant to the internship should be different from those associated with the candidate's normal job duties, so as to provide opportunity for growth in new areas.

Admissions Requirements for the M.Ed. in Independent and Charter School Leadership

The program accepts students five times a year in August, October, January, March, and May. To be eligible to apply, an applicant must hold an undergraduate degree from a regionally accredited university and are required to submit the following:

- An online, complete, signed application for admission.
- \$25 non-refundable application fee.
- Official transcripts for all previous college work with a minimum undergraduate GPA of 3.0.
- Applicants with a previous GPA below 3.0 may submit GRE scores or other standardized test scores as strong evidence of his or her ability to complete graduate coursework
- A current vita or résumé
- Three official letters of recommendation; one must be from a supervisor^{11/11/2022}
- A signed and dated narrative of career and academic goals
- A writing sample.

International applicants should consult the university catalog or College of Education website for additional requirements.

M.Ed. in Independent and Charter School Leadership Degree Requirements (30 semester hours)

The program requires 30 semester hours of coursework, including an internship, and the completion of a Capstone project. The curriculum includes the following courses:

EDEL 604	Leadership Theory
EDEL 621	Foundations of Independent Schools
EDEL 622	Managing School Resources in Independent and Charter Schools
EDEL 822	Collaborative Strategies: Strengthening Internal and External Relationships
EDEL 605	Leadership in Curriculum and Supervision
EDEL 623	Leadership of the Extra-Curricular Program in Independent Schools
EDEL 610	Institutional Effectiveness and Assessment
EDEL 695	Educational Research
EDEL 624	Legal and Ethical Requirements of Independent School Leaders
EDEL 645A	Internship

Tier I Master of Education in Educational Leadership (P-12)

The Tier I M.Ed. in Educational Leadership is designed to prepare candidates for entry-level leadership positions that include school level positions below the principal and district level positions that do not supervise principals. The program is based on standards developed by the Georgia Educational Leadership Standards and are aligned with the national Professional Standards for Educational Leadership, Teacher Keys Effectiveness System, INTASC standards, and Leader Keys for Effectiveness System. The 30-hour program consists of clinical practice that includes 250 clock hours that provide significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills identified in the standards through meaningful field experiences cooperatively developed by the candidate, mentor, and faculty advisor. Upon completion of the program and posting passing scores on the GACE content assessment in Educational Leadership and on the Educational Leadership GACE Ethics Assessment, candidates will be eligible to apply for Level 5 certification in Educational Leadership. Full program leadership candidates are expected to take the GACE by the end of the 3rd semester in the program. Certification-only candidates are expected to take the GACE prior to end of the first internship.

*Those currently holding a Master's degree or higher, and level 5 certification in any field other than Educational Leadership, can pursue the Tier One program as a non-degree, certification-only option. The number of courses needed for the certification-only option for Tier One are determined after a departmental review of the graduate transcripts. Required courses: EDEL 635, EDEL 625, EDEL 615, EDEL 665, EDEL 637 and EDEL 638. *Additional courses may be needed depending upon the recommendations from the transcript review. The clinical internship courses are 16 weeks each for the Certification only leadership candidates. The admission requirements, and certification outcomes, for the Tier One, non-degree certification-only program are the same as the full Master's degree (see below).

The delivery model for the Tier I Educational Leadership Program will be a blended model. The blended delivery model includes face to face instruction (usually held on a Saturday), synchronous and asynchronous instruction.

Admissions Requirements for the Tier I M.Ed. in Educational Leadership (P-12):

To be considered for admission, applicants must:

1. Hold a bachelor's degree from a regionally accredited university.

2. Hold valid Georgia certification as an educator in a teaching or service field at Level 4 or above (submission of teaching certificate required)
3. Submit official transcripts from ALL college/universities previously attended. Minimum undergraduate GPA is 2.5.
4. Submit two letters of recommendation
5. Submit a \$25.00 application fee (waived for current Mercer students and Mercer graduates).
6. Submit a signed and dated narrative of career and academic goals.
7. Submit certificate of completion for GACE Ethics for Educational Leaders Assessment.
8. Submit signed principal verification form.
9. Submit current copy of resume.

Tier I M.Ed. in Educational Leadership (P-12) Degree Requirements (30 semester hours)

The program requires 30 semester hours of coursework. Six credit hours of coursework will consist of a 90 clock hour internship that will occur during a 16-week period for Tier I full program candidates and 16 weeks per internship for certification-only leadership candidates. 160 clock hours of field experiences are embedded within the remaining 24 credit hours of coursework through the completion of structured field-based assignments supervised by the course instructor. The following courses are required for program completion:

EDEL 615	Leadership in Today's Schools
EDEL 655	School Law and Ethics
EDEL 605	Leadership in Curriculum and Supervision
EDEL 665	Leadership in Instructional Supervision
EDEL 635	Assessment and Evaluation
EDEL 625	Managing the School Environment
EDEL 695	Educational Research for School Leaders
EDEL 685	Technology for School Leaders
EDEL 637	Leadership Clinical Internship I
EDEL 638	Leadership Clinical Internship II

Tier II Education Specialist in Educational Leadership

The Tier II specialist degree in Educational Leadership aligns with the conceptual framework of the college, The Transformational Leader, and is correlated with the latest state (Georgia Educational Leadership Standards) and national (Professional Standards for Educational Leadership) standards in educational leadership. The program is aligned to the Leader Keys Effectiveness System and the Georgia Leadership Standard Assessment. The degree program is designed for those who have completed the Tier I leadership certification or the equivalent (a valid GaPSC-issued Standard Professional or PL certificate in Educational Leadership) and are employed in a current leadership position. The 33 credit-hour program includes 750 clock hours of rigorous, performance-based clinical field experiences that provide significant opportunities for candidates to synthesize, practice, develop and apply the knowledge, skills and disposition identified in the standards. Upon completion of the program and passing scores on the GACE/PASL content assessment, those holding L6 certification are eligible for all leadership positions at the building and district levels.

*Applicants holding Level 5 Educational Leadership certification, AND holding a Specialist degree or higher with level 6 certification in a field other than Educational Leadership can choose to pursue the Tier II program as a non-degree, certification-only option. The number of courses needed for the certification-only option for Tier II are

determined after a departmental review of the graduate transcripts. The required courses for the Certification-Only leadership candidates are: EDEL 715 EDEL 723, EDEL 710, EDEL 724 and EDEL 725. *Additional courses may be needed depending upon the recommendations from the transcript review.

The delivery model for the Tier II Educational Leadership Program will be a blended model. The blended delivery model includes face to face instruction (usually held on a Saturday), synchronous and asynchronous instruction.

The admission requirements, and certification outcomes, for the Tier Two, non-degree certification-only option are the same as the full Specialist degree (see below).

Program Goals for the Tier II Ed.S. in Educational Leadership

1. **To prepare building-level and system-level educational leaders for Georgia's schools.** Research and experience indicate that principals and supervisors play a crucial role in the success of P-12 schools. Genuine school improvement takes place in the local school or district setting. The opportunity to educate leaders who will give direction to public schools is significant and meaningful. Mercer University seeks to prepare dynamic building and system level leaders who will be transformational in the professional community.
2. **To meet the growing demands for highly-skilled school leaders in Georgia.** The need for highly skilled school leaders is critical for Georgia's school systems.
3. **To develop partnerships with public schools and agencies.** Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve institutional and leadership development.

Admission Requirements for the Tier II Ed.S. in Educational Leadership:

In order to be eligible for the Tier Two, Ed.S. in Educational Leadership, applicants must meet specific requirements set by the Georgia PSC.

Note: Application materials will be considered by program faculty, who will then make decisions regarding acceptance. All College of Education programs adhere to a holistic review policy for admissions.

To be considered, applicants must:

1. Submit an online, complete, signed application for admission.
2. Have completed an approved Tier 1 Leadership certification program
3. Hold a master's (or higher) degree from a regionally accredited university.
4. Have completed at least 3 years of certificated school experience.
5. Submit official transcripts from ALL colleges/universities previously attended. Minimum graduate GPA is 3.0.
6. Applicants with a previous GPA below 3.0 may submit GRE scores or other standardized test scores as strong evidence of his or her ability to complete graduate coursework
7. Submit a copy of current Georgia educator certificate (level 5 or higher).
8. Hold a school leadership position, as defined by the school system in accordance with the Georgia Professional Standards commission (must submit the Verification of Leadership position form).
9. Submit a current vita or résumé.
10. Submit three official letters of recommendation.
11. Submit a \$30 application fee (waived for current Mercer students and Mercer graduates).
12. Submit a signed and dated narrative of career and academic goals.
13. Submit certificate of completion for GACE Ethics for Educational Leaders Assessment; not required if the student completed the GACE Ethics Assessment for their Tier I program.

Tier II Ed.S. in Educational Leadership Degree Requirements (30 semester hours)

The program requires 30 semester hours of coursework. Six credit hours of coursework will consist of a 550 clock hour internship that will occur during 2 16-week periods. 200 clock hours of field experiences are embedded within the remaining 27 credit hours of coursework through the completion of structured performance-based field-experience assignments supervised by the course instructor.

The following courses are needed for program completion:

Professional Studies

EDEL 715	The Principalship and Superintendency
EDEL 707	Cognition and Learning in Curriculum and Instruction (3 hours)
EDEL 708	Effective Human Resources Practices (3 hours)
EDEL 709	School Finance and Budgeting (3 hours)
EDEL 721	Theoretical and Empirical Foundations of Leadership (3 hours)
EDEL 722	School, Community and Society (3 hours)
EDEL 710	Facilitating Professional Learning and Development (3 hours)
EDEL 723	Transforming Schools for Continuous Improvement (3 hours)
EDEL 724	Performance-based Clinical Practice Internship I (3hours)
EDEL 725	Performance-based Clinical Practice Internship II (3hours)

Exit Criteria for the Tier II Specialist in Education Degree in Educational Leadership

The exit criteria for the Tier II Ed.S. in Educational Leadership is successful completion of all required coursework, participation in all annual Leadership Academies while candidates are enrolled, and successful completion of the Chalk & Wire Portfolio. Candidates are also expected to take and pass the Ethics for Educational Leaders Assessment; Passing score on the GACE Educational Leadership content assessment if not previously met to qualify for the Tier I certificate; and earn a passing score on the Performance-based Assessment for School Leaders upon completion of the program.

Doctor of Philosophy Degree in Educational Leadership

The Doctor of Philosophy (Ph.D.) degree in Educational Leadership complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the College of Education. The mission of the Educational Leadership program is to promote the acquisition and development of skills, values, and motivation for growth in leadership positions, thereby improving the entire educational segment of society. These leaders will be knowledgeable in the foundations of educational thought, as well as in the science, craft, and art of leadership. In addition, they will study the specialties appropriate to their career goals and acquire the research and evaluation skills essential both to leadership practice and scholarly inquiry. Candidates are given the choice to specialize in either P-12 School Leadership, P-12 Independent School Leadership (ISL), or Higher Education Leadership. In addition, there is a program for a P-12 PhD-Tier 2 pathway. The program was designed to provide candidates with a solid blend of educational theory, research, and practice. The program's conceptual framework, curriculum strands, and outcomes provide all candidates with a core knowledge base, supported by qualitative and quantitative research strategies, and specialization-specific courses.

Goals of the Ph.D. Program in Educational Leadership

1. To provide an understanding of the importance of education in society and of the significance of leaders and the effects they have on society.

2. To enable candidates to gain higher-level skills necessary to pursue careers in leadership in schools, colleges and universities, corporations, and other educational agencies.
3. To provide opportunities for experienced leaders to improve the skills they possess.
4. To enable educational leaders to grow professionally throughout their careers by becoming self-initiating professionals who build upon knowledge of inquiry and motivation to renew their skills.

Student Learning Outcomes for the Educational Leadership Program Outcomes

1. Foundations: Candidates will develop an actualized philosophy of educational leadership that is grounded in the historical, philosophical, ethical, cultural, and research foundations of education aimed at creating transformational change.
2. Students: Candidates will apply theory and research about students' identities, learning and development to leading institutional change in diversity, equity, and inclusion.
3. Organization, Leadership and Governance: Candidates will create research-based leadership and governance practices to resolve current challenges in education.
4. Assessment and Evaluation: Candidates will use data to inform evidence-based decision-making regarding educational issues; integrate assessment, evaluation, and research to promote continuous improvement and organizational change.
5. Original Research: Candidates will conduct original research that contributes to the knowledge base in the educational leadership.
6. Geopolitical Perspectives: Candidates will demonstrate historical knowledge and contemporary awareness of geopolitics, societal movements, and market forces on education, identifying the implications for transcultural cooperatives among global institutions.

Admission Requirements

Candidates who are admitted to the Ph.D. program in Educational Leadership should represent the highest in academic standards. Not all qualified applicants will be accepted. Applicants must be in a leadership role in their current employment, have had significant leadership duties in the past, or provide other evidence of strong potential for leadership. The Ph.D. program in Educational Leadership is offered as a cohort model, with new cohorts admitted each academic year.

Minimum requirements for admission into the Ph.D. program in Educational Leadership include the following:

1. A completed Ph.D. in Educational Leadership application form.
2. For P-12 School Leadership track applicants, a copy of current Educational Leadership certification from the Georgia Professional Standards Commission. If the applicant has a current Educational Leadership certification from another state, a review of certification documentation will be made to determine whether that documentation meets the College of Education's admission requirements.
3. For Higher Education Leadership and Independent School Leadership track applicants, documentation of appropriate higher education experience.

4. A current vita or resume.
5. Official copies of all transcripts of previous academic work both graduate and undergraduate.
6. A master's degree from a regionally accredited institution with a GPA of 3.5 accrued from previous graduate work.
7. Target Graduate Record Examination score of 151 verbal (51st percentile), 151 quantitative (43rd percentile), 4.0 analytical writing (59th percentile). Scores may be no more than five years old at the time of admission. GRE scores are not the sole criteria; applicants with scores close to the target are encouraged to apply and will need to provide stronger evidence of the ability to complete doctoral courses and independent research.
8. Three professional letters of recommendation.
9. A \$35.00 non-refundable admissions processing fee made payable to Mercer University.
10. Participation in a required interview with program faculty.
11. A signed and dated narrative of career and academic goals and a writing sample to be completed prior to the interview.

Only applicants with complete application files will be considered for admission.

PhD Educational Leadership (P-12, Higher Education, ISL)

Degree Requirements – 63 semester hours

Educational Leadership Core (12 semester hours)

EDEL 800. Advanced Leadership Theory

EDEL 801. Organizational Theory and Behavior

EDEL 818. Law and Ethics for Educational Leaders

EDEL 829. Leadership for Diversity and Inclusivity

Professional Studies: P-12 School Leadership Track (15 semester hours)

EDEL 823. Human Motivation Leadership

EDEL 826. School District Finance Policies and Procedures

EDEL 827. Theoretical and Empirical Foundations of School-Partnerships

EDEL 828. School Leadership in Human Resources: Selection, Induction, and Mentoring

EDUC 866. Educator Development in School and University Contexts

Professional Studies: Higher Education Leadership Track (15 semester hours)

EDEL 836. Institutional Planning, Assessment, and Effectiveness

EDEL 841. Research in Student Affairs

EDEL 843. Research in Academic Affairs

EDEL 844. Administrative Affairs and Finance

EDEL 846. Policy and Politics in Higher Education

Professional Studies: P-12 Independent School Leadership Track (15 semester hours)

EDEL 847. Managing the Learning Program in Independent Schools

EDEL 848. Leadership Challenges in Independent Schools

EDEL 849. Strategic Enrollment Management for Independent Schools

Students may choose to take 2 classes from the required coursework from the P-12 or Higher Education track (for example, EDEL 836 Institutional Planning, Assessment and Effectiveness or EDEL 844 Administrative Affairs and Finance).

Ph.D. Research Block (15 semester hours)

EDUC 810. Foundations of Educational Research
EDUC 811. Introduction to Quantitative Research Methods
EDUC 812. Introduction to Qualitative Research Methods
EDUC 813. Intermediate Quantitative Research Methods or
EDUC 814. Qualitative Research Design
EDUC 815. Advanced Quantitative Research Methods & Design or
EDUC 816. Advanced Qualitative Methods and Analysis

Ph.D. Dissertation Block (12 semester hours)

EDUC 809. Doctoral Seminar One: Scholarly Writing
EDUC 817. Doctoral Seminar Two: Survey of Literature
EDUC 837. Doctoral Seminar Three: Foundational Reading
EDUC 843. Doctoral Seminar Four: Proposal
EDUC 880. Dissertation (taken twice)

Educational Leadership Electives (9 semester hours-all tracks)

Student will submit a proposal for electives, to be approved by program director.
Electives must be at the 700 level or above.

PhD P-12/Tier II Certification Program

For those students who are accepted into the PhD program and wish to prepare to take the PASL for Tier 2 certification (PSC mandated to become principals and superintendents).

Degree Requirements – 69 semester hours**Educational Leadership Core (12 semester hours)**

EDEL 800. Advanced Leadership Theory
EDEL 801. Organizational Theory and Behavior
EDEL 818. Law and Ethics for Educational Leaders
EDEL 829. Leadership for Diversity and Inclusivity

Professional Studies: P-12 School Leadership Track (15 semester hours)

EDEL 823. Human Motivation Leadership
EDEL 826. School District Finance Policies and Procedures
EDEL 827. Theoretical and Empirical Foundations of School-Partnerships
EDEL 828. School Leadership in Human Resources: Selection, Induction, and Mentoring
EDUC 866. Educator Development in School and University Contexts

Ph.D. Research Block (15 semester hours)

EDUC 810. Foundations of Educational Research
EDUC 811. Introduction to Quantitative Research Methods
EDUC 812. Introduction to Qualitative Research Methods
EDUC 813. Intermediate Quantitative Research Methods or
EDUC 814. Qualitative Research Design
EDUC 815. Advanced Quantitative Research Methods & Design or
EDUC 816. Advanced Qualitative Methods and Analysis

Ph.D. Dissertation Block (12 semester hours)

EDUC 809. Doctoral Seminar One: Scholarly Writing
EDUC 817. Doctoral Seminar Two: Survey of Literature
EDUC 837. Doctoral Seminar Three: Foundational Reading
EDUC 843. Doctoral Seminar Four: Proposal
EDUC 880. Dissertation (taken twice)

Educational Leadership Electives (9 semester hours)

EDEL 715. Principal/Superintendency

EDEL 723. Transforming Schools for Continuous Improvement

EDEL 710. Facilitating Professional Learning and Development (w/ 200 clinical hours)

EDEL 724. Performance-based Clinical Practice Internship 1 (275 clinical hours)

EDEL 725. Performance-based Clinical Practice Internship 2 (275 clinical hours)

PhD coursework: 63

Internship: 6

Total Hours: 69

For those students who have already earned their Tier II Ed.S. who have been admitted into the PhD P-12 program (54 hours):

These courses (or similar) can transfer (9 hours):

EDEL 722. School, Community & Society for EDEL 827 Theoretical and Empirical Foundations of School-Partnerships

EDEL 708. Effective Human Resources Practices for EDEL 828 School Leadership in Human Resources: Selection, Induction and Mentoring

EDEL 709. School Financing & Budgeting for EDEL 826 School District Finance Policies-Procedures

Candidates would need to take electives OTHER THAN classes that students have taken for their EdS to expand their scholarship in research and evidence-based activities.

Continuous Registration and Dissertation Credits

Students are required to remain continuously enrolled from the time they begin the program until they graduate. Students who need a leave of absence should contact the program director. Students must be registered for any semester in which they use university facilities or the professional time of faculty members and during any semester in which they are conducting research under University approval. Students who do not complete dissertation requirements within the 11 semesters of coursework must then register for EDUC 881, as follows: 3 credit hours per semester until successful defense of dissertation proposal, then 2 credit hours per semester until successful dissertation defense, then 1 credit hour per semester until the dissertation is submitted to and approved by the Provost.

Academic Standards

Candidates for the Ph.D. in Educational Leadership degree must meet and maintain the following program standards:

1. A cumulative grade point average of 3.5 or above on a 4.0 scale is required to graduate.
2. No grade below a B may be used to satisfy degree requirements.
3. A course in which a candidate earns a C or lower may be repeated only once. Up to 6 semester hours of courses for graduate credit may be repeated. A candidate may not take an equivalent course at another university to replace a grade earned at Mercer.
4. All degree requirements must be completed within a six-year period.
5. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Exit Criteria for the Doctor of Philosophy Degree in Educational Leadership

A dissertation and comprehensive examination are required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain, from their graduate advisors, a copy of the regulations for preparing and submitting a dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the College of Education, the dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating payment of all applicable graduation and dissertation fees. All additional program-specific requirements must be met.

COLLEGE OF EDUCATION COURSE DESCRIPTIONS

NOTE: Course requirements may include field experiences.

CURRICULUM AND INSTRUCTION (EDCI)

EDCI 819. Student Cognition and Motivation (3 hours)

The purpose of this course is to provide an in-depth study of cognitive theory and research. Topics such as learner development, knowledge structures, cognitive and metacognitive reasoning, and problem solving provide a foundation for curriculum planning and instruction.

EDCI 826. Student Assessment and Accountability (3 hours)

This course is designed to provide a foundation for understanding the complexities of student assessment. This course will focus on understanding and critically analyzing the educational assessment methods and procedures used in local, state, national, and international settings for the purpose of decision-making and program planning. (Every year)

EDCI 835. Curriculum Theory (3 hours)

A study of the historical and theoretical underpinnings of curriculum and influential curriculum theorists. Includes examination of the theoretical constructs of curriculum as a body of knowledge to be transmitted, as product, as process, and as praxis.

EDCI 839. Instructional Theory and Practice (3 hours)

An in-depth exploration of the art and science of teaching. A study of how teaching methodology has developed from different historical moments and philosophical schools of thought, broadly conceived of as the transmission, constructivist, liberatory, and post-liberatory schools of thought. Specific attention is given to the work of a variety of educational theorists to understand teaching practices in schools. (Every year)

EDCI 841. Curriculum Evaluation and Design (3 hours)

The study of curriculum models, with a focus on curriculum evaluation and its impact on curriculum design. Includes attention to current issues and trends in curriculum evaluation and design and their impact on educational leadership practices. (Every year)

EDCI 845. Curricular & Instructional Technology (3 hours)

Addresses the needs of future scholars in the area of instructional technology. Candidates will gain an organized overview of current research, future possibilities and surrounding issues in the field of instructional technology. In-depth opportunities to review, interpret, and synthesize the literature relating to current and future trends in instructional technology will be provided. (Every year)

EDCI 848. Learner–Centered Pedagogy (3 hours)

The purpose of this course is to provide an in-depth examination of the research on pedagogical practices. Includes the study of content-specific p-12 pedagogy and a focus on the role of advocacy in relation to pedagogical development. (Every year)

EDCI 851. Advanced Research Design (3 hours)

Prerequisite: EDCI 813 or EDCI 814 (Qualitative Research II)

A study of research design models resulting in a proposal based on individual research interests. Provides an in-depth knowledge of research paradigms, promotes the development of a topic of interest, and supports the design of a quantitative and/or qualitative study. Prerequisites: Quantitative Research Two and Qualitative Research Two. (As needed)

EDCI 867. Advocacy and Social Justice through Curriculum and Instruction (3 hours)

The course examines policies, issues, and practices related to the theory and practice of advocacy in the context of educational perspectives. Historical perspectives of advocacy will be examined as well as tracing the impact of advocacy upon education. Litigation and legislation will also be addressed. The examination of the theoretical framework related to critical social thought will be explored. Emphasis will be placed upon the impact of advocacy on behalf of marginalized groups and the role of educators in helping these groups to become empowered. The role of advocacy and its influence upon curriculum and instruction will also be studied. (As needed)

EDCI 873. Curricular and Instructional Leadership (3 hours)

Analysis of advanced topics in and research related to leadership of curriculum and instruction at the school, system, state, and national levels. The various leadership roles will be examined within the context of historical and current approaches to instructional supervision, coaching/mentoring, and professional development. Additional topics such as policy development, advocacy, conflict management, decision-making, the role of interest groups and the local, state, and federal stakeholders will be considered. Includes an internship in a P-12 setting. (Every year)

EDCI 899. Special Topics in Curriculum and Instruction (3 hours)

This course addresses a current, timely, or historically relevant topic in more depth. The purpose of this course is to enable students to pursue a subject in curriculum and instruction that is not usually taught as part of the program of study. Approval from the program director is required to register for this course. (By special arrangement)

COMPUTER SCIENCE ENDORSEMENT (EDCM)

EDCM 610. Securely Navigating the Digital World (3 hours)

This course introduces components of computers and networks, including data representations and types of storage. Network components and their effects on performance will be discussed. Computer and network threats and vulnerabilities will be examined. Students will be able to identify safe, secure, ethical digital behavior. (Summer)

EDCM 611. Ubiquitous World of Programming (3 hours)

The focus of this course is on creating algorithms to solve problems, and developing those algorithms into robust programs. Students will become proficient at using a third-generation programming language, including testing, de-bugging, and documenting programs according to industry best practices. Students will use their knowledge of program development to plan lessons for P-12 students to use computer science in problem-solving and decision-making situations. (Fall)

EDCM 612. Applications and Data Science

(3 hours)

Prerequisite: EDCM 611

Programming skills will be used to develop robust programs addressing problems in the community or in the areas of mathematics, business, and various science disciplines. Students will create lesson plans and assessments for implementing equitable computer and data science instruction related to those areas. In addition, strategies for developing leadership opportunities to further computer science education, establishing community partnerships, and building student organizations will be discussed. (Spring)

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 601. Introduction to Higher Education

(3 hours)

This course is designed as an introduction to the historical development of higher education from early colonial times to the present. Students will identify and explore global and domestic events that have impacted and have been impacted by the development of higher education in the United States and in other parts of the world. In addition, the course focuses on globally significant as well as unique aspects of US higher education, including electives, extra-curricular activities, and intercollegiate athletics. (Once a year)

EDEL 602. Student Affairs

(3 hours)

This course is designed as a comprehensive and in-depth exploration of the psycho-social development of today's college student. Students will learn about various student development theories and how those theories apply to contemporary college students both traditional and non-traditional. In addition, the course focuses on factors that influence today's college student's choice of career, political interests, and values and ethics. (Once a year)

EDEL 604. Leadership Theory

(3 hours)

Analysis of advanced topics and research related to leadership of curriculum and instruction at the school, system, state, and national levels. The various leadership roles will be examined in the context of historical and current approaches to instructional supervision, coaching/mentoring, and professional development. Additional topics such as policy development, advocacy, conflict management, decision-making, the role of interest groups and the local, state, and federal stakeholders will be considered. Includes an internship in a P-12 setting. (Every year)

EDEL 605. Leadership in Curriculum and Supervision

(3 hours)

This course provides a study of how philosophical underpinnings impact the design, construction, evaluation and revision of curriculum. Special attention is given to the instructional leader's role in the continuing process of curriculum development, selection, and evaluation. (Once a year)

EDEL 606. Foundations of Academic Advising

(3 hours)

This course is designed to introduce the student to the various models of academic advising in higher education. In addition, students will learn about the history and foundation of academic advising and its role in assisting students in the matriculation process.

EDEL 607. Higher Education Organization and Governance

(3 hours)

This course is designed to provide students an overview of the various models of organization and governance in higher education. The role of the chief executive and his/her relationship with Trustees will be examined. In addition, the various structures and configurations of Boards of Trustees will be examined. The role of faculty in campus governance will be explored. Also, the centrality of academics in the mission of a college or university is examined. (Once a year)

EDEL 609. Internship (3 hours)

This course allows students to engage in meaningful field experiences that directly relate to their career interests. Students will select an internship site that provides opportunities to expand their depth and breadth of knowledge and experience in their chosen concentration. A total of 150 contact hours is required for successful completion of internship. (Twice a year)

EDEL 610. Institutional Effectiveness and Assessment (3 hours)

This course presents a comprehensive overview of the role, scope, and purposes of institutional effectiveness. The course explores the major functions of institutional effectiveness, including assessment, research, planning and budgeting, and accreditation and how they all relate to each other. (Once a year)

EDEL 611. Legal Issues in Higher Education (3 hours)

This course presents an overview of court cases and legal issues that impact governance and leadership in higher education. The course covers legal issues related to student conduct, faculty rights, and institution-student relationships. (Once a year)

EDEL 614. Leadership in Intercollegiate Athletics (3 hours)

This course provides an in-depth understanding of the role of intercollegiate athletics, including its historical development and its contemporary impact on modern colleges and universities. A major emphasis of the course is to provide students the opportunity to become knowledgeable of how athletic departments operate, including administrative structure, recruitment of student athletes, NCAA compliance, Title IX compliance and resource development and distribution. (Once a year)

EDEL 615. Leadership in Today's Schools (3 hours)

This course is a study of current organizational and leadership theories in education and an examination of professional competencies needed in leadership positions with application to actual school situations.

EDEL 616. Finance in Higher Education (3 hours)

This course examines the methods and procedures for generating and allocating financial resources in colleges and universities. Specific attention will be devoted to how private and public institutions generate income and the rules for allocating those resources. In addition, students will learn how to create a budget utilizing the various elements of a revenue and expenditure budget. (Every year)

EDEL 618. Cultural Perspectives in Higher Ed Leadership (3 hours)

This course offers an overview of the foundations of cultural perspectives in higher education leadership as a means for improving students' cultural competence. The course is designed for students to explore the various cultural dimensions of leadership in higher education, including issues related to race, culture, gender, age, disability, and sexual orientation. Students will be introduced to various theories and models that explain differences and similarities among various groups of students.

EDEL 620. Strategic Enrollment Management (3 hours)

This course is an introduction to the concept and components of student enrollment management in 21st century U.S. higher education. Students will consider the structure and role of Strategic Enrollment Management (SEM) through study of its origin, recent literature and comparison to the related institutional roles of marketing, recruitment, academic advising, career services, learning assistance, institutional research, orientation, financial aid, retention, student services. Students will identify and explore postsecondary events that have impacted and have been impacted by use of or the lack of SEM in US institutions.

EDEL 621. Foundations of Independent Schools (3 hours)

This course provides a study of the history and various philosophical foundations of independent schools. Students will learn about the various models of independent schools, their funding sources, their goals, and their impact on students and society. (Every year)

EDEL 622. Managing Resources in Independent and Charter Schools (3 hours)

This course provides a general introduction to and overview of the financial management practices and problems of independent and charter schools. Specific topics will include financial accounting; budgeting/resource allocation; cost containment and retrenchment; tuition revenues; endowments; investments; grants and strategy development/strategic planning. In addition, issues related to real estate acquisition/management and acquisition and management of tangible assets will be explored. (Every year)

EDEL 623. Leadership of the Extra-Curricular Program in Independent Schools (3 hours)

This course is designed to inform candidates about the various extra-curricular activities that take place in independent schools, with a focus on management of resources related to those activities and effective processes for managing them. Topics will include regulatory compliance for competitive activities, staffing, financial management, supervision, etc. (Every year)

EDEL 624. Legal and Ethical Requirements of Independent Schools (3 hours)

This course provides the candidates with an overview of the legal system as it relates to independent schools. Candidates will study applicable statutory and case law in order to gain a practical understanding of legal principles. Further, candidates will explore ethical systems and consider their application to independent schools. (Every year)

EDEL 625. Managing the School Environment (3 hours)

This course is a study of school business management and finance designed to provide the educational leader with basic principles of school management, accounting and purchasing procedures, school finance and information systems. Emphasis will be placed on equipping educational leaders with a foundation of leadership principles designed to enhance personnel management skills. (Twice a year)

EDEL 626. Athletics Leadership Operations (3 hours)

No prerequisite required. Athletics Leadership Operations provides the student with an overview and examination of the athletics programs' master planning process, including legal requirements and economic considerations. This course includes budget and fiscal planning, supervising, maintaining, and evaluating athletics events and facilities. Financial considerations for both the private and public sectors will be emphasized. Everyday supervision of maintenance, inventory, loss prevention, personnel, and comprehensive event planning management is included. Through visits and tours of various sport and/or recreation facilities, students will be able to see practical applications of theories learned in the classroom and develop an operations plan for implementation in their own institutions. (3 credits) (Offered annually)

EDEL 627. Ethical Issues in Athletics Leadership (3 hours)

No prerequisite required. Students will learn and apply concepts of ethics and moral philosophy to the context of higher education athletics administration and leadership. Students will explore conceptual and theoretical frameworks, examine their own personal and professional belief systems, identify dilemmas and problems, practice logic and

reasoned decision making, and analyze data to assess, propose, and debate solutions in various case studies and current event issues. (3 credits) (Offered annually)

EDEL 635. Assessment & Evaluation in Today's Schools (3 hours)

This course provides an overview of assessment practices for improvement of student learning. A major focus will be placed on analysis of various assessment measures available to improve the teaching and learning process. (Twice a year)

EDEL 637. Leadership Clinical Internship I (3 hours)

Principal Clinical Internship I (PCI I) is the first of a two-course sequence that provides significant opportunities for students to engage in reflective practice as a building administrator and educational leader. The PCI I is planned, guided, and evaluated cooperatively by the student, the university professor, and the field site mentor who is a licensed, practicing building administrator/educational leader. Students are expected to (1) become familiar with the roles and responsibilities of the principal; (2) lead the planning, implementation, evaluation, and reporting of a project designed to improve education in a school; and (3) reflect upon her/his leadership, seeking meaningful improvement as an educational leader. During PCI I, students engage in discussions with members of their cohort, keep a reflective journal, and record hours spent on their project. The professor will plan periodic conference calls, and/or personal phone calls, and/or visits with the student and his/her mentor to help guide the project and provide additional course oversight. The PCI I course covers the initial planning and placement in the project experience and continues with initial implementation of the project. (Once a year)

EDEL 638. Leadership Clinical Internship II (3 hours)

Principal Clinical Internship II (PCI II) is the second of a two-course sequence that provides significant opportunities for students to engage in reflective practice as a building administrator and educational leader. The PCI is planned, guided, and evaluated cooperatively by the student, the university professor, and the field site mentor who is a licensed, practicing building administrator/educational leader. Students are expected to (1) become familiar with the roles and responsibilities of the principal; (2) lead the planning, implementation, evaluation, and reporting of a project designed to improve education in a school; and (3) reflect upon her/his leadership, seeking meaningful improvement as an educational leader. During PCI II, students engage in discussions with members of their cohort, keep a reflective journal, and record hours spent on their project. The professor will plan periodic conference calls, and/or personal phone calls, and/or visits with the student and his/her mentor to help guide the project and provide additional course oversight. The PCI II course begins as a continuation of PCI I, the implementation of the project, and ends with collaborative evaluation and a written project report. (Once a year)

EDEL 645A. Internship I (3 hours)

This course provides a supervised administrative/supervisory field experience in a placement appropriate to career objectives and approved by the faculty advisor (requires 80 clock hours). Includes seminars for debriefing and reflection. Special fee.

EDEL 645B. Internship II

(3 hours for 2 consecutive semesters for a total of 6 hours)

(Prerequisite: Only those candidates admitted into Performance-Based Educational Leadership programs may register.)

Internship II runs for one year; the first 3 hours are to be completed during fall semester and the remaining 3 hours during spring semester. This course provides a supervised administrative/supervisory field experience in a placement appropriate to career objectives and approved by the faculty advisor. This year-long internship sequence includes seminars for debriefing and reflection. Candidates enrolled in the performance-based

leadership track must complete this year-long intensive internship experience at either the building and/or system level. Special Fee.

EDEL 646. Performance-based Internship I (Building-level) (3 hours)

This is the first semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a yearlong plan of experiences that are consistent with demonstrating mastery of ISLLC standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a building-level leader. Special fee. (Twice a year)

EDEL 647. Performance-based Internship II (Building-level) (3 hours)

This is the second semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a year-long plan of experiences that are consistent with demonstrating mastery of ISLLC standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a building-level leader. Special fee. (Twice a year)

EDEL 648. Performance-based Internship I (System-level) (3 hours)

This is the first semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a yearlong plan of experiences that are consistent with demonstrating mastery of ISLLC standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a system-level leader. Special fee. (Twice a year)

EDEL 649. Performance-based Internship II (System-level) (3 hours)

This the second semester of a required two-semester sequence necessary for the candidate to apply for performance-based certification through the Georgia Professional Standards Commission. Only those candidates admitted into Performance-Based Educational Leadership programs may register. At the start of the course, candidates will work with their school system assigned mentor and the Mercer coordinator to develop a yearlong plan of experiences that are consistent with demonstrating mastery of ISLLC standards for school, leadership. Students enrolled in this course will develop experiences that are consistent with a system-level leader. Special fee. (Twice a year)

EDEL 655. School Law and Ethics (3 hours)

This course provides an overview of relevant school law topics. The legal aspects of teaching and the rights, responsibilities, and ethics of professional service will be emphasized. Laws and standards that directly impact the work of teachers and school administrators will be examined. (Twice a year)

EDEL 665. Leadership in Instructional Supervision (3 hours)

This course provides an in-depth study of leadership strategies for instructional supervision and improvement. Principles of human development theory along with research based adult learning and motivational theories will be applied. Special topics will include the development of comprehensive professional growth plans and the application of best practices for student learning. (Twice a year)

EDEL 685. Technology for School Leaders (3 hours)

This course is designed to provide educational leaders with the knowledge to develop practical approaches to planning, organizing, and directing the integration of technology into the school curriculum. Emphasis will be placed on the use of technology both for administrative and curricular purposes. (Once a year)

EDEL 695. Educational Research (3 hours)

The purpose of this course is to examine research methodology and applied research. Emphasis will be given to the review and evaluation of educational research. Each student will be required to design and write a research project. (Once a year)

EDEL 699. Special Topics in Educational Leadership (1-3 hours)

Prerequisite: Permission of Program Director

A study of specific topics that meet the needs of master's students in educational leadership. (Can be repeated for a maximum of 6 hours by permission of program director.) (Occasionally)

EDEL 701. Special Topics in Educational Leadership (1-3 hours)

Prerequisite: Permission of Assistant Dean.

This course is a study of specific topics that meet the needs of non-doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects. (By special arrangement)

EDEL 703. The Principalship (3 hours)

This course is designed for those candidates preparing for a career in building-level school leadership. This course is a general introduction to the principalship and contains material that is both theoretical and practical in nature. Candidates receive direction in developing the knowledge, skills and attitudes that foster instructional leadership within the school. The concepts of instructional leadership, management, human relations, and personnel development are detailed and internship assignments are integrated into course requirements. (Every year)

EDEL 704. The Superintendency (3 hours)

This course examines the role and responsibilities of the school superintendent as chief executive officer of a complex organization. The course focuses on the leadership roles of the superintendent and central office personnel in working with the board of education, building principals, school staff members, citizens of the community and political and educational leaders. Attention is given to the role of the system-level leaders in instruction and curriculum, personnel administration, finance and business management, and buildings and grounds. Internship experiences are integrated in course requirements. (Every year)

EDEL 705. School Leadership Preservice I (3 hours)

The course provides an introduction to topics most relevant to aspiring P-12 school leaders including the use and analysis of teaching and learning data to lead school improvement and theories of organizational leadership. Additionally, candidates will be introduced to various leadership styles, and learn to explore and identify their own.

EDEL 706. School Leadership Preservice II (3 hours)

This course provides an overview of legal principles relevant to educators, with a focus on practical application of those principles by school administrators. Class sessions will include discussion of current law and ethics related topics in schools, practical application exercises, and a study of relevant court cases and Georgia State Board of Education decisions on matters of school law.

EDEL 707. Cognition and Learning in Curriculum and Instruction (3 hours)

This course is an analysis of curriculum and instructional models/theories, classroom/system applications, current issues/trends and their impact on educational leadership practices. (Once a year)

EDEL 708. Effective Human Resources Practices (3 hours)

This course provides an overview of the statutes that regulate human resources practices. The focus will be on the employment process to include job descriptions, advertising, recruiting, interviewing, selection, hiring, orientation, mentoring and retention of quality employees. In addition, compensation studies, salary schedules and benefit packages will be reviewed. A thorough knowledge of the evaluation process to include professional development plans and due process, as required by law, will be presented. (Once a year)

EDEL 709. School Financing and Budgeting (3 hours)

This course provides an in-depth study of school district finance and budgeting. The focus will include funding formulas, state allotment sheets, millage rates, bond issues and special taxes as they relate to school systems. Emphasis will be placed on creating a school district annual budget that supports the system's mission and goals. ()

EDEL 710. Facilitating Professional Learning and Development (3 hours)

Candidates will analyze and apply techniques used in leading professional development for the improvement of instruction. Emphasis will be given to needs assessments, focus groups, ongoing support, formative and summative evaluation, and budgeting. (Once a year)

EDEL 721. Foundations of Leadership (3 hours)

This course explores the phenomenon of leadership from a research as well as theoretical perspective focusing upon critical education outcome elements and the process elements which contribute to organizational effectiveness. (Once a year)

EDEL 722. School, Community, & Society (3 hours)

This course is designed to examine current key issues in today's schools. Special emphasis will be given to developing school leaders who are community collaborators, net-workers, and problem solvers. (Twice a year)

EDEL 723. Transforming Schools for Continuous Improvement (3 hours)

This course will develop the competencies for leading and managing change and utilizing data for planning and school improvement as well as experiences in operationalizing these competencies. The outcomes will be accomplished through the examination of change theory as well as institutions engaged in successful change practices, the study of data-based decision-making and planning, and the application of skills for organizational renewal. Completion of this course will result in developing school leaders that have the competencies to successfully lead in an environment of change and turnaround low performing schools. (Every year)

EDEL 724. Performance-based Clinical Practice Internship I (3 hours)

Prerequisite: Only those candidates admitted into Performance-Based Educational Leadership programs may register.

This course provides a supervised administrative/supervisory field experience in a placement appropriate to career objectives and approved by the faculty advisor. This first semester of a year-long internship sequence includes seminars for leadership performance tasks design and plan, problem-solving skills, plan implementation, debriefing and reflection. Candidates enrolled in the performance-based leadership track

must complete this semester clinical practice experience prior to enrolling in Tier II Performance-based Clinical Practice Internship II. (Fall)

EDEL 725. Performance-based Clinical Practice Internship II (3 hours)

Prerequisite: Successful completion of EDEL 724.

This course provides a supervised administrative/supervisory clinical practice/extended residency experience in a placement appropriate to career objectives and approved by the faculty advisor. This second semester of a year-long internship sequence includes seminars for debriefing, analyzing leadership tasks performances and reflection. Candidates enrolled in the performance-based leadership track must complete this semester clinical practice experience in order to be eligible for Tier II Performance-based Leadership certification. (Spring)

EDEL 764. Crisis Preparedness for School and Academic Leaders: Preemption, Negotiation, and Recovery (3 hours)

The course prepares P-12 and higher education leaders with the knowledge, tools, and resources necessary to anticipate mitigate, and recover from natural and human instigated crises. Included in the course is a final symposium consisting of an interactive panel presentation featuring representatives from national, state, and local crisis preparedness agencies selected by the instructor. (Occasionally)

EDEL 800. Advanced Leadership Theory (3 hours)

This course provides a study of advanced leadership theories, group dynamics, and human relationships theory used in educational leadership. Students will acquire skills in facilitation techniques including decision-making, problem-solving, conflict management, and evaluation strategies. (Every year)

EDEL 801. Organizational Theory and Behavior (3 hours)

Critical to effective school administration is the incorporation of the fundamentals of human behavior within educational organizations. The course examines a variety of theories used to explain and predict faculty, administrator, staff and student behavior in an organizational context. Further, the course assists students in developing an awareness of and sensitivity to the roles of culture, gender, and ethnicity in human and organizational interactions. (Every year)

EDEL 803. Special Topics in Educational Leadership (1-3 hours)

Prerequisite: Permission of Program Chair.

This course is a study of specific topics that meet the needs of doctoral students in educational leadership. This course is usually done as a directed individual study that will include special projects. (By special arrangement)

EDEL 815. Assessment and Institutional Effectiveness (3 hours)

This course presents a comprehensive overview of the role, scope, and purposes of institutional effectiveness. The course explores the major functions of institutional effectiveness, including assessment, research, planning and budgeting, program evaluation, and accreditation and how they all relate to each other. (Every year)

EDEL 816. Comprehensive Planning in Higher Education (3 hours)

This course is designed to provide students with a thorough understanding of the strategic planning process in higher education. It is intended to help students understand the concept of strategic planning, the need for strategy in higher education, and the dynamics of university-based strategic planning. It includes a brief history of strategic planning, a review of the underlying theoretical perspectives of planning, identification and definition of organizational problems, the relationship between planning, research, evaluation, and effective organizational problem-solving, emerging challenges in higher education, basic

models and steps of a strategic planning process, and adapting strategic planning to unique needs of higher education. (As needed)

EDEL 818. Law and Ethics for Educational Leaders (3 hours)

This course will be an exploration of the legal and ethical issues that affect the administration of educational institutions. Course content includes aspects of constitutional, statutory, and case law concerning public and private educational institutions at all levels. Students will examine ethical issues as they pertain to educational access, equity, and inclusion and the ethical role and meaning of education and educational leaders in contemporary society. (Every year)

EDEL 821. Policies, Politics & Cultural Aspects of School Leadership (3 hours)

The politics of education as the set of interactions that influence and shape the authoritative allocation of values in the society and its educational organizations will be addressed. This course focuses on understanding the social, cultural, and political conditions that are shaping educational reforms/decisions. (As needed)

EDEL 822. Collaborative Strategies: Strengthening Internal and External Relationships (3 hours)

This course will address the identification and utilization of community resources and the creation of partnerships, community linkages, and collaborative efforts to provide for the educational, cultural, health, and other needs of students and citizens in a community. This course is a study of the philosophy, principles, practices, and agencies and organizations involved in or influencing school community programs and initiatives. Special attention is focused on the role of school and community leaders in planning and implementing system-wide and building-level communications and involvement networks. (As needed)

EDEL 823. Human Motivation Leadership (3 hours)

The course equips prospective school leaders with a fundamental understanding of and explanations for factors and stimulants that motivate adults, adolescents, and children to behave in various ways in academic and community settings. The course will review historical, contemporary, theoretical and empirical literature to analyze the complex behaviors and interactions of humans and groups and how school leaders can use this information to develop paradigms for the development of effective organizations. Finally, the course explores the influence of cultural, ethnic, and gender issues on motivation. (As needed)

EDEL 826. School District Finance Policies and Procedures (3 hours)

This course prepares advanced graduate students with the knowledge and skills needed to align fiscal resources, instructional priorities, and decision-making strategies for the continuous improvement of teacher effectiveness and student achievement. Further, students will develop a working understanding of procedures for identifying and acquiring grants and external funding for school-based projects. Additionally, students will develop an understanding of planning and budgeting strategies prescribed by the U. S. Government Finance Officers Association. (Every year)

EDEL 827. Theoretical and Empirical Foundations of School-Partnerships (3 hours)

This course provides advanced graduate students with the knowledge and tools necessary to apply a research-based systems approach to the construction and implementation of substantive partnerships between and among schools, families, colleges, and corporations. Research documents significant academic benefits to students who attend

schools with consistent involvement of families, community stakeholders, corporate businesses, and area colleges. (Every year)

EDEL 828. School Leadership in Human Resources: (3 hours)
Selection, Induction, and Mentoring

This course provides advanced graduate students with theoretical knowledge and applicable tools necessary to attract, support, mentor, and retain high quality teaching faculty and staff in P-12 settings. The course targets mandates of the Every Student Succeeds Act of 2015 to acquire and maintain a cadre of highly effective teachers, a fundamental necessity for maximum student achievement. (Every year)

EDEL 830. The Ethics of Leadership (3 hours)

This course will examine the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implications of decision-making within educational organizations and the impact upon staff morale, personal integrity and citizens. The course will make visible ethical challenges and decisions criteria facing leaders and explore the leadership role in sharing the organization's ethical culture. An emphasis will be made on critical thinking, normative decision-making, and the role of values in educational leadership. (As needed)

EDEL 834. Research in Education Law (3 hours)

This course will be an exploration of the legal issues that affect the administration of educational institutions from PK through graduate school. Course content includes legal aspects and issues of constitutional, statutory, and case law concerning public and private educational institutions at all levels; their policy-making boards, administrators, faculty and students, compliance issues, and implications for professional practice and policy. The course will further serve as a catalyst for a broader discussion of the role and meaning of education in contemporary society, and will introduce students to the legal research and writing process. As such, it will provide a valuable base of information useful to dissertation research. (As needed)

EDEL 836. Institutional Planning, Assessment and Effectiveness (3 hours)

This course will prepare students to use knowledge of higher education policy, research methods, data analysis, and communication skills for institutional assessment and strategic planning. The goal of this course to improve students' ability as scholarly leaders of institutional planning and improvement. (Every year)

EDEL 841. Research in Student Affairs (3 hours)

This course examines Areas of focus include identity, access, inclusion, trauma and resilience, theoretical perspectives, and student success. The course involves critically examining these theories and synthesizing lines of research to address current issues impacting students and student affairs professionals. (Every year)

EDEL 843. Research in Academic Affairs (3 hours)

The purpose of this course is to emphasize academic leadership theory and research that relate to organizational structure, staff productivity, and leadership in the change process with respect to curriculum, instruction, faculty development, and faculty personnel policies in higher education. Special attention will be given to the teaching-learning environments and the factors that shape them. (Every year)

EDEL 844. Administrative Affairs and Finance (3 hours)

This course involves an exploration of the functional areas/skills that contribute to the effective administration of higher education institutions. Emphasis will be placed on planning, leadership, personnel administration, facility management, and the financial support needed for effective operations. Current topics affecting college and university

operations will be investigated with a focus on developing knowledge about the issues surrounding resource acquisition and allocation to help make informed administrative and operational decisions. (Every year)

EDEL 846. Policy and Politics in Higher Education (3 hours)

This course provides a framework for understanding the antecedents, development, codification, and implementation of policies in higher education. Policymaking, policy development and policy implementation will be considered. The course will focus on, but will not be limited to, the governance structure and policy-making process in higher education, current legislative developments, state political agenda, and the role of educating an increasingly diverse student population. (As needed)

EDEL 847. Managing the Learning Program-Independent Schools (3 hours)

Students examine the research within curriculum theory, design, and content and their relation to instruction and assessment as applied to independent schools. Topics include: curriculum and the independent school mission statement; P-12 curriculum scope and sequence; leadership of curriculum change; curriculum mapping and its implications; methods of assessment; interdisciplinary curriculum development; culturally responsive curriculum, instruction, and assessment; and differentiation of curriculum and instruction. Participants apply course content by developing a plan for curriculum implementation in their own schools.

EDEL 848. Leadership Challenges in Independent Schools (3 hours)

Students focus on the research regarding relationship-building within the board of trustees and effective partnerships between the board and the school's faculty and staff. Topics include: setting, communicating, and evaluating progress toward annual goals; strategic planning with faculty, staff, and board members; establishing structures for boards to accomplish their work; reporting effectively to boards on important issues and concerns; models for evaluating the head of school; models for evaluating board performance and contributions of individual board members; developing trustees as effective school advocates; and managing crises. Students gain an understanding of the pressures exerted from multiple constituencies, finding ways to base decisions on what is good for students, what is good for the institution, and what is consistent with their own values.

EDEL 849. Strategic Enrollment Management in Independent Schools (3 hours)

This course is an introduction to the concept, components, and research in student enrollment management in 21st century U.S. P-12 independent school education. Students will consider the structure and role of Strategic Enrollment Management (SEM) through study of its origin, recent literature and comparison to the related institutional roles of marketing, recruitment, academic advising, career services, learning assistance, institutional research, orientation, financial aid, retention, student services. The following eight enrollment management elements will be explored: Recruitment and Marketing, Admissions, Financial Aid, Academic Advising and Career Advising, and Institutional Research.

EDEL 850. Internship in Educational Leadership (3 hours)

The internship course is designed as a culminating experience to coursework taken as a part of the doctoral program in educational leadership. Candidates will complete a sustained internship (minimum of 50 clock hours) in an educational setting under the guidance of an identified mentor. Internships can be related to research, teaching or service. (As needed)

EDEL 898. Dissertation I (3 hours)

This course is designed to assist students who are in the beginning of their formal dissertation research. Students are expected to have a working draft of the pre-proposal (Chapter 1: Introduction and Chapter 2: Review of Related Literature), prior to beginning this course. Emphasis will be placed on guiding students to clarify the overall structure and continuity of the research problem, question(s), purpose, and significance. Students will be required to orally defend the pre-proposal to faculty members, either at the end of this course or at the beginning of EDEL 899. (As needed)

EDEL 899. Dissertation II (3 hours)

Prerequisite: EDEL 898.

Students must enroll in this course for 3 consecutive semesters, for a total of 9 hours.

This course is designed to provide guidance to students who are conducting dissertation research. The specific course activities will be based on the needs of individual students. Major requirements include: APA-formatted dissertation proposal, formal IRB approval, APA-formatted final dissertation, formal oral defense of the dissertation research at three distinct stages (pre-proposal, proposal, final). The course should NOT be viewed as a substitute for the advice and guidance students should solicit from their individual dissertation committee members. Graded S (Satisfactory) or U (Unsatisfactory) (As needed)

ENGLISH (EDEN)**EDEN 648. Applied English Linguistics (3 hours)**

This course includes the study of phonetics, morphology, structural linguistics, and grammar and focuses on how these features of the structure of English create problems for English learners. It is intended to acquaint prospective and current ESL teachers with modern linguistic theorists, insightful practitioners, the relationship between linguistic theory and its practical application in the classroom, and it is intended to help them understand English structure well enough to be able to answer learners' questions with accuracy and confidence. (By special arrangement)

EDEN 649. Writing Workshop (3 hours)

The focus of this workshop is to provide teachers with an understanding of the writing process and its implementation and management in the classroom. Students will be involved in numerous types of writing exercises and will create writing assignments to meet curriculum and instructional needs of students. (Every year)

EDEN 655. Young Adult Literature (3 hours)

This course consists of a survey of young adult literature for middle and secondary students. Emphasis will be placed on using young adult literature as a bridge to traditional literature to help create life-long readers. Related issues and concerns surrounding the use of young adult literature will be addressed. (Every year)

EDEN 656. The Teaching of a Major Literature Figure or Form (3 hours)

This course is concerned with a major figure or form in British or American literature. The course focuses on approaches to the writer or form and methods of teaching such subjects in the middle grades and secondary classroom. (May be taken more than once with different figures or forms.) (By special arrangement)

EDEN 699. Special Topics in English (3 hours)

Prerequisite: Permission of Advisor

A study of specific topics relevant to English education for English/Language Arts teachers in MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.) (By special arrangement)

MATHEMATICS (EDMT)

EDMT 601. Problem Solving in Mathematics: Elem/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. (Every year)

EDMT 611. Theory of Arithmetic (3 hours)

Designed for teachers of mathematics in grades P-12, this course focuses on a concentrated study of number theory that provides the foundation of arithmetic through the use of problem solving and modeling. (Occasionally)

EDMT 621. Algebra for the MGE/SEC Teacher (3 hours)

This course is designed to enhance the teaching of pre-algebra and algebra in the middle and secondary grades by focusing on numeral and number systems, sets, relations, linear equations and inequalities, systems of linear equations in two variables, the study of polynomials in one and two variables, selected topics related to the history of mathematics, issues related to curriculum design, methods for conveying these concepts to students, and related NCTM Standards. (Every year)

EDMT 631. Geometry for the MGE/SEC Teacher (3 hours)

This course is designed to enhance the teaching of geometry in the middle and secondary grades by focusing on the basic concepts of Euclidean geometry, methods of conveying these concepts to students, and related NCTM Standards. (Every year)

EDMT 641. Discrete Mathematics for the MGE/SEC Teacher (3 hours)

This is a study of discrete mathematics with emphasis on finite sets, matrices, combinations, permutations, application in probability and statistics, problem solving, issues relevant to curricular design, methods of conveying these concepts to students, and related NCTM Standards. (Occasionally)

EDMT 668. Workshop in Mathematics Education (1-6 hours)

The content of these workshops is determined by the needs and demands of the students and by current and emerging topics and trends in mathematics education. Related NCTM Standards are addressed as appropriate. (Hours to be determined. A maximum of 6 semester hours is allowed.) (Occasionally)

EDMT 677. K-5 Number Systems, Place Value, and Operations: Content and Pedagogy (3 hours)

Prerequisites: NONE.

This course is designed to enhance elementary teachers' knowledge and practices in the teaching of number sense and operations. Students will demonstrate conceptual understanding of the historic development, use, and multiple representations of numbers and number systems. They will demonstrate knowledge of place-value concepts, counting, and arithmetic operations with whole numbers and decimals with standard and non-standard algorithms. Students will develop a variety of pedagogical practices and assessments to facilitate discourse and problem solving that affirms and supports full participation and continued study of mathematics by all students. Special Fee. (Fall)

EDMT 678. K-5 Fractions, Data Analysis, and Probability: Content and Pedagogy (3 hours)

Prerequisites: NONE.

This course is designed to enhance elementary teachers' knowledge and practices in the teaching of data, probability, fractions, and proportional reasoning. Students will demonstrate conceptual understanding of data collection and data analysis, probability, equivalent fractions, ordering of fractions, operations with fractions and proportional reasoning. Students will develop a variety of pedagogical practices and assessments to facilitate discourse and problem solving that affirms and supports full participation and continued study of mathematics by all students. Special Fee. (Fall)

EDMT 679. K-5 Geometry, Measurement, and Algebraic Reasoning: Content and Pedagogy (3 hours)

Prerequisites: NONE.

This course is designed to enhance elementary teachers' knowledge and practices in the teaching of algebra, geometry, and measurement. Students will demonstrate conceptual understanding of geometric concepts including two- and three-dimensional geometric figures and their characteristics while incorporating standards related to measurement and algebraic relationships. Students will develop a variety of pedagogical practices and assessments to facilitate discourse and problem solving that affirms and supports full participation and continued study of mathematics by all students.

Special Fee. (Spring)

EDMT 699. Special Topics in Mathematics (3 hours)

(Prerequisite: Permission of Advisor)

A study of specific topics relevant to mathematics education for mathematics teachers in Elementary, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.) (Occasionally)

ONLINE TEACHING ENDORSEMENT (EDOT)

EDOT 651. Online Teaching Technology and Digital Citizenship (3 hours)

In this course, students will be introduced to the Georgia Professional Standards Commission's standards for online teaching and related national and international standards. In particular, students will focus on developing proficiency with online teaching technologies and understanding proper digital citizenship. This course is one of three courses required to earn the Online Teaching Endorsement. (Offered annually)

EDOT 652. Instructional Design, Diversity, and Accessibility in Online Teaching (3 hours)

Pre-requisite: EDOT 651

In this course, candidates will learn to incorporate instructional design principles and best practices while designing and facilitating online and blended learning environments. Candidates will learn to recognize the diversity of student academic needs, ensure accessibility of online learning, and incorporate appropriate accommodations in online and blended learning environments. This course is the second of three courses required to earn the Online Teaching Endorsement. (Offered annually)

EDOT 653. Assessment and Data Analysis in Online Teaching (3 hours)

Pre-requisites: EDOT 651 and EDOT 652

In this course, candidates will focus on designing and implementing a variety of assessments in online and blended learning environments. Candidates will learn how to provide high-quality feedback in such environments and engage in data analysis of student work. Finally, candidates will reflect on their performance and consider ways to enhance their professional growth and increase student learning in online and blended learning environments. This course is the third of three courses required to earn the Online Teaching Endorsement. (Offered annually)

NATURAL SCIENCES (EDSC)

EDSC 612. Life Science for Middle and Secondary Teachers (3 hours)

A survey of life science for science teachers that reviews basic biology and focuses on those areas in which recent advances have added to our knowledge. An integrated lecture-laboratory course. (Occasionally)

EDSC 631. Topics of Environmental Science (3 hours)

This course is designed for science teachers to examine the relationship of humans to their physical environment. Basic concepts are drawn from such diverse areas as ecology, chemistry, geology, public health, meteorology, physics, ethics, economics, and political science. (Occasionally)

EDSC 641. Geology for Teachers (3 hours)

The essentials of physical and historical geology designed to acquaint the student with how the scientific method of investigation is used to explain the natural aspects of planet earth, its origin, and its development through time. An integrated lecture-laboratory course. (Occasionally)

EDSC 651. Physical Science for Teachers (3 hours)

This course is designed for practicing 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, fieldwork, and computer-aided instruction techniques. Cost effective conceptual modeling that can be utilized in the classroom is developed. (Occasionally)

EDSC 674. Conceptual Integrated Science I (3 hours)

This course provides an introduction to physics, chemistry, biology, earth science and astronomy, the full array of the natural sciences. A conceptual approach will be used. The conceptual approach relates science to everyday life, is personal and direct, deemphasizes jargon and vocabulary, emphasizes central ideas and concepts rather than details, and puts concepts ahead of computation. While it is important that the students understand and appreciate the important relationships of mathematics and science, the equations and computation used in this course will be developed naturally out of the concepts and will be used to clarify concepts rather than as a chance to practice mathematical problem solving. At its core, this course will present science to the candidates in a manner which models for them the best practices of the profession. (Occasionally)

EDSC 675. Conceptual Integrated Science II (3 hours)

Prerequisite: (EDSC 674 Conceptual Integrated Science I)

This course provides an overview of physics, chemistry, biology, earth science, and astronomy. The course is conceptual in nature, which means the concepts and ideas are emphasized over the details and mathematical rigor. Because this is the second course in the two course sequence, there will be conceptual building blocks in the first course to support ideas presented in the second course. Each course will consist of required modules. The modules will provide a basic framework for both courses to insure that certain basic ideas will be included each time the course is taught and still allow the instructor freedom to organize and teach the course as they think best. (Occasionally)

EDSC 699. Special Topics in Science (3 hours)

Prerequisite: Permission of Advisor.

A study of specific topics in Science education for teachers in Elementary, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor.) (Occasionally)

SOCIAL SCIENCES (EDSS)

EDSS 601. Physical and Cultural Geography (3 hours)

The principle topics of study concern the physical and cultural environments, including climate, land forms, soil, minerals and other resources, space relationships, and maps. (Every year)

EDSS 611. History of Georgia (3 hours)

This course provides a political, economic, social, and cultural survey of Georgia from its founding to the present day. (Every year)

EDSS 621. State and Local Government (3 hours)

Intergovernmental relations in the federal system, and the organization, functions, and politics of state and local governments are studied. (Occasionally)

EDSS 660. Cultural Anthropology (3 hours)

An analysis of the culture areas of the world with in-depth studies of cultures within each of these areas, including the way the cultures were before contact with western civilization and the effect of this contact on the cultures. (Occasionally)

EDSS 699. Special Topic Social Science (3 hours)

Prerequisite: Permission of Advisor.

A study of specific topics in social science education for teachers in Elementary, MGE and SEC. (Can be repeated for a maximum of 6 hours with permission of advisor. (Occasionally)

EDUCATION (EDUC)

EDUC 603. School Philosophy and Teacher Leadership (3 hours)

This course focuses on the application of the philosophies of education most relevant to the aims, curriculum, and methods of elementary, middle, and secondary education. Additionally, this course will examine the concept of teacher leadership and its relationship to improved educational quality. (Every year)

EDUC 615. Classroom Management & Applied Learning Strategies with Elementary Special Needs Students (3 hours)

The aim of this course is to study and integrate classroom management principles and practices with theory and research. Specifically, analyses of developmental, cognitive, behavioral, social, and interpersonal/psychological theories of motivation will be reviewed and applied to best practices with special needs students. This course also will identify and apply contemporary aspects of learning theories and research to the practice of teaching special needs students. (Every year)

EDUC 616. Classroom Management & Applied Learning Theory for MGE/SEC (3 hours)

The aim of this course is to study and integrate classroom management principles and practices with theory and research. Specifically, analyses of developmental, cognitive, behavioral, social, and interpersonal/psychological theories will be reviewed and applied to best practices in classroom management, motivation, and discipline. This course also will identify and apply contemporary aspects of learning theories and research to the practice of teaching in MGE and SEC. The psychology of teaching disabled and underachieving students also will be discussed. (Every year)

EDUC 617. Classroom Management & Applied Learning Theory (3 hours)

The aim of this course is to study and integrate classroom management principles and practices with theory and research. Specifically, analyses of developmental, cognitive,

behavioral, social, and interpersonal/psychological theories will be reviewed and applied to practices in classroom management, motivation, and discipline. Additionally, this course will identify and apply contemporary aspects of learning theories and research to the practice of teaching and learning. The psychology of teaching students with disabilities as well as students who are underachievers will also be addressed. Along with this emphasis, the impact of cultural diversity on classroom management will be explored. This course is designed for Masters level teachers to advance knowledge and skills in the education profession. (Every year)

EDUC 618. Issues of Diversity: Language, Cognition, and Culture (3 hours)

This course provides the basis for understanding diversity by exploring the social, cognitive, and communicative roots of diversity: with a primary focus on how students learn to think and communicate within their home, community, and school environments. (Occasionally)

EDUC 625. Culturally and Educationally Responsive Pedagogy (3 hours)

This course provides students with the theory, knowledge, and strategies to teach the culturally diverse and special needs population in today's classrooms. This course goes beyond the usual rhetoric on promoting diversity to present real-world guidance (Every semester)

EDUC 639. Teaching Strategies and Classroom Environment for Active Learning (3 hours)

The course is designed to assist the teacher in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative problem solving skills, and thoughtful decision making for life-long learning. Students will develop advanced knowledge of the variety of teaching strategies based on brain and learning research that will enable them to bring life into the classroom. (Summer)

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

A study of how English as a second language is learned at different age levels and ways to systematically select and utilize appropriate teaching strategies and materials for teaching each level. Attention will be given to procedures and techniques for teaching and assessing progress in grammar, speaking, pronunciation, listening comprehension, reading and writing. (Occasionally)

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

Prerequisite: EDUC 687 or EDUC 688.

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. (Every year)

EDUC 651. Contemporary Curriculum Practices for Elementary Education (3 hours)

This course will include the study and application of contemporary curriculum, technology and teacher leadership practices. Students will learn and implement methods of curriculum design, data analysis, assessment and innovative instructional strategies. This course will serve as a means to help teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Every year)

EDUC 652. Contemporary Curriculum Practices for MGE (3 hours)

This course will include the study and application of contemporary curriculum, technology and teacher leadership practices. Students will learn and implement methods of curriculum design, data analysis, assessment and innovative instructional strategies. This course will serve as a means to help middle grades teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Every year)

EDUC 653. Contemporary Curriculum Practices for SEC (3 hours)

This course will include the study and application of contemporary curriculum, technology and teacher leadership practices for secondary education. Students will learn and implement methods of curriculum design, assessment and innovative instructional strategies. This course will serve as a means to help secondary teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Every year)

EDUC 654. Children's Literature (3 hours)

An examination of the classics and contemporary literature for children in grades P-5. Contemporary criticism of the literature from fields as diverse as anthropology, education, developmental psychology and contemporary literary criticism is discussed. A transactional approach for teaching children's literature is explored. (Occasionally)

EDUC 657. Contemporary Curriculum Practices (3 hours)

This course will include the study and application of contemporary curriculum, technology and teacher leadership practices. Students will learn and implement methods of curriculum design, data analysis, assessment and innovative instructional strategies. This course will serve as a means to help elementary, middle grades, and secondary teachers become more aware of current curriculum trends and become instructional leaders in their school settings. (Spring)

EDUC 658. Development and Characteristics of Autism Spectrum Disorders (3 hours)

This course reviews historical foundations and classic studies related to Autism Spectrum Disorders [ASD]. Normal versus autistic characteristics are compared across cognitive and neurological, social emotional, physical, and adaptive behavior domains. Particular emphases are placed on speech, language and communication problems, and sensory challenges that are typical among autistic children. Diagnostic criteria for autism also are reviewed in light of developmental factors. Implications for teaching and social functioning are discussed across each identifying factor. The teacher candidate will understand definitions and issues related to the identification of students with developmental disabilities and ASD. Trends and practices in the field of ASD along with services, networks, and organizations that support students with ASD are discussed.

EDUC 659. Behavior Management and Applied Behavior Techniques for Autism Spectrum Disorders (3 hours)

This course provides a comprehensive investigation of behavioral techniques and applied behavior analysis for working with students with developmental disorders and Autism Spectrum Disorders [ASD]. The teacher candidate will be able to understand theories of behavior problems of individuals with ASD. Proactive and positive reinforcement-based theories are stressed. The teacher candidate will be prepared to analyze challenging behavior, review functional behavior assessments, and develop behavior supports and intervention plans. The teacher candidate will recognize how to utilize student strengths to reinforce and maintain social skills. The course will also present best practices as to how to collaborate with team members, fellow educators and parents on behavioral goals and supports.

EDUC 660. Learning Environment, Instruction, and Assessment (3 hours) for Autism Spectrum Disorders

This course investigates specialized and optimal curriculum, instructional, and learning environments relevant to working with students with developmental disorders and Autism Spectrum Disorder [ASD]. The course presents instructional planning for independent functional life skills and adaptive behavior that are both age and ability-appropriate. Instructional strategies range from child-directed to adult-directed in both natural and structured contexts. Effective teacher communication techniques are investigated. The course also provides applications for appropriate assessment methods for working with students with Autism Spectrum Disorders. The course investigates the nature and impact of theories of mind, central coherence, and executive function, and self-regulation on learning, adaptive behavior, and general overt behavior. These elements include sensory challenges, and speech, language and communication issues that are related to instructional procedures. Instruction that facilitates social skills and pragmatic language along with recommendations of how to avoid and repair miscommunications is addressed. Evidence-based practices for ethical practice and assistive technology to augment daily instruction and related services are investigated. Systematic planning of instruction based on learner characteristics and interests are reviewed, along with ongoing assessment practices. Assessment shall incorporate central elements of skills and functioning, specialized terminology, promoting environmental conditions, identification of individual strengths, skills, and learning preferences. Identifying the continuum of placement and matching changing levels of support relative to progress or changing needs of the student are kept in mind. The course will prepare the candidate for recognizing how to integrate students and make transition plans [including identifying agencies that will support life-long plans for the student including career and vocational transitions] with autism into regular education classes and general community along with appropriate social interactions. The course will also prepare candidates for procedures for transfer, lifting, and positioning techniques of students. [NOTE: This course includes a field based component.]

EDUC 662. Clinical Practicum (3 hours)

Prerequisite: EDUC 647 and EDUC 687 or 688.

This course is a supervised Practicum in which the student in a field setting applies knowledge of research and practice in reading in a field setting. The student will document the semester's work in a course notebook. (Spring only)

EDUC 673. Investigative Science (3 hours)

A course designed for teachers with the purpose of enhancing science knowledge and process skills. The content of the course will consider basic principles of earth, life, and physical sciences within the context of the investigative nature of science. Special emphasis will be placed on integrated process skills and scientific attitudes. (Occasionally)

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

Prerequisite: (EDSC 674 & 675 Conceptual Integrated Science I and II)

This course is designed to meet the residency requirement for the Elementary Science Endorsement. Students taking this course must be certified and have classroom experience. The course will be organized around their shared experience and growth during the program. Candidates will spend a minimum of 40 hours engaged in science teaching related activities at either their own school or as an intern in an assigned school. They will meet the requirements of the authentic residency in this course by planning and teaching a minimum of ten science lessons. These lessons must be taught in at least two different grade levels and the populations of the two classes in which the lessons are

taught must meet diversity requirements and guidelines of the state certification agency.
Special Fee. (Occasionally)

EDUC 677. Coaching Fundamentals (3 hours)

The purpose of this course is to examine the roles of instructional coaches in collaborating with others to improve student achievement through the strengthening of teacher efficacy in the classroom. Topics will include the roles and responsibilities of the instructional coach, relationship building skills, mentoring, effective verbal, written and non-verbal skills, active listening skills, the importance of confidentiality, and ethics in coaching. (Fall)

EDUC 678. Advanced Coaching (3 hours)

Prerequisite: EDUC 677.

The purpose of this course is to examine different models of instructional coaching, to examine strategies which may be used by instructional coaches in working with other school personnel, and to create a coaching plan which will be implemented in an educational organization. Topics will include different instructional coaching models, creating and writing SMART goals, identifying participants for a coach/coachee relationship, resources for use in the coaching process, monitoring the coachee and measuring progress through feedback, and creating and maintaining a coaching plan. (Spring)

EDUC 685. The Global Age (3 hours)

Investigation of major economic, political and cultural global issues, their interrelatedness and implications for education. Issues include the organization, functions, urbanization, changing family patterns, peace and disarmament, ecological problems, human and civil rights. (Occasionally)

EDUC 687. Reading Theory: Research & Best Practices (3 hours)

This advanced literacy course will allow educators to explore both current and historical significant reading research and theory and to select an aspect of reading for in-depth independent research. (Every year)

EDUC 688. Content Area Literacy Research & Best Practices in MGE & SEC (3 hours)

This course will prepare teachers to help their students develop and improve the skills needed to read, learn, and understand in the content areas. Emphasis is placed on the latest research on literacy instruction and its implications for student learning in the content areas. The course objectives are based on the nationally accepted standards for teaching reading as set forth by the International Literacy Association. (Every year)

EDUC 690. Introduction to Educational Research (3 hours)

This course provides an introduction to educational research. It is designed to aid students in the acquisition of skills and knowledge required of a competent consumer and producer of educational research. The focus will be on gaining knowledge of the literature of the discipline and planning action research to improve professional practice. (Fall)

EDUC 699. Special Topics in Education (1-3 hours)

Prerequisite: consent of advisor.

A study of specific topics in education which meet the needs of graduate students. (Can be repeated for a maximum of 6 hours with consent of advisor.) (Occasionally)

EDUC 710. Advanced Measurement and Assessment in Teaching (3 hours)

The purpose of this course is to examine the concept of student assessment in the context of teacher leadership. Particular emphasis will be given to the relationship between

assessment and school improvement. Topics will include trends and issues in assessment, overview of statistical treatment of assessments, use of texts as assessments, performance-based assessments, and the selection and use of achievement, aptitude, norm-referenced and criterion-referenced tests. (Fall)

EDUC 720. Advanced Curriculum and Instruction (3 hours)

An advanced course designed to engage students in the understanding and implementation of curriculum and instruction. The course will enhance the teaching of specific content areas by focusing on a deeper understanding of integral content, research-based methods of conveying these concepts to students, and utilizing appropriate state and national standards to guide instruction. The integration of computer and information technology within the curriculum will be explored. Additionally, students will apply the various philosophical orientations to current issues in education. Attention will be given to the modification of curriculum and instruction in order to adapt to the needs of the student with disabilities. (Summer)

EDUC 721. Leadership in Teaching (3 hours)

The purpose of this course is to examine the concept of school leadership and its relationship to improved educational quality. Topics will include teachers as leaders, styles of leadership, decision-making, communication, educational change, teacher as mentor, politics of education, and grantsmanship. (Summer)

EDUC 722. Leadership in Professional Development (3 hours)

The purpose of this course is to examine those content domains that teacher leaders should be familiar with in order to lead their peers. Topics will include the professional development of teachers, the differentiated classroom, and school law. (Spring)

EDUC 723. Collaboration with Families and Communities to Support Student Learning (3 hours)

This course is designed to help teacher leaders to improve communication and collaboration among students, parents, families, and school communities. The course will provide teacher leaders with theory, research, best practices, and resources in understanding community culture and diversity. Teacher leaders will learn how diversity and culture enriches the educational experiences of students in order to achieve a high level of learning. (Summer)

EDUC 725. Residency I (1 hour)

The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. Special Fee. (Fall)

EDUC 726. Residency II (1 hour)

The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. Special Fee. (Spring)

EDUC 727. Residency III (1 hour)

The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. Special Fee. (Summer)

EDUC 762. Service Learning Leadership: Theory and Research (3 hours)

This course provides a foundation in service learning as an aspect of community engagement, including understanding of the tenets of engaged scholarship, theory, research, methods of implementation, assessment, and ethics. Students will identify a potential community partner and develop a proposal for leading a research-based service learning project that may be implemented EDUC 763. (Online, as needed)

EDUC 763. Independent Study in Service Learning Leadership (3-6 hours)

Prerequisite or co-requisite: EDUC 762 Service Learning Theory and Research and (if co-requisite) permission of EDUC 762 instructor.

In this course, students will implement a community-engaged research project designed in EDUC 762 Service Learning Theory and Research and present a report. Implementation includes regular meetings with a designated representative of the partner agency on a schedule negotiated with the representative and approved by the instructor. Although the doctoral student will have leadership responsibility for some or all of the service learning project, the student will work under the supervision of a Mercer faculty member. For projects earning 6 credits, students may register for 6 credits in a single semester or for 3 credits in each of two semesters, depending on the project demands and timeline. Repeatable; no more than 6 hours may count toward degree. (By special arrangement)

EDUC 790. Research for Practitioners (3 hours)

The purpose of this course is to examine methodology and applied research. Emphasis will be given to the review and evaluation of research literature on teaching and to developing ways of applying both quantitative and qualitative research methods in their own teaching practices. Students will be required to identify a teaching/learning problem in their classrooms or schools, identify the appropriate research method for the problem, and write a research plan for it. (Fall)

EDUC 798. Advanced Research for Practitioners (3 hours)

The purpose of this course is to enable teacher leader candidates to conduct field based action research (qualitative or quantitative) on teacher leadership problem in their content area. The candidates will be able to successfully complete their empirical field-based research and turn in a comprehensively written research report. (Spring)

EDUC 799. Special Topics in Education (3 hours)

Prerequisite: consent of advisor.

A study of specific topics in education which meet the needs of graduate students in the Specialist in Education program. This course is usually done as a directed individual study that will include special projects. (Can be repeated for a maximum of 6 hours with consent of advisor.) (By special arrangement)

EDUC 809. Doctoral Seminar One: Scholarly Writing (2 hours)

This course will address approaches to scholarly writing and reading with an introduction to dissertation writing. Students will begin to explore current literature on topics of interest in order to gain a broad perspective of their fields of study. (Summer)

EDUC 810. Foundations of Educational Research (3 hours)

The purpose of this course is to provide students with an introduction to the study of research methods and statistics as applied to the field of educational research. This course emphasizes both qualitative and quantitative methodological approaches, enables students to become more effective consumers of research, prepares students for subsequent research courses, and provides a foundation for students to be able to conduct original research. (Summer)

EDUC 811. Introduction to Quantitative Research Methods (3 hours)

Prerequisite: EDUC 810.

The purpose of this course is for students to develop quantitative scientific reasoning skills. The four major areas of study are (a) quantitative research design, (b) statistical analysis and reporting, (c) educational measurement, and (d) the appropriate use of quantitative analysis for decision making in educational contexts. Upon finishing this course, students will be able to understand and critically analyze the most common types of quantitative research studies and plan, conduct, and report their own research at a basic level. (Fall)

EDUC 812. Introduction to Qualitative Research Methods (3 hours)

Prerequisite: EDUC 810.

The purpose of this course is to provide an introduction to qualitative research, particularly as it is applied in the field of education. This course develops foundational understanding of qualitative research traditions and paradigms and a familiarity with seminal theorists. The course offers a basic understanding of qualitative methods and introduces common methodological approaches. (Spring)

EDUC 813. Intermediate Quantitative Research Methods (3 hours)

Prerequisite: EDUC 811.

In this class, candidates will continue to develop their skills quantitative scientific reasoning. Candidates will continue to study (a) quantitative research design, (b) statistical analysis and reporting, (c) educational measurement, and (d) the appropriate use of quantitative analysis for decision making in educational contexts. Upon finishing this course students will be able to critically analyze sophisticated quantitative research studies and plan, conduct, and report their own quantitative research at an advanced level. (Spring)

EDUC 814. Qualitative Research Design (3 hours)

Prerequisite: EDUC 812.

The purpose of this course is to provide in-depth study of qualitative design models. Students will select and study in depth an advanced qualitative methodology and/or design topic related to their individual research interests. The course will also address the use of software in qualitative data management. (Spring)

EDUC 815. Advanced Quantitative Research Methods and Design (3 hours)

Prerequisite: EDUC 813.

The purpose of this course is to offer special methodology and design topics tailored to meet the individual needs of the students in the course. Students will have the opportunity to select and study in-depth, an advanced quantitative statistics methodology and/or design topic that will assist them in making decisions about the methodology for their dissertation research. (As needed)

EDUC 816. Advanced Qualitative Methods and Analysis (3 hours)

Prerequisite: EDUC 814.

The purpose of this course is to offer special qualitative methodology topics, with particular attention to qualitative data analysis. The course will also address the use of software in qualitative data analysis. (As needed)

EDUC 817. Doctoral Seminar Two: Survey of Literature (2 hours)

Prerequisite: EDUC 809.

This course will provide broad knowledge related to a research interest. Students will learn how to conduct an extensive search and write a review of research literature leading to the identification of a researchable problem. Graded S (Satisfactory) or U (Unsatisfactory) (Spring)

EDUC 829. Leadership for Diversity and Inclusion (3 hours)

Students will acquire the knowledge and skills necessary to equitably serve expanding categories of diversity among students, staff, faculty, and other constituents in P-20 (elementary, secondary, and postsecondary) settings. Additionally, students will become proficient in crafting policies and procedures that ensure active inclusion of and respect for all persons in the campus community. The course will be inclusive of the political, psychological, and social antecedents of diversity and discrimination that targets age, race, ethnicity, gender identity, sexual orientation, religious affiliations, disabilities, socioeconomic status, language, nationality, citizenship, place of origin, and immigration status. (Every year)

EDUC 837. Doctoral Seminar Three: Foundational Reading (2 hours)

Prerequisite: EDUC 817.

This course provides an in-depth knowledge of foundational and historical background of contemporary issues related to a specific area of research interest and leading to the formation of a research question or hypothesis and synthesis of literature. Graded S (Satisfactory) or U (Unsatisfactory) (Spring)

EDUC 843. Doctoral Seminar Four: Proposal (2 hours)

Prerequisite: EDUC 837.

Students will clarify the overall structure and continuity of a researchable problem, question(s), purpose, and significance, grounded in theory and existing research toward a proposal draft. The course is not a substitute for the guidance of the doctoral committee, but is intended to prepare students to work effectively with the committee. Graded S (Satisfactory) or U (Unsatisfactory) (Spring)

EDUC 864. Teaching Internship in Higher Education (3 hours, repeatable)

Prerequisite: Admission to candidacy, permission of Ph.D. program director and Assistant Dean of the unit where the course is offered (contingent on agreement of faculty supervisor and appropriate credentials of the student)

This course provides the opportunity for doctoral candidates to gain experience in teaching in a higher education setting and to analyze selected responsibilities and challenges inherent in that role. In collaboration with or under the supervision of a faculty member, students will have significant responsibilities for teaching the selected course and will tie design and instructional decisions to current theory and research in education and in the specific disciplinary content of the course. (By special arrangement)

EDUC 865. Research Internship in Education (3 hours, repeatable)

Prerequisite: Permission of Ph.D. program director, faculty supervisor and that faculty member's Assistant Dean.

In collaboration with or under the supervision of a faculty member, students will have significant responsibilities for conducting educational research. This course provides the opportunity for doctoral candidates to extend their research experience to areas beyond the primary focus of the research required for the dissertation. (By special arrangement)

EDUC 866. Educator Development in School and University Contexts (3 hours)

The study of significant issues, practices, and research associated with curriculum and instruction in educator development, both in P-12 professional learning and higher education contexts. Students will engage in internship experiences in both contexts. (As needed)

EDUC 880. Dissertation (2 hours)

Prerequisite: EDUC 843.

The candidate will work under the direction of the doctoral committee on the research proposal and dissertation. To be taken during each of the last two semesters in the program of study. Graded S (Satisfactory) or U (Unsatisfactory) (Summer and Fall)

EDUC 881. Independent Study and Research
(variable credit 1-5 hours per semester as advised)

Prerequisite: EDUC 880 (4 hours).

Not to be counted as credit toward a degree. Students who have completed the program of study and are working on a dissertation, consulting with the major professor, or using other resources of the university must enroll in this course each semester until the dissertation is completed, with credits as follows: 3 hrs. until successful dissertation proposal defense, 2 hrs. until successful dissertation defense, and 1 hr. until dissertation is submitted to and approved by the Provost. Graded S (Satisfactory) or U (Unsatisfactory) (By special arrangement)

GIFTED IN-FIELD EDUCATION ENDORSEMENT (EGFT) (Pending GaPSC approval)

EGFT 611. Developing the Gifted Learner (3 hours)

In this course, students will focus on developing gifted learners, addressing their individual learning needs, and creating effective gifted learning environments. Special attention will be given to developing all gifted learners with inclusivity and cultural responsiveness. This course is one of three courses required to earn the Gifted In-Field Endorsement. (Offered annually)

EGFT 612. Teaching and Assessing the Gifted Learner (3 hours)

In this course, candidates will focus on teaching and assessing gifted learners. Special attention will be given to differentiating lessons and assessments, implementing effective teaching strategies based on gifted education research, and collaborating with family members of gifted students. This course is one of three courses required to earn the Gifted In-Field Endorsement. (Offered annually)

EGFT 613. Supporting the Gifted Learner (3 hours)

In this course, candidates will focus on supporting gifted learners. Special attention will be given to professional development, ethical practices, and collaboration. This course is one of three courses required to earn the Gifted In-Field Endorsement. (Offered annually)

MASTER OF ARTS IN TEACHING (EMAT)

EMAT 526. Foundations of Education (3 hours)

Prerequisite for all MAT restricted courses if not taken at undergraduate level or transferred in; does not count towards MAT degree.

This course is an introduction to teaching and will include an examination of current education issues. The study of historical and sociological influences on contemporary education, including federal and state policy and law will enable students to think and write about educational issues. There will be an emphasis on educational philosophy. (Every semester)

EMAT 601. Initial Field Experience (1 hour)

Prerequisites: Full Admission prior to the application periods, PreService Certification, online FE application, and Tort Liability Insurance Coverage.

This session-long course provides teacher candidates a community or school-based placement early in the teacher preparation program during which they are expected to observe the learning and teaching environment, tutor individual students or small groups of students, and reflect on teaching experiences in this setting. Candidates are required to

complete a minimum of 35 hours during the semester in their assigned placement, under the direction of a certified classroom instructor (or the equivalent, for community placements). Additionally, candidates must attend Orientation and all related seminars. Special fee. (Fall and Spring; Summer by special arrangement)

EMAT 603. Clinical Experience II with edTPA (6 hours)

Prerequisites: On-line application and submission of specified paperwork.

This course is designed for candidates who are employed in an accredited and approved public or private school setting and are teaching on a non-renewable teaching certificate in an appropriate setting for which the candidate is seeking clear renewable status. Certification-only and M.A.T. candidates who are employed as educators upon enrollment into Tift must attempt the state-approved content pedagogy assessment (edTPA) by the end of the third semester of concurrent employment and program enrollment.

Special fees: edTPA \$300; Field Placement \$360. (Fall and Spring)

EMAT 604. Planning for Instruction and Assessment in Elementary Education (3 hours)

Prerequisite or co-requisite for 600 level content and methods courses.

This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in elementary, including the ranges of developmentally appropriate and varied teaching strategies and resources for grades P-5. Teacher candidates will learn and implement methods of unit, lesson, and assessment design that will build an engaging and challenging climate for critical thinking and creative problem solving. (Every semester)

EMAT 605. Planning & Organizing Instruction in Elementary Education (3 hours)

This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in elementary, including the ranges of developmentally appropriate practices, activities, and materials for grades P-5. Teacher candidates will learn and implement methods of unit, lesson, and assessment design. (Every semester)

EMAT 606. Planning & Organizing Instruction in MGE (3 hours)

(Prerequisite for all restricted MGE MAT courses)

This course will include the study and application of the basic techniques for planning, organizing, and assessing instruction in the middle grades, including the ranges of developmentally appropriate practices, activities, and materials for grades 4-8. Teacher candidates will learn and implement methods of unit, lesson, and assessment design. (Every semester)

EMAT 607. Planning & Organizing Instruction in SEC and P-12 (3 hours)

(Prerequisite for all restricted SEC MAT courses)

This course is designed to help the beginning teacher candidate prepare to teach in a Secondary or P-12 setting. The course will include an introduction of the basic techniques for planning, organizing, and evaluating student learning. Attention will be given to the examination of schools and topics considered necessary for effective school operation. This course includes an orientation to teaching and learning in today's schools, planning for instruction, strategies, aides, media, and resources for effective instruction, and assessment and continuing professional development. (Every semester)

EMAT 608. Practicum (3 hours)

Prerequisites: Successful completion of EMAT 601, submission of on-line application, compliance with the Pre-Service Certification process, and Tort Liability Insurance Coverage.

This course should be taken the semester prior to Student Teaching or Internship. This course provides a school-based teaching experience for teacher candidates. Candidates will be assigned a placement based on required cluster and diversity requirements, and will spend a minimum of 80 hours in the classroom over a semester. See course syllabus for weekly schedule. Candidates are required to attend Practicum Orientation and all seminars. Special fee. (Fall and Spring)

EMAT 609. Mentored Practicum (3 hours)

Prerequisites: On-line application and submission of specified paperwork; full admission; successful completion of EMAT 601 (unless approved by advisor and Office of Field Placement) and majority of coursework.

The Mentored Practicum is designed for those candidates who are employed in an approved accredited school setting on a non-renewable teaching certificate, and in a setting appropriate to the certification that the candidate is seeking. The candidate will complete this course in his or her own classroom, under the mentorship of a teacher assigned by the school and by a Mercer supervisor. Additional clock hours in other school settings may be assigned in order for the candidate to meet diversity requirements for certification. Candidates are required to attend orientation and all seminars. Special Fee. (Fall and Spring)

EMAT 610A. Refining Teaching and Learning Performance (1 hour)

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

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

EMAT 610B. Refining Teaching and Learning Performance (3 hours)

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

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

EMAT 611. Student Teaching (9 hours)

Prerequisites: On-line application and submission of specified paperwork; successful completion of EMAT 608/609; completion of all coursework with a grade of B or better.

This course provides a full-day, semester-long teaching experience for teacher candidates. Candidates will be assigned to diverse schools and will gradually assume responsibility for working with groups and individuals. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school related experiences with guidance provided by the Classroom Teacher and University Supervisor. Each Student Teacher will teach full-time for a minimum of three to five weeks. Candidates are required to attend student teaching orientation and FE seminars. Special Fee. (Fall and Spring)

EMAT 612. Internship (9 hours)

Prerequisites: On-line application and submission of specified paperwork; successful completion of EMAT 608/609; completion of all coursework with a grade of B or better.

The Internship is designed for candidates who are employed in an accredited and approved public or private school setting and are teaching on a non-renewable teaching certificate in an appropriate setting for which the candidate is seeking clear renewable

status. Candidates are required to attend student teaching orientation and FE seminars. Special Fee. (Fall and Spring)

EMAT 613. Clinical Experience III (6 hours)

The experience 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. Candidates must submit an application to the Director of Field Placement by the published deadline. Classroom management seminars and site seminars are held in conjunction with these experiences and will address a variety of topics. NOTE: grades of Satisfactory (S) or Unsatisfactory (U) – EDUC 497 (Special fee). Grades of A, B+, B, C+, C, D, F – EMAT 613 (Special fee).(Fall and Spring)

EMAT 614. Assessment of Teaching and Learning in Elementary (3 hours) Education

Prerequisite: Recommended in semester prior to EMAT 611/612

This course provides an introduction to educational assessment and research for elementary education. It is designed to aid teacher candidates in the acquisition of skills and knowledge required to create, administer, and analyze a wide range of strategies to assess teaching and learning and become a competent consumer of educational research. The focus will be on preparation to implement educational evaluation skills and to consider techniques to assess elementary level students in age-appropriate, culturally relevant, and engaging ways. Appropriate emphasis will be placed on the relevance of technological development in this area. (Every semester)

EMAT 618. Child & Adolescent Development & Learning (3 hours)

The purpose of this course is to integrate critical aspects of child and adolescent development and learning, with related learning, motivational, and behavioral theories. The course addresses child and adolescent cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to learning and treatment approaches also are presented. Implications for students who are at-risk, exceptional learners, and students with diverse backgrounds are discussed throughout the course. (Every semester)

EMAT 619. Child Development & Learning (3 hours)

The purpose of this course is to integrate critical aspects of child development and learning, with related learning, motivational, and behavioral theories. The course addresses child cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to learning and treatment approaches also are presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course.

EMAT 620. Adolescent Development & Learning (3 hours)

The objective of this course is to integrate critical aspects of adolescent development and learning, and related learning theory. The course addresses adolescent cognitive development, social/emotional development, learning theories, classroom management, and discipline theories. Specific obstacles to learning and treatment approaches also are presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course.

EMAT 621. Curriculum & Planning in Elementary Education (3 hours)

Prerequisite: Recommended in semester prior to EMAT 611/612

This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades P-5. Candidates will learn and implement methods of curriculum design, assessment and

instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit. (Every semester)

EMAT 622. Curriculum & Planning for MGE (3 hours)

This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades 4-8. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit. (Every semester)

EMAT 623. Curriculum & Planning for SEC and P-12 (3 hours)

This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students. Candidates will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit. (Every semester)

EMAT 626. Creative Teaching & Learning in Elementary Education (3 hours)

The content of the course is designed to assist the teacher in building a climate for thinking in the classroom by preparing students to implement critical thinking strategies, creative problem solving skills, and thoughtful decision making for life-long learning. This course is designed to teach and enrich students' knowledge of the variety of teaching strategies that will enable them to bring life into the classroom. (Every semester)

EMAT 636. Essential Elements of Elementary Literacy Education (3 hours)

Pre-or co-requisites: EMAT 618, EMAT 526, EMAT 683 and EMAT 604.

This course is one of two required literacy courses for Elementary majors. The focus of Essential Elements of Elementary Literacy Education will be on the study and application of reading instruction for all learners at the elementary level, with a focus on the five Pillars of Literacy as identified by the National Reading Panel - Phonemic/Phonological Awareness, Phonics, Fluency, Vocabulary & Comprehension. Additional topics to include an introduction to theories and philosophies of emergent literacy, stages of language development and growth; pedagogical strategies & organizational approaches for readers; and assessments of literacy achievement. (Every semester with EMAT636 as a prerequisite course for EMAT637)

EMAT 637. Creating an Elementary Literate Environment Across Content Areas (3 hours)

Pre-or co-requisites: EMAT 619, EMAT 526, EMAT 683 and EMAT 604.

This course is one of two required literacy courses for Elementary majors. The focus of Creation, Application, and Implementation of a Literate Environment will be on the study and application of reading and writing instruction for all learners at the elementary level, with a specific focus on two of the five Pillars of Reading as identified by the National Reading Panel - Vocabulary and Comprehension. Additional topics to include an introduction to theories and philosophies of emergent literacy, stages of language development and growth; pedagogical strategies & organizational approaches for readers and writers; and assessments of literacy achievement. (Every semester)

EMAT 642. Literacy in the Disciplines (3 hours)

This course will focus on the development, implementation, and evaluation of disciplinary literacy instruction as part of youth literacy development in the disciplines. Attention will be given to implementing culturally sustaining, differentiated instruction for diverse learners

while reading, viewing, listening, speaking, writing, and thinking in the disciplines. (Every year)

EMAT 645. Teaching English Language Arts (3 hours)

This course focuses on a study of how to teach English and English language arts in middle and secondary schools. Its perspective is student-centered, inquiry-based, and social constructivist. The course includes investigation of crucial issues such as: the history and modern dilemmas of teaching English, developing a multimodal and multi-genre curriculum, enacting culturally responsive instruction related to reading, viewing, speaking, listening, language, and writing, and sustaining cultural and linguistic diversity. Attention will be given to means of assessments, state, and professional standards for the English language arts. (Every year)

EMAT 665. Teaching Mathematics in Elementary Education (3 hours)

Pre-or co-requisites: EMAT 618, EMAT 526, EMAT 683, and EMAT 604.

This course provides an in-depth concentration on selected topics that are included in the elementary curricula. Included are reflective thinking as related to the elementary mathematics classroom; application and problem solving; number, number systems, and number sense; error pattern diagnosis; algebraic concepts; measurement; spatial visualization; informal and formal geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and relevant NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics. ((Every semester)

EMAT 666. Teaching Mathematics in MGE & SEC (3 hours)

This course provides an in-depth concentration on selected topics that are included in the middle and secondary curricula. Included are reflective thinking as related to the mathematics classroom; application and problem solving; error pattern diagnosis; pre-algebra; algebra; geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques; and related NCTM Standards. Attention is given to enabling all students, including those who are exceptional, disabled, and culturally diverse, to become active learners of mathematics. (Every year)

EMAT 667. Teaching Mathematics in Elementary Education: Number Sense and Operations (3 hours)

Pre-or co-requisites: EMAT 618, EMAT 526, EMAT 683 and EMAT 604.

This course provides an in-depth concentration on topics of number and operations in base ten and operations and algebraic thinking that are included in the 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; technology; assessment 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. (Twice a year)

EMAT 668. Teaching Mathematics in Elementary Education: Geometry, Measurement and Data Analysis (3 hours)

Pre-or co-requisites: EMAT 618, EMAT 526, EMAT 683 and EMAT 604.

This course provides an in-depth concentration on selected topics that are included in the elementary curricula. Included are reflective thinking as related to the elementary mathematics classroom; application and problem solving; measurement; spatial visualization; informal and formal geometry; data collection, interpretation, and analysis; technology; assessment 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. (Twice a year)

EMAT 671. Teaching Science & Health in Elementary Education (3 hours)

This course will focus on a study of science and health education in the elementary grades, including in-depth investigation of concepts of science, current science programs, instructional methods, and technology and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into the science classroom. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, using the National Science Standards, will be modeled. (Every semester)

EMAT 672. Teaching Science in MGE & SEC (3 hours)

This course is designed to provide science content knowledge appropriate for middle and secondary education (grades 4-8 and 6-12). There will be an in-depth investigation of concepts of science, current science programs, instructional methods and technology and evaluation techniques. Emphasis will be placed on preparing teachers to incorporate appropriate science content, process skills, attitudes, and real-world applications into the science classroom. Effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, using the National Science Standards, will be modeled. (Every year)

EMAT 681. Social Studies in a Multicultural World for Elementary Education (3 hours)

This is an advanced course in which selected topics in social studies elementary education are explored in depth, especially multicultural education. A variety of effective ways to teach and assess students are modeled, with a focus on current trends and research from the National Curriculum Standards for Social Studies. This class will prepare the transforming educator to create a learning environment which celebrates the diversity of cultures. (Every semester)

EMAT 682. Teaching Social Studies in MGE & SEC (3 hours)

This course provides a broad understanding of the teaching of the social sciences coinciding with awareness, understanding, and respect for cultural diversity in American society. Specifically, the course is designed (1) (To Know) to provide social studies content knowledge appropriate for middle and secondary education; (2) (To Do) model developmentally appropriate teaching methods as recommended by the National Council for the Social Studies, and (3) (To Be) explore the implications of social studies educational attitudes and values within our multicultural society. (Every year)

EMAT 683. Teaching Exceptional Learners (3 hours)

This course explores the fundamentals of Exceptional Learner Education in America's schools. Emphasis is given to the historical development of Exceptional Learner Education, relevant legislation and litigation, educational policy, and contemporary trends and issues. In addition to providing an overview of the various exceptionalities, attention is given to typical physical, social, cognitive, and learning characteristics of students, including at risk and other diverse learners. Students will also be exposed to teaching strategies to improve student achievement and engagement, including research-based interventions. Emphasis is given to empowering the transforming educator to recognize her/his role in embracing all children as part of a community of learners. This course includes and goes well beyond the minimum special education requirement for Georgia certification. (Every semester)

EMAT 689. Educational Assessment and Research (3 hours)

This course provides an introduction to educational assessment and research. It is designed to aid students in the acquisition of skills and knowledge required to create, administer, and evaluate assessments and become a competent consumer of educational research. The focus will be on preparation to implement educational assessment skills and action research in a field setting. Appropriate emphasis will be placed on the relevance of technological development in this area. (Every semester)

EMAT 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. (Can be repeated for a maximum of 6 hours with consent of advisor.) (Occasionally)

STEM ENDORSEMENT (ESTM)

ESTM 664. STEM Thinking (3 hours)

This course provides a foundation in STEM education. Candidates will explore the definition of STEM and develop an appreciation of STEM as a process, way of thinking, interdisciplinary learning, and a collaborative effort. Specific focus will be on the importance of STEM, experiences in the fields of STEM, building school, community and business relationships, and understanding the global perspectives. Candidates will understand the habits of mind that are associated with STEM learning. Candidates will explore the STEM content areas and develop an appreciation of scientific thinking, engineering design, and mathematical application. Candidates will begin to develop a plan for project-based learning or action research.

ESTM 668. Research and STEM Design (3 hours)

This course is designed to develop the candidate's skills and competencies to become a STEM educator. Interdisciplinary exploration takes place across the content of STEM through standards, performance task, assessment strategies, and active classroom learning. Candidates explore such topics as STEM professionalism, STEM collaboration, and management of team projects. Candidates apply learning in the STEM content areas that will incorporate scientific thinking, engineering design, and mathematical application. Candidates continue development of project-based learning or action research. ESTM 664 STEM Thinking is a prerequisite for this class.

ESTM 674. Applied STEM Processes and Field Experience (3 hours)

The course is an opportunity to apply STEM education with K – 12 students. Candidates will complete a project-based learning or action research project, experience engineering design and authentic research, and present it. Through classroom experiences, emphasis is placed on STEM integrated, collaborative thinking. Cognitive and metacognitive strategies will be emphasized in STEM thinking. Candidates will have the opportunity to experience STEM education in various ways, including conferences, STEM certified schools, industry, and higher education STEM focused initiatives. Special fee applied.

College of Professional Advancement

Priscilla R. Danheiser, *Dean/Professor*
Gail W. Johnson, *Associate Dean/Assistant Professor*
Colleen P. Stapleton, *Assistant Dean, Atlanta/Professor*
Duane E. Davis, J. Colin Harris, and Ian C. Henderson, Laurie L. Lankin, Kyra L. Osmus, and Arthur J. Williams, *Professors Emeriti*
Karen O'Neill Lacey, *Associate Professor Emerita*
Fred W. Bongiovanni, Lynn W. Clemons, Margaret H. Eskew, Hani Q. Khoury, W. David Lane, Feng Liu, Suneetha B. Manyam, Richard H. Martin, Karen D. Rowland, V. Lynn Tankersley, Clinton W. Terry, and Zipangani Vokhiwa, *Professors*
Wesley N. Barker, Vikraman Baskaran, Greg A. Baugher, J. Thompson Biggers, Caroline M. Brackette, Marna L. Burns, John C. Carroll, Timothy D. Craker, Cameron A. Miller, Melanie R. Pavich, Hollis Phelps, Donald B. Redmond, Kenneth W. Revels, Morgan E. K. Riechel, Stephen E. Ruegger, Jeffrey A. Waldrop, Sabrina L. Walthall, R. Tyler Wilkinson, and Andrea L. Winkler, *Associate Professors*
Nadia G. Barnett, Awatef Ben Ramadan, Arla G. Bernstein, Jared N. Champion, Carrie L. Elder, Forouzan L. Farnia, Rui Gong, Steve N. Hamilton, Kristina M. Henderson, Adriana C. Labarta, Tri M. Le, Zhiling Long, Steven J. Miller, Merrin C. Oliver, Brittany L. Prioleau, Dina M. Schwam, Paul H. Smith, Jacqueline S. Stephen, Carol W. Upshaw, Samantha M. Waters, and Kevin B. Williams, *Assistant Professors*
Ming L. Hii and Jason R. Holloway, *Instructors*

The College of Professional Advancement offers (including several combined degree programs) graduate degree programs on the Cecil B. Day Campus in Atlanta. At the master's level, the College offers the Master of Science in Clinical Rehabilitation Counseling, Master of Science in Clinical Mental Health Counseling, Master of Science in School Counseling, Master of Science in Clinical Mental Health Counseling/Master of Divinity in Pastoral Care and Counseling, Master of Science, Clinical Mental Health/Master of Theological Studies, Master of Science in Organizational Leadership, and Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization. The College also offers a Doctor of Philosophy degree in Counselor Education and Supervision. The College offers a Master of Science in Applied Data Intelligence and Machine Learning, Master of Science in Criminal Justice and Public Safety Leadership, Master of Science in Health Informatics, Master of Science in Health Informatics/Doctor of Pharmacy and a graduate certificate in Health Informatics online.

GRADUATE PROGRAMS

Master of Science, Applied Data Intelligence and Machine Learning	(Atlanta and Online)
Master of Science, Clinical Mental Health Counseling	(Atlanta)
Master of Science, Clinical Rehabilitation Counseling	(Atlanta)
Master of Science, Criminal Justice and Public Safety Leadership	(Online)
Master of Science, Health Informatics	(Online)
Master of Science, Health Informatics/Doctor of Pharmacy	(Online and Atlanta)
Master of Science, Human Services	(Henry County)
Master of Science, Organizational Leadership	(Online)
Master of Science, School Counseling	(Atlanta)

Master of Science, Clinical Mental Health Counseling/	<i>(Atlanta)</i>
Master of Divinity, Pastoral Care and Counseling	
Master of Science, Clinical Mental Health Counseling/	<i>(Atlanta)</i>
Master of Theological Studies	
Master of Science, Organizational Leadership/	<i>(Atlanta and Online)</i>
Master of Divinity, Leadership for the Nonprofit Organization	
Master of Science, Organizational Leadership/	<i>(Atlanta and Online)</i>
Master of Arts, Christian Ministry	
Doctor of Philosophy, Counselor Education and Supervision	<i>(Atlanta)</i>

DEPARTMENT OF COUNSELING

Karen D. Rowland, *Chair/Professor*

Arthur J. Williams, *Professor Emeritus*

W. David Lane and Suneetha B. Manyam, *Professors*

Caroline M. Brackette, Donald B. Redmond, Morgan E. K. Riechel, and R. Tyler Wilkinson,
Associate Professors

Carrie L. Elder, Kristina M. Henderson, Adriana C. Labarta, Brittany L. Prioleau, and Paul
H. Smith, *Assistant Professors*

In the College of Professional Advancement of Mercer University, the Master of Science in Clinical Mental Health Counseling, the Master of Science in Clinical Rehabilitation Counseling, the Master of Science in School Counseling, and the Doctor of Philosophy in Counselor Education and Supervision are accredited by the Council for Accreditation of Counseling and Related Programs (CACREP), 500 Montgomery Street, Suite 350, Alexandria, VA 22314; (703) 535-5990; www.cacrep.org. The Master of Science in School Counseling is also approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com.

The Department of Counseling Mission Statement

The Department of Counseling prepares Master's and Doctoral level professional mental health counselors, school counselors, rehabilitation counselors, and counselor educators and supervisors to become highly skilled, ethical, and compassionate mental health professionals grounded in a commitment to social justice.

The Master of Science in Clinical Mental Health Counseling, Master of Science in Clinical Rehabilitation Counseling, Master of Science in School Counseling, and Doctor of Philosophy in Counselor Education and Supervision programs emphasize the client-counselor relationship, creative and experiential modalities in counseling practice, a thorough understanding of mental health issues across the lifespan, and a curriculum that reflects multiple theoretical perspectives with guidance to support students in developing their own theoretical framework for community and clinical practice and supervision.

The Department Outcomes

Students will develop:

- Knowledge in the eight common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.

- Skills in therapeutic communications and counseling, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.
- Understanding of the practice of ethics, and professional identity in counseling.
- Understanding and skills in the use of research, assessment and program evaluation to inform clinical practice.
- Knowledge of the role of supervision in counselor practice.

Admission Requirements

All persons who wish to enter any counseling degree program must file a formal application for admission with the Atlanta Campus Office of Graduate Admissions. For additional information, contact the program coordinator.

Minimum academic admission requirements for the Master's degree in Counseling programs are as follows:

- Students must have earned an undergraduate degree from a regionally accredited college or university.
- Students must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted.
- Students must present a minimum score of 151 on the Verbal section of the GRE and 143 on the Quantitative section. Students may also take the Miller's Analogies Test with a target score of 397.
- Students must submit two official transcripts of all college work attempted.
- Students must submit a current resume providing evidence of relevant work experience.
- Students must submit two (2) letters of reference that speak to the candidate's potential as a counselor and the candidate's academic promise.
- Students must submit a career or goal statement (one to two typed pages) that describes why a degree in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, or School Counseling is important to the candidate and how it fits with the candidate's career goals.
- Students must submit a non-refundable \$35 application fee.
- Students must complete a background check.
- Successful completion of an interview with departmental faculty is required for entrance into the program. Interviews will be conducted only after potential candidates have applied for admission and are qualified, based on assessment of a completed application file.

Conditional Status

If the applicant does not meet either the minimum GPA, the minimum test score, or if the applicant has not yet taken or received the score from the appropriate graduate admissions exam, the admissions committee may grant admission for one semester only with the condition that students be limited to registering for a maximum of two courses or six credit hours. Students will be expected to earn a semester GPA of 3.0 or higher with at least a grade of "B" or higher in each course.

Application Deadlines

Applications are accepted year round and students are typically admitted three times annually, Fall semester, Spring semester, and Summer semester. To be considered for admission for a particular semester, applications and all supporting materials must be received by the following dates:

February 1 for Fall Semester
September 30 for Spring Semester
January 30 for Summer Semester
(Doctor of Philosophy degree program admits for Fall only)

It is in the applicant's best interest to complete their application file as soon as possible to minimize the chance of being closed out of either admission or registration.

Transfer Credits

Students may transfer up to 20% of their required course credits for any course taken at an institution accredited by an agency recognized by the U.S. Department of Education for which they earned a grade of "B" or better. Due to the variability in teaching counseling courses at other institutions, the departmental faculty have determined certain counseling courses should be taken at Mercer University. Students should meet with the program coordinator of their respective program to review potential course transfers.

Academic and Ethical Standards

Students in the M.S. degree program are required to maintain a cumulative GPA of at least 3.0 ("B") in all classes taken toward the degree. If a grade below "C" is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two "C/C+'s" in those classes required for 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 graduate program of study with Mercer. A student may not re-take an equivalent class at another university to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed in a probationary status and a formal Remediation Plan may be put into effect until he/she raises the average to 3.0. A student who is on academic probation is limited to two courses per semester during the probationary period. If the semester average falls below 2.0 ("C"), the student's case will be reviewed by the assistant/associate dean and the graduate faculty. Without extenuating circumstances, the student may be dismissed from the graduate counseling program.

Because of the nature of counseling, counselor educators have an ethical responsibility to screen from the field those students who appear unable to perform the responsibilities of a counselor. To that end, evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. All students enrolled in any counseling program will be reviewed annually by a committee of faculty members. This process includes a review of the student's academic standing, skills acquisition, and professional and personal dispositions in the field of counseling.

A student may be dropped from a course and/or a program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the counseling program faculty, in jeopardy as a result of the student's behavior or performance. In addition, the student must complete the Introduction to Clinical Mental Health Counseling course (COUN 602), the Introduction to School Counseling (COUN 631) course, or the Introduction to Clinical Rehabilitation Counseling course (RHAB 601) with a grade of "B" or better. A grade of "B" or better is also required for Counseling Theories (COUN 612). A grade other than "A", "B+", or "B" requires repetition of the introductory course(s). When repetition of the introductory course is necessary, no other counseling or education course work may be taken concurrently.

The course in counseling skills COUN 606 and the course in group counseling COUN 605 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.

Grade Appeals

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

Students are encouraged to first meet informally with their instructor to discuss any disagreements regarding a grade. If satisfaction is not achieved, the student may then initiate a formal grade appeal by contacting the Dean's Office. Formal grade appeals must be submitted in writing within 30 days after the end of the term that the grade was issued.

Student Review and Remediation Plans

Due to the nature of the counseling profession, counselor educators have an ethical responsibility to consistently review both the academic progress and the interpersonal attributes of counselors-in-training. Academic progress can be tracked through formal and informal assessments, assignments, and the GPA. Interpersonal attributes are evidenced in the student's interactions with his or her peers and professors, during role play situations, and during classroom discussions. Faculty members take note of students who seem to have difficulty with interpersonal and intrapersonal interactions and meet with individual students to discuss these issues. In such instances, a faculty member may file a written report with the program coordinator and the incident may be discussed with other faculty members to determine if there is any course of action to be taken. Students' fulfillment of ten Professional Performance Standards is completed by the faculty requesting a remediation, then discussed by the entire Counseling faculty.

These standards include:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of one's impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively
- Attention to ethical and legal concerns
- Initiative and motivation

Each Professional Standard is rated on a score of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Standards Evaluation (found in the student handbook).

A Remediation Plan may be written for a student for any number of reasons. Some examples of criteria for a formal Remediation Plan include, but are not limited to:

- Lack of academic success
- Violation of the Honor Code or Plagiarism Policy
- Concerns in one or more Professional Performance Standard
- Problems in clinical practice or field experience as reported by the site supervisor
- Other interpersonal or intrapersonal problems

In the case of an academic remediation, recommendations may include repeating a class or receiving tutoring assistance. In other instances, the Remediation Plan may

recommend delay of clinical or field experiences, receiving individual or group counseling, or that the student not take classes for a semester. The Remediation Plan is not punitive in nature and is meant to assist the student in becoming successful in life and in the counseling profession.

The Professional Performance Review Process

Students' professional performance is rated on a score of 1 (poor) to 5 (excellent) using the Counselor Competencies Scale – Revised (CCS-R; found in Student Handbook). Students receiving a rating of 3 or lower on one or more of the Counseling Disposition or Behaviors will be considered deficient in professional performance and will follow the following procedure:

1. The student, the issuing faculty (including adjunct faculty), and the Counseling program coordinator will meet to discuss the professional concern(s). The student is presented with a Notification of Professional Concern form, that includes the deficit rating(s), the issuing faculty's explanation for the rating(s), and descriptions of remedial actions that will be required. Signatures of both the student and issuing faculty will verify their understanding of the concerns, the remedial actions, and the schedule for completing actions. Both the student and issuing faculty will retain copies of the signed Notification of Professional Concern form, and a copy will be forwarded to the student's academic advisor.
2. If a student receives more than one Notification of Professional Concern form during his/her Program of Study or fails to show reasonable progress for the deficiencies cited, he/she will be required to meet with the issuing faculty, the academic advisor, and the Counseling program coordinator in accordance with the procedure provided in #1. Depending on the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and the student advisor will meet with the full counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program. The student, issuing faculty, and the academic advisor will retain a signed copy of any revisions made to the original signed Notification of Professional Concern form.
3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in unethical or illegal activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending on the level of the perceived threat, the entire faculty may recommend discontinuation in the program without opportunity for remediation.
4. All faculty recommendations for denial of a student's continuation in the Counseling program will be forwarded to, and ultimately be the decision of, the dean of the College of Professional Advancement.

Appealing the Remediation Plan:

If the student disagrees with the Remediation Plan and/or refuse to sign the plan document, the following appeal process is in place. At each step, the student must document all communication. The student may accomplish this through copies of emails, letters, or well-organized notes from conversations. The student should focus specifically on the items in the Remediation Plan that he or she is appealing and provide concise information that will aid those reading the appeal. The student may choose to end the appeal process at any time, indicating agreement with the Remediation Plan.

1. Communicate by letter or email with the faculty member who made the referral and the program coordinator to discuss the nature of the dispute with the Remediation Plan and present the rationale for changes to the plan. The program coordinator must respond within seven days to the department chair and the Dean's Office. If the program coordinator agrees, the Remediation Plan will be changed accordingly.
2. If the program coordinator decides that the plan should not be amended or repealed, the student's next step is to communicate with the department chair regarding the Remediation Plan. The documentation of the student's communication with the program coordinator must be submitted to the chair. The chair must respond to the appeal formally in writing with a copy to the Dean's Office. If the chair agrees to amend or repeal the Remediation Plan, it will be done in a timely manner.
3. If the chair maintains that the Remediation Plan should not be amended or repealed and the student decides to move forward with his or her appeal, the student may then submit the appeal to the assistant dean of the College of Professional Advancement. The appeal must be done in writing, and all supporting documents must be sent to the assistant dean. The assistant dean will make a decision about the appeal and will notify the student in writing. A copy of the decision will be filed in the Dean's Office.
4. If the decision of the assistant dean is not acceptable to the student, the student may then appeal the Remediation Plan directly to the dean. The appeal must be done in writing, and all supporting documents must be sent to the dean. The dean will make a decision about the appeal and will send written notification to the student in a timely manner. Students may appeal the dean's decision to the provost. The decision of the provost is final.

Limitation in Completion of Requirements

A student in a Master's program must complete all requirements within a six-year period. Time limits shall be computed from the beginning of the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

Transient Status

An applicant who is currently admitted to full graduate standing in a degree program at another institution may be admitted as a transient student by submitting the application forms, the application fee, and a letter of permission from his/her institution in lieu of transcripts.

Course Load

Master's students in the department are considered full-time for purposes of financial aid provided they are enrolled in 9 credit hours and are considered half-time at 4.5 credit hours. Doctoral students and Master's students in the department enrolling in a summer term are considered full-time for purposes of financial aid provided they are enrolled in 6 credit hours and are considered half-time at 3 credit hours.

To qualify for full time status, a graduate student must enroll in 9 hours per semester. Requests for overloads of up to 12 hours must be approved by the student's advisor. Overloads beyond 12 hours must be approved by the dean, associate dean, or assistant dean. Students may enroll part time. To qualify for financial aid, a graduate student must be fully admitted and must enroll in a minimum of 4.5 hours per semester.

Master of Science (M.S.) Degree in Clinical Mental Health Counseling

The mission of the Master of Science in Clinical Mental Health Counseling is to prepare students to function as counselors in a variety of community settings including but not limited to mental health centers, community agencies, hospitals, private practices, residential treatment centers, Department of Corrections, and/or other helping or human services oriented programs. Private practice and many counseling occupations require that an individual be licensed as a Professional Counselor. The Counseling degree is designed to prepare the student for licensing as a Professional Counselor in the State of Georgia (LPC). In addition to academic preparation, the license as a Professional Counselor requires successful completion of the state licensing exam, the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE), and additional years of postgraduate counseling experience and supervision.

Counseling is an applied profession which employs skills, instrumentation, and techniques to facilitate the progress and wellbeing of each person being served.

Program Outcomes

The graduates of the Clinical Mental Health Counseling program will demonstrate the ability to:

- work individually with clients on educational, vocational, social, emotional, or personal problems;
- work with groups of clients on educational, vocational, social, emotional, or personal problems;
- consult with other professionals and administrators concerning the clients' developmental needs;
- participate in psychological assessment programs, including the interpretation of test results;
- provide information and understanding to clients in the areas of educational, social, or vocational planning;
- conduct and facilitate local research efforts.

General Requirements for the Degree

The minimum credit requirement for the Master of Science in Clinical Mental Health Counseling is 60 semester hours. No credit will be given for courses completed more than six years prior to the date on which the degree is to be conferred.

There are certain conditions that must be met to transfer graduate courses to Mercer's graduate program. The institution must be accredited by an agency recognized by the U.S. Department of Education and students must be admitted to the institution's regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student's planned program. The maximum amount of transfer credit is limited to 12 semester hours. Only courses in which the student earned a "B" or better will be considered for transfer credit. Transfer credits must be approved by the Counseling Program Coordinator. Courses taken for another degree previously earned may not be applied to the Counseling Degree.

Degree Requirements – 60 semester hours

A. Required Courses (54 credit hours)

COUN 601. Career Development
COUN 602. Introduction to Clinical Mental Health Counseling
COUN 604. Psychopathology and Diagnosis
COUN 605. Group Counseling and Group Work
COUN 606. Counseling Skills and Techniques
COUN 608. Addictions Counseling
COUN 609. Practicum
COUN 610. Internship
COUN 612. Counseling Theory
COUN 613. Social and Cultural Issues in Counseling
COUN 614. Human Growth and Development
COUN 617. Assessment and Testing
COUN 618. Ethics and Professional Issues
COUN 621. Research and Program Evaluation
COUN 630. Professional Seminar
COUN 635. Orientation to Professional Practice
COUN 641. Theories of Family Counseling
COUN 645. Crisis, Trauma, and Grief Counseling

B. Electives (6 credit hours)

COUN 603. Directed Independent Study
COUN 611. Special Topics in Counseling (Topics vary by Instructor and Semester)
COUN 615. Advanced Counseling Skills
COUN 623. Play Therapy
COUN 624. Advanced Addictions Treatment
COUN 625. Case Management and Consultation
Other Courses as approved by advisor

Clinical Practice

Students are required to complete three semesters of clinical practice that totals 700 hours of clinical experience. This sequence includes one semester of Practicum (COUN 609) in which 100 clinical hours are obtained and two semesters of Internship (COUN 610) in which totals 600 clinical hours are obtained across both semesters.

Prior to entry into the Practicum (COUN 609) and Internship (COUN 610) phase of the program, students must complete 29 semester hours in the following courses:

COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)
COUN 608. Addictions Counseling*	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Social and Cultural Diversity*	(3 hours)
COUN 614. Human Growth and Development*	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 635. Orientation to Professional Practice*	(1 hour)

NOTE: A student may take one (1) course denoted with an asterisk (*) concurrently with the practicum course (COUN 609) with approval of the program coordinator or department chair. All other courses listed must be completed prior to the beginning of the clinical sequence. Students should be aware that dismissal from a Clinical Practice Site could, under some circumstances, lead to dismissal from the Counseling Program.

Clinical Mental Health Counseling Degree Exit Requirements

Candidates for the Master of Science in Clinical Mental Health Counseling must take and pass the Counselor Preparation Comprehensive Examination (CPCE) prior to receiving the degree. The CPCE is offered to students twice per year in Spring and Fall semesters. Students must take and pass the exam in their final semester in the program. If a student graduates in the Summer semester, they must take and pass the exam in the Spring semester.

Licensure and the National Counselor Examination (NCE)

Before any candidate can apply for Licensed Associate Professional Counselor (LAPC) status in the State of Georgia, he/she must demonstrate a passing score on **either** the National Counselor Exam (NCE) **or** the National Clinical Mental Health Counseling Exam (NCMHCE). Candidates are urged to complete this examination prior to graduation from the program.

The exam is the next step in the licensing process, and it is advantageous to complete the exam while the student is able to use the resources of the program for preparation. The NCE covers the eight common core areas as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Preparation.

These common core areas and the relevant Mercer courses are:

1. Human growth and development (COUN 614. Human Growth and Development)
2. Social and cultural foundations (COUN 602. Introduction to Clinical Mental Health Counseling, and COUN 613. Social and Cultural Issues in Counseling*)
3. Helping relationships (COUN 606. Counseling Skills and Techniques and COUN 612. Counseling Theory)
4. Group work (COUN 605. Group Counseling and Group Work)
5. Career and lifestyle development (COUN 601. Career Development)
6. Appraisal (COUN 617. Assessment and Testing)
7. Research and program evaluation (COUN 621. Research and Program Evaluation)
8. Professional orientation and ethics (COUN 618. Ethics and Professional Issues)

The NCE and NCMHCE are offered twice a year in April and October. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. Please see your program coordinator for application information and test dates. Registration for the exams typically occurs one semester prior to the semester for the exam. Prior to taking either exam, students should have completed the following courses:

COUN 601. Career Development	(3 hours)
COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Social and Cultural Issues in Counseling	(3 hours)
COUN 614. Human Growth and Development	(3 hours)
COUN 617. Assessment and Testing	(3 hours)

Master of Science (M.S.) in School Counseling Degree

The mission of Mercer University School Counseling program is to successfully prepare students to become school counselors with a clear professional and ethical identity. Students will be equipped to design, create, implement and evaluate comprehensive developmental school counseling programs that meet the needs of the 21st century PreK-12 student's academic, career, and social/emotional development.

Program Outcomes

The goals for the School Counseling Program are correlated to the Georgia Standards for School Counseling and the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American School Counselor Association (ASCA) Competencies for School Counselors. The graduate of the School Counseling Program will be able to:

- Demonstrate the knowledge and skills associated with the foundations of school counseling, including the history, philosophy, and current trends in school counseling and educational systems.
- Demonstrate an understanding of the coordination of counseling program components as they relate to the total school community.
- Use strategies that help promote, develop, and enhance effective teamwork within the school and the larger community.
- Use theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students.
- Work individually in groups and in the classroom with students in developing appropriate ways to facilitate growth in the areas of academic achievement, personal/social growth, and career development for all students.
- Demonstrate understanding of the concepts of the ASCA National Model and the ASCA National Standards for School Counseling Programs by being able to develop and administer a comprehensive developmental School Counseling Program.
- Understand the concepts inherent in various testing programs, use test results to make data based decisions concerning student programs of study, and be able to interpret test results to students, parents, and community members.
- Assess the effectiveness of the school counseling program using data obtained by examining student outcomes.
- Conduct and facilitate local research and evaluation efforts.

The School Counseling program leads to certification and is approved by the Georgia Professional Standards Commission (GAPSC).

The Master of Science in School Counseling is designed to prepare students to function as counselors in public and private PreK-12 school settings and to be certified by the Georgia Professional Standards Commission (GAPSC) at the SC-5 level. Mercer University does not award School Counseling certification. School Counselors in the State of Georgia must obtain certification from the Georgia Professional Standards Commission. In addition to successful completion of school counseling coursework provided, students will be required to demonstrate evidence of knowledge pertaining to educating exceptional children. The three credit hour requirement in the education of exceptional children can be satisfied through additional coursework at Mercer or other institutions or through

attendance at appropriate workshops. The required computer skills competency is infused in the core school counseling classes (COUN 631, COUN 632, COUN 642, and COUN 643). A Master's degree in School Counseling, three credit hours of coursework in the education of exceptional children, and the Georgia Assessment for the Certification of Educators (GACE II), school counselor content tests (103 and 104 or 603), are necessary for certification as a School Counselor in Georgia. Specific information regarding opportunities to satisfy these components will be provided to the students throughout their studies.

School Counseling is an applied profession which employs skills, instrumentation, and techniques to facilitate the progress of each student being served. Today's school counselors are vital members of the educational team whose role is essential to facilitate growth in academic achievement, personal and social growth, and career development for all students. School counselors will be trained as leaders and advocates in their profession. During the first year of study, intensive coursework has been designed to immerse the School Counseling student in the history, foundations, theory, and skills necessary for a Professional School Counselor. During this time, the student will prepare academically for the role of the School Counselor. The student will proceed with clinical instruction in the second year within the culture of the school working with diverse populations under constant supervision. Having completed this program of study, the School Counseling student will become a reflective practitioner, advocating the needs and rights of his/her students, while collaborating and establishing partnerships with parents, schools, other professionals, and communities.

The School Counseling Program at Mercer University is under the direction of the College of Professional Advancement (in collaboration with the College of Education) and the University Graduate Council. The College of Education is responsible for the oversight of all professional education certification programs at the University. Mercer students who successfully complete the requirements for School Counseling certification through the graduate program in School Counseling and meet all certification testing requirements for the state of Georgia will be eligible for certification recommendation through the College of Education's Office of Certification. The School Counseling Program at Mercer has been approved by the Georgia Professional Standards Commission, the state authority that grants educator certification.

The Conceptual Framework

The conceptual framework of the School Counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration, and Systemic Change**. Mercer's program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the College of Professional Advancement has developed the School Counseling Program is as follows: **"The Transformational School Counselor: Leader, Advocate, Collaborator, and Systemic Change Agent."**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the College of Education Department of Teacher Education has chosen for its conceptual framework the theme **"The Transformational Educator-To Know, To Do, To Be."**

Combined Conceptual Framework:
COLLEGE OF EDUCATION
COLLEGE OF PROFESSIONAL ADVANCEMENT

The Transformational Educator:

To Know, To Do, To Be

Leader, Advocate, Collaborator, & Systemic Change Agent

To Know

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

Leadership. Professional School Counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.

- Demonstrate knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.
- Demonstrate an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.
- Articulate an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

To Do

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

Advocacy. Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

- Assess, plan, and implement strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student's right to a rigorous curriculum that ensures post-secondary success.
- Demonstrate a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barrier.
- Consult with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling program.

To Be

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

Collaboration and Systemic Change. Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision

making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

- Model positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.
- Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrate an ability to develop and implement educational programs that meet the individual goals of all students.
- Demonstrate an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.

General Requirements for the Degree

The minimum credit requirement for the Master of Science in School Counseling degree is 60 semester hours of graduate credit. These 60 credit hours include 9 hours of clinical experience in the public schools. Each student will complete a total of 750 hours of clinical experience to include experience at each of the three school levels: P-5, 6-8, and 9-12.

There are certain conditions that must be met to transfer regular graduate credit to Mercer's graduate program. The institution must be accredited by an agency recognized by the U.S. Department of Education and the student must be admitted to the institution's regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student's planned program. The maximum amount of transfer credit is limited to 12 semester hours. Only courses in which the student earned a "B" or better will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the M.S. degree.

Field Experience

Students are required to complete 9 credit hours of field experience which includes a one semester School Counseling Practicum (COUN 639) of 150 clinical hours and two semesters or 6 credit hours of internship (COUN 640) which totals 750 hours of work in PreK-12 schools.

Prior to entry into the Practicum (COUN 639) and Internships Field Experience (COUN 640) phase of their program students fulfill the following requirements:

- Successfully pass the GACE Program Admission tests or provide evidence of exemption from tests. Exemption include, obtaining a SAT score of 1000 combined (Reading & Writing and Math); ACT composite score of 43; or GRE score of 1030 (verbal and quantitative) prior to August 1, 2011, or 279 (verbal and quantitative) after August 1, 2011.
- Complete 19 semester hours as follows:

COUN 605.	Group Techniques and Procedures	(4 hours)
COUN 606.	Counseling Skills and Techniques	(3 hours)
COUN 612.	Counseling Theory	(3 hours)
COUN 618.	Ethics and Professional Issues	(3 hours)
COUN 631.	Introduction to School Counseling	(3 hours)
COUN 632.	Leadership and Administration in School Counseling	(3 hours)

School Counseling Degree Exit Requirements

Candidates for the Master of Science in School Counseling must take and pass the Counselor Preparation Comprehensive Examination (CPCE) prior to receiving the degree. The CPCE is offered to students twice per year in Spring and Fall semesters. Students must take and pass the exam in their final semester in the program. If a student graduates in the Summer semester, they must take and pass the exam in the Spring semester.

Candidates are also required to complete the electronic portfolio through LiveText.

Certification and the National Counselor Examination (NCE)

Before any candidate is recommended for certification, he/she must demonstrate a passing score on the following criteria:

1. The GACE II content exams for School Counseling (103 & 104 or 603)
2. Completion of exceptional children coursework

Candidates are urged to complete these requirements prior to graduation from the program.

The NCE consists of 200 multiple choice items. Scores for each section and a total score will be reported to the graduate program for each student. Students will be allowed four hours to complete the examination, including the demographic questionnaire. Results will be available four weeks after the date of the administration. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. The exam will be offered twice a year in April and October. Please see the Exam Coordinator for application information and test dates.

Candidates for the Master of Science Degree in School Counseling are strongly urged to take this exam prior to graduation for a number of reasons, including the National Certified Counselor designation. Additionally, should the candidate decide to become a National Certified School Counselor or to apply for licensure as an LPC in Georgia, a passing score on the NCE is a pre-requisite.

Program Requirements for the M.S. in School Counseling Program

The Master of Science Degree in School Counseling requires the successful completion of 60 semester hours of credit as follows:

Professional Studies (28 credit hours)

A. Required

COUN 613.	Social and Cultural Issues in Counseling	(3 hours)
COUN 614.	Human Growth and Development	(3 hours)
COUN 618.	Ethics and Professional Issues	(3 hours)
COUN 621.	Research and Program Evaluation	(3 hours)
COUN 631.	Introduction to School Counseling	(3 hours)
COUN 633	Seminar in School Counseling	(1 hour)
COUN 639.	Practicum in School Counseling	(3 hours)
COUN 640.*	Internship in School Counseling	(6 hours)*
COUN 641.	Theories of Family Counseling	(3 hours)

**PROGRAM NOTE: School Counselors in the State of Georgia are certified for grades PK-12. Therefore, students will be exposed to P-5, 6-8, and 9-12 levels of public/private school education during their clinical experiences.*

Content and Related Studies (26 credit hours)

B. Required

COUN 601.	Career Development	(3 hours)
COUN 605.	Group Counseling and Group Work	(4 hours)

COUN 606.	Counseling Skills and Techniques	(3 hours)
COUN 608.	Addictions Counseling	(3 hours)
COUN 612.	Counseling Theory	(3 hours)
COUN 617.	Assessment and Testing	(3 hours)
COUN 632.	Leadership & Administration in School Counseling	(3 hours)
COUN 643.	Counseling for College Access & Career Readiness	(3 hours)
COUN 644.	Orientation to Professional School Counseling	(1 hour)

Electives (6 credit hours)

C. Electives

Choose 2 of the following courses:

COUN 611.	Special Topics in Counseling	(3 hours)
COUN 623.	Play Therapy	(3 hours)
COUN 642.	Brief Therapy	(3 hours)
COUN 645.	Crisis, Trauma and Grief Counseling	(3 hours)

Master of Science (M.S.) in Clinical Rehabilitation Counseling Degree

The mission of the Clinical Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services aimed at helping individuals with disabilities to achieve their maximum potential. Upon graduation, students will have the basic foundational knowledge, skill, and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Program Outcomes

The graduate of the Clinical Rehabilitation Counseling Program will:

- Understand and follow the Code of Professional Ethics for Rehabilitation Counselors;
- Know the laws that affect individuals with disabilities and will be able to advocate for the rights of those individuals;
- Understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
- Value the worth and dignity of all individuals and view individuals with disabilities as equal partners in the rehabilitation process;
- Demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and
- Know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

Requirements for Degree Completion

The Master of Science Clinical Rehabilitation Counseling degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than five years prior to the date the degree is to be conferred.

Students are eligible to sit for the Certified Rehabilitation Counselor exam (CRC) after they have successfully completed 75% of coursework. Contact the Commission on Rehabilitation Counseling Certification at (847) 394-2104 or <http://www.crccertification.com> for more information about certification. In addition, Clinical Rehabilitation Counseling students are academically prepared to sit for the National Counselors Exam (NCE) in the

last semester of their program. A passing score on the NCE is required as part of the licensure process in the state of Georgia.

The M.S., Clinical Rehabilitation Counseling program prepares students to work as professionals in a variety of settings such as the Veterans Administration, Georgia Vocational Rehabilitation Services, and rehabilitation hospitals, insurance companies, and private business and industry.

Clinical Rehabilitation Counseling Degree Exit Requirements

Candidates for the Master of Science in Clinical Rehabilitation Counseling must take and pass the Counselor Preparation Comprehensive Examination (CPCE) prior to receiving the degree. The CPCE is offered to students twice per year in Spring and Fall semesters. Students must take and pass the exam in their final semester in the program. If a student graduates in the Summer semester, they must take and pass the exam in the Spring semester.

Degree Requirements - 60 semester hours

I: Professional Studies

COUN 605.	Group Counseling and Group Work	(4 hours)
COUN 606.	Counseling Skills and Techniques	(3 hours)
COUN 612.	Counseling Theory	(3 hours)
COUN 618.	Ethics and Professional Issues	(3 hours)
COUN 625.	Case Management and Consultation	(3 hours)
RHAB 601.	Introduction to Clinical Rehabilitation Counseling	(3 hours)
RHAB 612.	Medical Aspects of Disability	(3 hours)
Total:		(22 hours)

II: Content and Related Studies

COUN 604.	Psychopathology and Diagnosis	(3 hours)
COUN 608.	Addictions Counseling	(3 hours)
COUN 613.	Social and Cultural Diversity	(3 hours)
COUN 614.	Human Growth and Development	(3 hours)
COUN 617.	Assessment and Testing	(3 hours)
COUN 621.	Research and Program Evaluation	(3 hours)
COUN 630.	Professional Seminar	(1 hour)
COUN 645.	Crisis, Trauma, and Grief Counseling	(3 hours)
RHAB 604.	Psychosocial Aspects of Disability	(3 hours)
RHAB 606.	Occupational Information and Job Placement	(3 hours)
RHAB 630.	Examination Review Seminar	(1 hour)
Total:		(29 hours)

III: Clinical Practice

RHAB 609.	Practicum in Clinical Rehabilitation Counseling	(3 hours)
RHAB 610.	Internship in Clinical Rehabilitation Counseling I	(3 hours)
RHAB 611.	Internship in Clinical Rehabilitation Counseling II	(3 hours)
Total:		(9 hours)

Total for degree: **(60 hours)**

Elective

RHAB 605.	Sexual Aspects of Disability	(3 hours)
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Master of Science in Clinical Mental Health Counseling and Master of Divinity in Pastoral Care and Counseling M.S./M.Div. Combined Degree Option

The combined M.S. in Clinical Mental Health Counseling degree program and the M.Div. in Pastoral Care and Counseling in the School of Theology, offers a combined degree option for students desiring both Professional Counseling study and Pastoral Care/Theology study. Students must apply for admission to both degree programs and meet both sets of admission requirements. Students will complete requirements for the M.S. in Clinical Mental Health Counseling and the M.Div. in Pastoral Care and Counseling and will be awarded both degrees upon graduation.

The combined M.Div. and M.S. degrees integrate the knowledge of professional counseling with the ministries of pastoral care and counseling. The M.Div. degree requires completion of 68 core hours of study in Theology and accepts 6 hours from Theology or Counseling as transfer elective credits to meet the 74-hour requirement for the M.Div. The M.S. in Clinical Mental Health Counseling degree requires 54 core hours of study in Counseling and accepts 6 hours from Counseling or Theology as transfer elective credit to complete the 60-hour requirement for the M.S. degree. A full-time student could expect to finish two degrees in 4-6 years of study.

Application

Applicants must meet the admissions requirements for the School of Theology and College of Professional Advancement's Department of Counseling. This includes a minimum passing score on the Graduate Record Exam (GRE) or on the Miller Analogy Test (MAT) and interviews as requested. Students must apply to and be accepted into each program. Admission into one program does not guarantee admission into the other. Students should refer to those respective departments for admission requirements.

General Requirements for the Degree

The following section outlines the requirement for the Master of Science in Clinical Mental Health Counseling degree for the Combined M.S./M.Div. degree option. Students should see the School of Theology for more information about the M.Div. degree

The minimum credit requirements for the Master of Science in Clinical Mental Health Counseling is 60 semester hours. No credit will be given for courses completed more than six years prior to the date on which the degree is to be conferred.

There are certain conditions which must be met to transfer graduate courses to Mercer's graduate program. The institution must be accredited by an agency recognized by the U.S. Department of Education and students must be admitted to the institution's regular graduate program. Graduate coursework completed at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student's planned program. The maximum amount of transferred credit is limited to 12 semester hours. Only courses in which the student earned a "B" or better will be considered for transfer credit. Transfer credits must be approved by the Counseling program coordinator. Courses taken for another degree previously earned may not be applied to the Counseling degree.

Degree Requirements – 60 semester hours

A. Required Courses (54 credit hours)

COUN 601. Career Development	(3 hours)
COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)

COUN 608. Addictions Counseling	(3 hours)
COUN 609. Practicum	(3 hours)
COUN 610. Internship	(3 hours)
COUN 612. Counseling Theory	(3-6 hours)
COUN 613. Social and Cultural Diversity	(3 hours)
COUN 614. Human Growth and Development	(3 hours)
COUN 617. Assessment and Testing	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 621. Research and Program Evaluation	(3 hours)
COUN 630. Professional Seminar	(1 hour)
COUN 635. Orientation to Professional Practice	(1 hour)
COUN 641. Theories of Family Counseling	(3 hours)
COUN 645. Crisis, Trauma, and Grief Counseling	(3 hours)

B. Electives (6 credit hours)

Students with the approval of their advisor, will take 6 hours of electives from either the M.Div. degree program or M.S. in Clinical Mental Health Counseling.

Clinical Practice

Students are required to complete three semesters of clinical practice that totals 700 hours of clinical experience. This sequence includes one semester of Practicum (COUN 609) in which 100 clinical hours are obtained and two semesters of Internship (COUN 610) in which totals 600 clinical hours are obtained across both semesters.

Prior to entry into the Practicum (COUN 609) and Internship (COUN 610) phase of the program, students must complete 29 semester hours in the following courses:

COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)
COUN 608. Addictions Counseling*	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Social and Cultural Diversity*	(3 hours)
COUN 614. Human Growth and Development*	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 635. Orientation to Professional Practice*	(1 hour)

NOTE: A student may take one (1) course denoted with an asterisk () concurrently with the practicum course (COUN 609). All other courses listed must be completed prior to the beginning of the clinical sequence. Students should be aware that dismissal from a Clinical Practice Site may, under some circumstances, lead to dismissal from the Counseling Program.

Counseling Degree Exit Requirements

Candidates for the Master of Science in Clinical Mental Health Counseling and Master of Divinity in Pastoral Care and Counseling must take and pass the Counselor Preparation Comprehensive Examination (CPCE) prior to receiving the degree. The CPCE is offered to students twice per year in Spring and Fall semesters. Students must take and pass the exam in their final semester in the program. If a student graduates in the Summer semester, they must take and pass the exam in the Spring semester.

Licensure and the National Counselor Examination (NCE)

Before any candidate can apply for Licensed Associate Professional Counselor (LAPC) status in the State of Georgia, he/she must demonstrate a passing score on **either** the National Counselor Exam (NCE) **or** the National Clinical Mental Health Counseling Exam (NCMHCE). Candidates are urged to complete this examination prior to graduation from the program.

The exam is the next step in the licensing process, and it is advantageous to complete the exam while the student is able to use the resources of the program for preparation. The NCE covers the eight common core areas as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Preparation. These common core areas and the relevant Mercer courses are:

1. Human growth and development (COUN 614. Human Growth and Development)
2. Social and cultural foundations (COUN 602. Introduction to Clinical Mental Health Counseling, and COUN 613. Social and Cultural Issues in Counseling*)
3. Helping relationships (COUN 606. Counseling Skills and Techniques and COUN 612. Counseling Theory)
4. Group work (COUN 605. Group Counseling and Group Work)
5. Career and lifestyle development (COUN 601. Career Development)
6. Appraisal (COUN 617. Assessment and Testing)
7. Research and program evaluation (COUN 621. Research and Program Evaluation)
8. Professional orientation and ethics (COUN 618. Ethics and Professional Issues)

The NCE and NCMHCE are offered twice a year in April and October. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. Please see your program coordinator for application information and test dates. Registration for the exams typically occurs one semester prior to the semester for the exam. Prior to taking either exam, students should have completed the following courses:

COUN 601. Career Development	(3 hours)
COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Social and Cultural Issues in Counseling	(3 hours)
COUN 614. Human Growth and Development	(3 hours)
COUN 617. Assessment and Testing	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 621. Research and Program Evaluation	(3 hours)

Master of Science in Clinical Mental Health Counseling and Master of Theological Studies Combined M.S./MTS Degree Option

The combined Master of Science (M.S.) in Clinical Mental Health Counseling and the Master of Theological Studies (MTS) degree option is designed for students who wish to integrate theological studies with counselor training to work in a variety of settings including: counseling agencies, parareligious organizations, private practices, or behavioral health. The MTS degree requires completion of 43 core hours of study in

Theology and accepts 6 hours from Counseling or Theology as elective credits to meet 49-hour requirement for the MTS. The M.S., Clinical Mental Health Counseling degree requires 54 core hours of study in Counseling and accepts 6 hours from Counseling or Theology as transfer elective credit to complete the 60-hour requirement for the M.S. degree. A full-time student could expect to finish two degrees in 4-6 years of study.

Application

Applicants must meet the admissions requirements for the School of Theology and College of Professional Advancement's Department of Counseling. This includes a minimum passing score on the Graduate Record Exam (GRE) or on the Miller Analogy Test (MAT) and interviews as requested. Students must apply to and be accepted into each program. Admission into one program does not guarantee admission into the other. Students should refer to those respective departments for admission requirements.

General Requirements for the Degree

The following section outlines the requirements for the Master of Science in Clinical Mental Health Counseling degree for the Combined MS/MTS degree option. Students should see the School of Theology for more information about the MTS degree

The minimum credit requirement for the Master of Science in Clinical Mental Health Counseling is 60 semester hours. No credit will be given for courses completed more than six years prior to the date on which the degree is to be conferred.

There are certain conditions which must be met to transfer graduate courses to Mercer's graduate program. The institution must be accredited by an agency recognized by the U.S. Department of Education and students must be admitted to the institution's regular graduate program. Graduate coursework completed at other institutions must be part of a planned program leading to a degree equivalent to the degree of Master of Science at Mercer. The work must be appropriate for the student's planned program. The maximum amount of transfer credit is limited to 12 semester hours. Only courses in which the student earned a "B" or better will be considered for transfer credit. Transfer credits must be approved by the Counseling program coordinator. Courses taken for another degree previously earned may not be applied to the Counseling degree.

Degree Requirements – 60 semester hours

A. Required Courses (54 credit hours)

COUN 601. Career Development	(3 hours)
COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)
COUN 608. Addictions Counseling	(3 hours)
COUN 609. Practicum	(3 hours)
COUN 610. Internship	(3-6 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Social and Cultural Diversity	(3 hours)
COUN 614. Human Growth and Development	(3 hours)
COUN 617. Assessment and Testing	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 621. Research and Program Evaluation	(3 hours)
COUN 630. Professional Seminar	(1 hour)
COUN 635. Orientation to Professional Practice	(1 hour)
COUN 641. Theories of Family Counseling	(3 hours)
COUN 645. Crisis, Trauma, and Grief Counseling	(3 hours)

B. Electives (6 credit hours)

Students with the approval of their advisor, will take 6 hours of electives from either the M.Div. degree program or M.S. in Clinical Mental Health Counseling.

Clinical Practice

Students are required to complete three semesters of clinical practice that totals 700 hours of clinical experience. This sequence includes one semester of Practicum (COUN 609) in which 100 clinical hours are obtained and two semesters of Internship (COUN 610) in which totals 600 clinical hours are obtained across both semesters.

Prior to entry into the Practicum (COUN 609) and Internship (COUN 610) phase of the program, students must complete 29 semester hours in the following courses:

COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)
COUN 608. Addictions Counseling*	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Social and Cultural Diversity*	(3 hours)
COUN 614. Human Growth and Development*	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 635. Orientation to Professional Practice*	(1 hour)

NOTE: A student may take one (1) course denoted with an asterisk () concurrently with the practicum course (COUN 609). All other courses listed must be completed prior to the beginning of the clinical sequence. Students should be aware that dismissal from a Clinical Practice Site could, under some circumstances, lead to dismissal from the Counseling Program.

Counseling Degree Exit Requirements

Candidates for the Master of Science in Clinical Mental Health Counseling and Master of Theological Studies must take and pass the Counselor Preparation Comprehensive Examination (CPCE) prior to receiving the degree. The CPCE is offered to students twice per year in Spring and Fall semesters. Students must take and pass the exam in their final semester in the program. If a student graduates in the Summer semester, they must take and pass the exam in the Spring semester.

Licensure and the National Counselor Examination (NCE)

Before any candidate can apply for Licensed Associate Professional Counselor (LAPC) status in the State of Georgia, he/she must demonstrate a passing score on either the National Counselor Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE). Candidates are urged to complete this examination prior to graduation from the program.

The exam is the next step in the licensing process, and it is advantageous to complete the exam while the student is able to use the resources of the program for preparation. The NCE covers the eight common core areas as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Preparation. These common core areas and the relevant Mercer courses are:

1. Human growth and development (COUN 614. Human Growth and Development)
2. Social and cultural foundations (COUN 602. Introduction to Clinical Mental Health Counseling, and COUN 613. Social and Cultural Issues in Counseling*)

3. Helping relationships (COUN 606. Counseling Skills and Techniques and COUN 612. Counseling Theory)
4. Group work (COUN 605. Group Counseling and Group Work)
5. Career and lifestyle development (COUN 601. Career Development)
6. Appraisal (COUN 617. Assessment and Testing)
7. Research and program evaluation (COUN 621. Research and Program Evaluation)
8. Professional orientation and ethics (COUN 618. Ethics and Professional Issues)

The NCE and NCMHCE are offered twice a year in April and October. Each student will be responsible for the cost of the examination and any subsequent retake of the examination. Please see your Program Coordinator for application information and test dates. Registration for the exams typically occurs one semester prior to the semester for the exam. Prior to taking either exam, students should have completed the following courses:

COUN 601. Career Development	(3 hours)
COUN 602. Introduction to Clinical Mental Health Counseling	(3 hours)
COUN 604. Psychopathology and Diagnosis	(3 hours)
COUN 605. Group Counseling and Group Work	(4 hours)
COUN 606. Counseling Skills and Techniques	(3 hours)
COUN 612. Counseling Theory	(3 hours)
COUN 613. Social and Cultural Diversity	(3 hours)
COUN 614. Human Growth and Development	(3 hours)
COUN 617. Assessment and Testing	(3 hours)
COUN 618. Ethics and Professional Issues	(3 hours)
COUN 621. Research and Program Evaluation	(3 hours)

Doctor of Philosophy Degree in Counselor Education and Supervision

The Doctor of Philosophy (Ph.D.) degree complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the College of Professional Advancement. The mission of the College of Professional Advancement is to offer undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The College also contributes to the quality of education provided to students enrolled in other academic units by offering general education and elective courses at the Regional Academic Centers and on the Macon and Atlanta campuses.

This mission is based upon a fundamental belief in the diversity, dignity, and inherent worth of all human beings and in the central role education plays in a democratic society. The Counseling faculty actively supports the College of Professional Advancement's commitment to quality instruction and community service.

Program Outcomes

The Ph.D. in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. More specifically, the doctoral curriculum in Counselor Education and Supervision will prepare graduates to:

- Demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research;
- Function in the role of counselor supervisor and gatekeeper in the profession;
- Teach and evaluate graduate-level students in counselor education programs;
- Develop their identity as scholars and to become producers, consumers, and evaluators of research in the field;
- Become leaders and advocates within the profession such as at their universities, places of employment, and at the local, state, national, and international levels;
- Demonstrate in ethical professional dispositions;
- Obtain careers in the area in which they have been trained;
- Admit and retain a diverse student body.

Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions. The doctoral level counselor represents a "scientist practitioner" model and should be both consumer and producer of research.

Doctoral degree requirements in counseling are rigorous. The selection process for admission to the program considers this factor. Students admitted to the program have convinced the selection committee of potential for successful program completion.

Admission Requirements

Admission to the Ph.D. program in Counselor Education and Supervision in the College of Professional Advancement is competitive. Preference is given to graduates of CACREP-accredited programs. The program admits students once per year in August. The application deadline for the Ph.D. program in Counselor Education and Supervision is January 31. The number of openings in each class admitted will be determined by the number of faculty able to mentor and supervise each student. The admission requirements are as follows:

- A Master's degree in counseling or a counseling discipline from a regionally accredited college or university with preference given to graduates of CACREP accredited programs;
- A minimum graduate GPA of 3.5;
- Official transcripts of all undergraduate and graduate work attempted;
- An official GRE score with a target score of 156 Verbal Reasoning section and 146 Quantitative Reasoning section. Test scores must be less than six (6) years old at the time of application;
- A curriculum vitae and copies of any licenses or certifications held;
- A writing sample on a topic of professional interest for counselors;
- Three current letters of recommendation;
- A \$35 non-refundable application fee;
- A personal interview with the Counseling Program Doctoral Admissions Committee.

All admission requirements must be met with required official documents on file by the application deadline before an interview will be granted. Students transferring from other universities may be considered for admission to the Ph.D. in Counselor Education and Supervision program. A maximum of 20% of the total number of hours required for the Ph.D. may be transferred to the Mercer program. Each request for transfer credit must be

evaluated by the doctoral program coordinator. Transfer credits must have been earned at an institution accredited by an agency recognized by the U.S. Department of Education. A grade of B or better is required for all doctoral level courses transferred.

Degree Requirements

The Ph.D. in Counselor Education and Supervision at Mercer University requires a minimum of 60 graduate semester hours of study beyond the master's degree, including internship and dissertation requirements. The Ph.D. degree is the highest academic degree granted by American universities. It is awarded to those who demonstrate a mastery of the field in which it is awarded and who complete and defend a dissertation.

Transfer Credits

Students may transfer up to 20% of their required course credits for any course taken at an institution accredited by an agency recognized by the U.S. Department of Education for which they earned a grade of "B" or better. The maximum amount of transferred credit is limited to 12 semester hours. No credit will be given for courses completed more than six years prior to the date on which the Ph.D. is to be conferred.

Core Requirements: (60 semester hours)

The core represents a common requirement for all Ph.D. students designed by the Counselor Education and Supervision Program to provide a specific body of coursework leading to expertise in research design and methodology, advanced theory, leadership and supervision, as well as awareness of social foundations and advanced counseling practice.

Required Core Courses:

COUNSELING:

COUN 702. Advanced Counseling Theories	3 hours
COUN 720. Contemporary Issues in Counselor Education	3 hours

SUPERVISION:

COUN 802. Counseling Supervision Theories and Models	3 hours
COUN 803. Practicum in Clinical Supervision	3 hours

TEACHING:

COUN 801. Teaching & Pedagogy in Counselor Education and Supervision	3 hours
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LEADERSHIP AND ADVOCACY:

COUN 706. Leadership, Advocacy, and Social Justice in Counseling	3 hours
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RESEARCH AND SCHOLARSHIP:

COUN 701. Advanced Psychometrics	3 hours
COUN 812. Qualitative Research	3 hours
COUN 830. Research and Statistics I	3 hours
COUN 831. Research and Statistics II	3 hours
COUN 832. Research Design	3 hours
COUN 901. Prospectus Design	3 hours

PRACTICUM AND INTERNSHIP:

COUN 707. Advanced Clinical Practicum	3 hours
COUN 910. Internship in Counselor Education and Supervision	6 hours

Each student must complete a minimum of two academic semesters, 6 total hours, of internship. Students work closely with the clinical director and program coordinator to develop an internship plan in the areas of counseling, teaching, research, supervision, and leadership/advocacy. In compliance with CACREP standards, the internship

experience must consist of a minimum of 600 hours of experience in at least three areas (one must be in teaching).

ELECTIVES

6 hours

DISSERTATION HOURS

COUN 920. Dissertation Hours

9 hours

Candidates must register for a minimum of 1 hour of dissertation credit each semester after completing coursework and passing the doctoral comprehensive exam until the dissertation is successfully defended. (1 – 5 hours repeatable)

60 TOTAL REQUIRED HOURS

Degree Requirements

The Dissertation Committee

The student will select a minimum of three and a maximum of five faculty members to comprise their Dissertation Committee. These faculty members may be full time or adjunct faculty members who are employed by Mercer University, or in some circumstances, professionals with an earned Ph.D. who have expertise necessary to the doctoral candidate's research. At least two members of the Dissertation Committee must be full time faculty members in the Counseling Program. It is suggested that the student not select their Dissertation Committee until they near the completion of coursework as interests and research areas often change during the course of study. The student may begin informal discussions of dissertation topics, research interests, and refinement of ideas with his/her Curriculum Committee.

Without extenuating circumstances, the student may not change the members of this committee once selected.

Residency

Students in the Ph.D. program are expected to establish "residency" by attending school full time (a minimum of nine hours per semester) for the first 30 hours of the program to establish their research agenda, work with faculty on research, supervision, teaching, and extramural funding. During this residency period, students will be eligible for Graduate Teaching Assistantships or Graduate Research Assistantships to aid them financially while they study full time. Once program residency is established at the completion of the first 30 hours, students may attend part time or complete external fieldwork or participate in other opportunities in counseling. During residency the student is expected to spend considerable time on campus beyond attendance in enrolled classes. Students should attend dissertation defenses scheduled in the department and should take advantage of workshops, colloquia, or symposia offered on campus or in the metropolitan area. Students may collaborate on research projects with faculty members and/or assist with instructional programs for master's degree students in counseling. Students may participate in and learn grant writing and extramural funding through searches and participation in the search, design, and writing of grants and projects for external funding.

The Comprehensive Examination

Doctoral students are eligible to take the Comprehensive Examination during the last semester of coursework. The student must have taken and completed 45 hours of core coursework (all courses except COUN 910 Doctoral Internship and COUN 920 Dissertation) before taking the comprehensive exam. Students must register for COUN 920 Dissertation, during the semester they plan to take the exam.

To pass the Comprehensive Examination, the doctoral student must pass both the written and oral sections of the examination. Successful completion of the Examination

indicates that the doctoral student is eligible to begin work on his/her dissertation and continue into advanced internship. Students who do not pass all sections of the comprehensive examination will be required to disenroll from COUN 920 Dissertation until successful completion of all sections on the comprehensive examination. Compete information regarding the Comprehensive Examination policy can be found in the Ph.D. Handbook.

Admission to Candidacy

Upon successful completion of the program of study, internship experience, and comprehensive exam, the student may apply for Candidacy in the Counselor Education and Supervision program. The student is responsible for completing the Application for Admission to Candidacy, and consulting with his/her curriculum committee to assure that all curricular, field experience, and exam requirements have been completed. The committee members sign the application form if the above listed requirements have been met and the student requests an appointment with the program coordinator for an interview, review, and approval of admission to candidacy. Once fully admitted to candidacy, the student is permitted to begin the formal process of presentation of the dissertation.

Academic Standards

Candidates in the Ph.D. program must earn a "B" or better for each course. Students may repeat a specific course one time but may not repeat more than two courses in the program. If a student's cumulative GPA falls below 3.0, the student will be placed in a probationary status and a formal remediation plan will be put into effect until he/she raises the average to 3.0. Students who fail to meet these criteria will be dismissed from the program. To be eligible for graduation, a student must maintain a 3.0 average on all graduate courses included on the student's doctoral program of study. All courses carrying graduate credit in the College of Professional Advancement are numbered 600 or above. Courses numbered 800 and above are open to doctoral candidates only.

Incomplete Grades

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

Discipline and Screening Procedures

Counselor educators have an ethical responsibility to screen from the field any student or candidate who, for academic or interpersonal reasons, may pose a threat to do harm to a client, the program, or an agency with whom Mercer University has contracted for placement in field experience/internship, teaching, training, supervision, or consultation. As such, assessment of a student's academic performance, practice skills, and interpersonal skills is continuous. Students who have such issues may be required to attend personal counseling, take some time off from the program, or may be dismissed from the program depending on the nature of the problem. Students may appeal any decision of the program that results from action under the discipline and screening procedure.

Student Review and Remediation Plans

Ph.D. Program Expectations and Assessment

Master's level training and much of undergraduate training have relatively structured sequential course arrangements. However, the elective course work in the doctoral

program goes beyond the required coursework in those degree programs and should reflect content focus in a special interest area, research methodology, and professional issues geared toward preparing students for the departmental comprehensive examinations.

Although formal course work is an important element of training, doctoral student training and professional development is greatly advanced by regular exposure by participation in professional organizations, readings and submitting to professional research journals, gaining experiences by teaching and supervising future clinicians, and developing leadership and advocacy. As such, the Ph.D. in Counselor Education and Supervision will focus on knowledge and skills development in five core areas: Counseling, Supervision, Teaching, Research/Scholarship, and Leadership/Advocacy. Students are regularly assessed throughout the program on how well they are meeting learning outcomes in these five areas as part of the program's student assessment plan. The plan of assessing students' knowledge and skill development in these areas is done at multiple points as outlined below.

CACREP Domain	Program Objective	Key Performance Indicators/SLO (As measured by 1-5 on corresponding rubric question; passing = 4 or greater)	Assessment Points
Counseling	To prepare students to demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research	Students will be able to integrate and apply counseling theory and practice at an advanced level, and consider a contextualized background for psychotherapeutic work.	Early. (First Semester) COUN 702. Advanced Counseling Theory
			Mid. (Year 2) COUN 707. Advanced Clinical Practicum
			Late (Year 3) Comprehensive Written Exam
Supervision	To prepare students for the role of counselor supervisor and gatekeeper in the profession	Students will demonstrate knowledge and skills of foundations of clinical supervision, including: a) an overview of supervision theories and models, b) an orientation to the supervisory relationship, c) modes and methods of supervision intervention, d) the evolution of supervisors and supervisors, e) legal and ethical considerations in the provision of clinical supervision, and f)	Early (Year 1). COUN 802. Counseling Supervision Theories and Models
			Mid (End of Year 1) COUN 803. Practicum in Clinical Supervision

		supervision research issues.	
Teaching	To prepare students to be teachers and evaluators of graduate-level students in counselor education	Students will investigate and apply theories and techniques of instruction and evaluation which meet the developmental needs of graduate-level students. Students will formulate a personal pedagogical theory and teaching style.	Early (Year 2) COUN 801. Teaching and Pedagogy in Counselor Education and Supervision
			Late (Years 3/4) COUN 910. Doctoral Internship
Research/Scholarship	To prepare students in developing their identities as scholars and in becoming producers, consumers, and evaluators of research in the field.	Students will be able to develop research questions and hypotheses appropriate for research in the field and articulate and utilize various research designs and methodologies for critical analysis involved in the production of original research, including a dissertation prospectus.	Early (Year 2) COUN 901. Prospectus Design
			Late (Year 3) Comprehensive Written Exam
Leadership and Advocacy	To prepare students to become leaders and advocates within the profession such as at their universities, places of employment, and at the local, state, national, and international levels	Students will enhance and apply their understanding of theories and components of multicultural competency as it pertains to working with diverse populations. Students will also learn and articulate models of effective leadership in the counseling field.	Year 1 COUN 706. Leadership, Advocacy, and Social Justice in Counseling
			Late (Year 2) COUN 910. Doctoral Internship
Dispositions	To prepare students in ethical professional dispositions	Students will show evidence of knowledge of ethical professional dispositions required by the profession and will be able to demonstrate these dispositions in practice.	Early (Admissions) Program Admissions Screening
			Late (Year 2) COUN 707. Advanced Practicum
Career Readiness and Job Placement	To prepare students to obtain careers	Students will report satisfactory level of preparedness for the	End of Semester Course Evaluation

	within the area for which they have been trained	profession and will obtain full or part-time careers in the field	Spring Annual Site Supervisor Evaluation of Doctoral Students
			Student and Alumni Annual Survey
Student Diversity	To admin and retain a diverse student body	The Counselor Education and Supervision PhD program will be comprised of students from diverse personal and professional backgrounds. This student diversity will be represented throughout the program and graduation.	Program admission screening and demographic information
			Graduation data
			Comprehensive exams

Student Dispositional Review and Remediation Plans

Due to the nature of the counseling profession, it is an ethical responsibility for counselor educators consistently review both the academic progress and the interpersonal attributes of students pursuing counseling degrees. Academic progress can be tracked through formal and informal assessments, assignments, and the GPA. Interpersonal, dispositional attributes are evidenced in the student's interactions with his or her peers and professors, during role-play situations, clinical work, and during classroom interactions. Faculty members and site supervisors take note of students who seem to be having difficulty with interpersonal and intrapersonal interactions and meet with individual students to discuss these issues. In such instances, a written report may be filed with the program coordinator and students of concern are discussed with other faculty members in regular department meetings to determine if there is any course of action to be taken.

Criteria for Professional Performance Evaluation

Students' dispositions will be evaluated formally and informally throughout their matriculation through the program. Formal evaluations of students' professional dispositions will be completed using the *Counselor Competencies Scale—Revised* (CCS-R) Part II during the COUN 707 Advanced Clinical Practicum course. The CCS-R assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R part II provides counselors and trainees with direct feedback regarding their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Doctoral students are expected to show maturity and initiative in program planning. The Ph.D. program coordinator and faculty members remain available for support and suggestions, as needed. One of the best resources for program planning is consultation with advanced students in the program.

The Ph.D. is rigorous and demanding, requiring time, energy, and resources. At times life may create situations which may impede steady commitment to career objectives. The program faculty may call attention to slow progress in the program and recommend alternatives, if indicated. Reasonable length of time for completion of the Ph.D. in Counselor Education and Supervision for a student entering with a master's level degree

in counseling is approximately four to five years (there is a 7-year limit- see policy above). It is strongly encouraged that students adhere to this guideline. This period includes three years of academic course work including residency, satisfactory completion of the doctoral comprehensive examination, and acceptance of doctoral dissertation prospectus. Internship experiences and completion of dissertation requirements should represent the final year in the student's doctoral program.

If, at any point in the sequence, the student encounters difficulty with one of the required areas delineated above (course work, comprehensive, etc.), completion of all other program requirements must be delayed until the deficit is corrected. Consultation with the Ph.D. program coordinator will reveal whether designated checkpoints in the student's planned program have been achieved.

The Professional Performance Review Process

Each Counseling Disposition and Behaviors is rated on a score of 1 (Harmful) to 5 (Exceeds Expectations). Students who receive a rating of 3 on one or lower of the Professional Performance Standard will be considered deficient in professional performance and will follow the following procedure:

1. The student, the issuing faculty (including adjunct faculty), and the Counseling program coordinator will meet to discuss the professional concern(s). The student will be presented with a Notification of Professional Concern form, on which will be listed the deficit rating(s), the issuing faculty's explanation for the rating(s), and descriptions of remedial actions that will be required. Signatures of both student and issuing faculty will verify their understanding of the concerns, the remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Concern form, and a copy shall be forwarded to the student's academic advisor.
2. If a student receives more than one Notification of Professional Concern form during his/her Program of Study or fails to show reasonable progress for the deficiencies cited, he/she will be required to meet with the issuing faculty, the academic advisor, and the counseling program coordinator in accordance with the procedure provided in #1. Depending on the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and the student advisor will meet with the full counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program. The student, issuing faculty, and the academic advisor will retain a signed copy of any revisions made to the original signed Notification of Professional Concern form.
3. Faculty will initiate the Professional Performance Review protocol at any time for students that knowingly engage in unethical or illegal activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending on the level of the perceived threat, the entire faculty may recommend discontinuation in the program without opportunity for remediation.
4. All faculty recommendations for denial of a student's continuation in the counseling program will be forwarded to, and ultimately be the decision of, the dean of the College of Professional Advancement.

Appealing the Remediation Plan: Should the student disagree with the Remediation Plan and/or refuse to sign the plan document, the following appeal process is in place. At each step, the student must document all communication. Students may accomplish this

through copies of emails, letters, or well-organized notes from conversations. Students are asked to focus specifically on the items in the Remediation Plan that they are appealing and to provide concise information that will aid those reading the appeal. The student may choose to end the appeal process at any time, indicating agreement with the Remediation Plan.

1. Communicate by letter or email with the faculty member who made the referral and the program coordinator to discuss the nature of the dispute with the Remediation Plan and present the rationale for changes to the plan. The program coordinator must respond within seven days to the department chair and the Dean's Office. If the program coordinator agrees, the Remediation Plan will be changed accordingly.
2. If the program coordinator decides that plan should not be amended or repealed, the student's next step is to communicate with the department chair regarding the Remediation Plan. The documentation of the student's communication with the program coordinator must be submitted to the chair. The Chair must respond to the appeal formally in writing with a copy to the Dean's Office. If the chair agrees to amend or repeal the Remediation Plan, it will be done in a timely manner.
3. If the chair maintains that the Remediation Plan should not be amended or repealed and the student decides to move forward with his or her appeal, the student can then submit the appeal to the assistant dean of College of Professional Advancement. This must be done in writing, and all supporting documents must be sent to the assistant dean. The assistant dean will make a decision about the appeal and will notify the student in writing with a copy of the decision sent to the Dean's office.
4. If the decision of the assistant dean is not acceptable to the student, the student may then appeal the Remediation Plan directly to the dean. This must be done in writing, and all supporting documents must be sent to the dean. The dean will make a decision about the appeal and will send written notification to the student in a timely manner. Students may appeal the dean's decision to the provost.

Limitation in Completion of Requirements

A student in the Ph.D. in Counselor Education and Supervision program must complete all requirements within a seven-year period. However, the expected time of completion for most students is four to five years. Time limits shall be computed from the beginning of the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. No credit will be given for courses taken more than seven years prior to the date on which the degree is to be conferred.

Continuous Enrollment:

Students in the Ph.D. in Counselor Education and Supervision are expected to maintain continuous enrollment of at least one credit hour during each semester until the degree is conferred. Individuals not registered for credit during any semester may not utilize university resources or facilities.

DEPARTMENT OF LEADERSHIP STUDIES

Lynn W. Clemons, *Chair/Professor*

Richard H. Martin and V. Lynn Tankersley, *Professors*

John J. Carroll and Stephen E. Ruegger, *Associate Professors*

Forouzan L. Farnia, Gail W. Johnson, Jacqueline S. Stephen, and Kevin B. Williams,
Assistant Professors

Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals. As such, the mission of the Department of Leadership Studies is to help students learn to think more effectively as leaders. To achieve this goal, students generate and evaluate empirical evidence while considering theoretical perspectives of the discipline. Students actively engage with a rigorous academic program that includes comprehensive coursework, leadership projects, internships, and student-faculty research. Ultimately, and in an ethical manner, our students will contribute to the knowledge base of leadership and apply leadership principles to everyday life.

The Department of Leadership Studies offers major programs in criminal justice leadership, healthcare leadership, human resources administration and development, and organizational leadership and minors in public safety and human resources administration and development in the Regional Academic Centers. The undergraduate majors in criminal justice leadership and organizational leadership are also offered on the Atlanta Campus. The undergraduate majors in criminal justice leadership, homeland security and emergency management, and organizational leadership are offered online. A Master of Science degree program in criminal justice and public safety leadership is offered online. A Master of Science degree program in organizational leadership is also offered online.

Student Learning Outcomes

Upon completion of a major in the Department of Leadership Studies, students will be able to:

- Conceptualize and rework problems, and to generate solutions to those problems that open up new worlds of knowledge.
- Analyze and define issues.
- Develop and appreciation for multiple viewpoints.
- Generate well-crafted arguments.
- Find useful information, ideas, concepts, and theories, to synthesize them and build on them, and to apply them in the workplace as well as personal life.
- Analyze options and outcomes for decisions in terms of their values and effects and to make decisions that are rational, legal, and ethical.
- Read, write, and speak effectively; make presentations that are persuasive and engaging; and argue to powerful effect.
- Think deeply about their lives, their goals, and the importance of learning to learn in meeting leadership challenges by becoming lifelong learners.

Department Goals

- To encourage the capacity for critical thinking related to analytic and critical written expression and to effective verbal communication.
- To encourage professionalism and opportunities for undergraduate participation in leadership, which allows for their meaningful participation in professional events and activities of their discipline.

- To encourage the development of attitudes and predispositions among students that contributes to effective and responsible leadership and citizenship and to foster healthy maturation and self-growth more generally.
- To provide the opportunity for engagement with classic and contemporary knowledge, issues, research, questions, problems related to leadership effectiveness in specific professions.
- To develop ethical reasoning related to leadership.

Master of Science, Organizational Leadership

John J. Carroll, *Program Coordinator/Associate Professor*

Lynn W. Clemons and V. Lynn Tankersley, *Professors*

Forouzan L. Farnia, Gail W. Johnson, and Kevin B. Williams, *Assistant Professors*

The Master of Science, Organizational Leadership is designed for aspiring or existing leaders in any profession. The curriculum covers such topics as conceptual and theoretical leadership models, leadership development, the challenges of leading change, strategic planning, organizational theory and behavior, as well as topics that impact healthcare, nonprofit organizations, and organizational development. This Master of Science, Organizational Leadership program emphasizes current and emerging leadership theories, best practices, skills, and strategies/tools used to enable organizational innovation, creativity, and change in increasingly complex work environments. Students will work collaboratively with a faculty advisor who will help them assess and develop their leadership skills, facilitate the transfer of their academic knowledge and research designs into workplace settings, and prepare them for leadership longevity.

The Master of Science in Organizational Leadership program is designed for those persons interested in advanced leadership positions in the public or private sectors. The course work challenges students to think critically and to respond reflectively in an intensive learning environment. The curriculum combines a leadership studies core with work in one concentration that together create a graduate-level program that can be tailored to specific needs. The degree provides students with the tools and best practices they will need in order to excel in today's complex organizations. The program prepares students to lead others effectively and to identify innovative solutions to challenges in a variety of professional settings, including the nonprofit, public, healthcare, military, and technology sectors. Students may tailor their degree to their own professional situation by selecting one of these concentrations:

- Leadership for Organizational Development
- Leadership for the Healthcare Professional
- Leadership for the Nonprofit Organization

Admission Requirements

All persons who wish to enter the program must file a formal application. Minimum admission requirements for the Master of Science, Organizational Leadership are as follows:

- Applicants must have earned an undergraduate degree from a regionally accredited college or university.
- Applicants must have earned a minimum overall undergraduate grade point average of 2.75 on all work attempted. Applicants with a minimum overall undergraduate grade point average below 2.75 on all work attempted may be required to submit additional documentation to support academic potential.
- Applicants must submit two official transcripts of all college work attempted.

- Applicants must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.
- Applicants must submit a Philosophy of Leadership essay or Educational Autobiography including career goals [no more than two double-spaced, word processed pages].
- Applicants must submit a professional resume.
- Applicants must submit a non-refundable application fee, unless waived by the University.
- Applicants must submit a letter of recommendation/support from a person in the applicant's leadership or academic structure who can attest to academic potential.
- Applicants must complete a formal interview with the departmental faculty. Interviews will be conducted only after potential candidates have applied for admission and are judged qualified.

Provisional Admission

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

Application Deadlines

Applicants are accepted into the program throughout the academic year. Enrollment Management will determine the admission deadline prior to the term/session start dates.

Academic Standards

Students in the Master of Science, Organizational Leadership degree program are required to maintain a cumulative GPA of at least 3.0 (B) in all classes taken toward the degree. If a grade below C is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+'s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that class, and students may not re-take more than two classes in their program of study with Mercer. Students may not re-take an equivalent class at another institution to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed on probation. A student who is on academic probation is limited to one course per session and is required to earn a cumulative GPA of 3.0 for the semester. The student will remain on probation until the overall cumulative GPA has been raised to 3.0. If the student fails to attain a semester GPA of 3.0 while on probation, or if a student's semester average falls below 2.0 in any semester while enrolled in the Master of Science in Organizational Leadership program, the assistant/associate dean will review the student's case. Without extenuating circumstances, the student may be dismissed from the program. Students must attain an overall grade point average of 3.0 to qualify for graduation.

Limitation in Completion of Requirements

A student in the Master of Science, Organizational Leadership program must complete all requirements within a six year period. Time limit will be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Course Load

Full-time status in the program is nine credit hours per semester. Students may attend on a part-time basis by taking less than nine credit hours. Request for an overload beyond 12 credit hours must be approved by the dean or assistant/associate dean. To qualify for financial aid, students must be fully admitted. Since financial aid may differ by student, it is the responsibility of the students to meet the qualification and responsibilities of financial aid.

Attendance

Students must attend all required synchronous meetings and participate each week during the term/session. The final course grade for students with two absences may be reduced by one letter grade. Students with three absences may receive a failing grade for the course. There are no excused absences.

Transfer Credit

A maximum of six (6) semester hours of graduate level credit may be transferred, where applicable to the Master of Science degree, Organizational Leadership. Transfer courses must have been completed with a grade of "B" (3.0) or higher in the graduate division of a university accredited by an agency recognized by the U.S. Department of Education within the last five years prior to enrolling at Mercer. Request to transfer credit will be made to the program faculty for evaluation and submission to the Office of the Registrar. A request to transfer credit will include identifying the course(s) on the applicant's transcript and the course description from the originating institution's catalog. Transfer credits can only be applied to one-degree program.

General Requirements for the Degree

The Master of Science, Organizational Leadership is a 30-credit hour program consisting of a 18-credit hour core curriculum and 12 credit hours in one of three areas of concentration: Leadership for the Healthcare Professional, Leadership for Organizational Development, and Leadership for the Nonprofit Organization. Students must attain an overall grade point average of 3.0 to qualify for graduation.

Student Learning Outcomes

- Students will become skilled, innovative, principled, and ethical leaders who understand the foundations of organizational leadership and to build on those foundations to contribute to the effective functioning of society at all levels.
- Students will demonstrate an understanding that leadership is not solely a matter of formal authority or power but rather a matter of influence, integrity, spirit, and respect regardless of one's power or authority.
- Students will demonstrate proficiency in creative problem-solving in organizational leadership; encompassing key skills in inquiry, data collection, analysis, and interpretation.
- Students will communicate effectively using various forms of expression, such as logical, statistical, and visual. While all students have proficiency in written and oral communication, they will demonstrate skill in professional presentations.
- Students will demonstrate an in-depth understanding in one of three program concentrations – Leadership for the Healthcare Professional, Leadership for Organizational Development, and Leadership for the Nonprofit Organization.

Degree Requirements (30 credit hours)

Core Requirements (18 credit hours)

LEAD 600.	Theories of Organizational Leadership	(3 hours)
LEAD 601.	Ethical Challenges in Organizations	(3 hours)

LEAD 602.	Organizational Theory and Behavior	(3 hours)
LEAD 604.	Leading in Global Organizations: Gender and Generations	(3 hours)
LEAD 605.	Research Methods for Leaders	(3 hours)
LEAD 705.	Research Strategies for Leaders	(3 hours)

Areas of Concentration (12 credit hours)

Students will select four courses from one of the following Areas of Concentration. Three of the courses selected must be the concentration prefix (HCAL, ORGD or NONP) and include the introductory course for the concentration.

Leadership for the Healthcare Professional

*HCAL 600.	Introduction to Healthcare Systems	(3 hours)
HCAL 602.	Health Systems Budgeting for the Nonfinancial Leader	(3 hours)
HCAL 700.	Healthcare Policy and Law	(3 hours)
HCAL 702.	Capstone Seminar in Leadership for Healthcare Professionals	(3 hours)
PSLD 604.	Organizational Communication, Conflict Resolution, and Negotiations	(3 hours)
INFM 605.	Informatics for Healthcare Systems	(3 hours)
or		

Leadership for Organizational Development

*ORGD 600.	Introduction to Organizational Development	(3 hours)
ORGD 601.	Organizational Consulting and Leadership Coaching	(3 hours)
ORGD 700.	Building Organizational Culture	(3 hours)
ORGD 701.	Capstone Seminar in Leadership for Organizational Development	(3 hours)
PSLD 604.	Organizational Communication, Conflict Resolution, and Negotiations	(3 hours)
INFM 605.	Informatics for Healthcare Systems	(3 hours)
or		

Leadership for the Nonprofit Organization

*NONP 600.	Introduction to the Nonprofit Sector	(3 hours)
NONP 601.	Nonprofit Governance and Volunteer Administration	(3 hours)
NONP 700.	Budgeting for the Nonprofit Sector	(3 hours)
NONP 701.	Capstone Seminar in Leadership for the Nonprofit Organization	(3 hours)
PSLD 604.	Organizational Communication, Conflict Resolution, and Negotiations	(3 hours)
INFM 605.	Informatics for Healthcare Systems	(3 hours)

*The introductory course to the concentration

Leader-to-Leader Symposium

Each year, students in the Master of Science, Organizational Leadership program are expected to attend the annual Leader-to-Leader Symposium. Included in the symposium are Mercer faculty and leaders from various organizations in the community. Specialists from various disciplines related to leadership and its development will be invited to deliver short topical presentations and facilitate discussions among the participants. This event will be held virtually.

Leadership for the Healthcare Professional Concentration

The Leadership for the Healthcare Professional concentration provides healthcare professionals, including nurses, therapists, and technologists with an overall

understanding of leadership issues in the context of contemporary healthcare. This concentration is designed for aspiring and committed professionals who are interested in careers in health services administration in such settings as hospitals, managed care organizations, medical group practices, ambulatory, long-term care, and home healthcare facilities, insurance and pharmaceutical companies, consulting firms, government, for profit, and nonprofit sector organizations. Emphasis is placed on leadership theories and practices, policy strategies, and ethical decision making as they relate to the healthcare field.

Leadership for the Organizational Development Concentration

The Leadership for Organizational Development concentration prepares students to participate in complex decision-making environments that affect the organization. This concentration broadens the student's capacity to lead organizational change in the face of resistance by understanding the essential skills used in developing the resources of the individual, group, and organization. Students practice problem-solving, strategic planning, critical thinking, and research methodology and policy formulation while focusing on key organizational leadership elements such as ethics, motivation, creativity, vision, and organizational development.

Leadership for the Nonprofit Organization Concentration

The Leadership for the Nonprofit Organization concentration is directed to promote excellence in the governance and leadership of nonprofit philanthropic organizations. The program's focus is on creating better leaders, better organizations, and better communities. The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofit organizations employ a sizable and increasing share of the nation's workforce, with employment growth outpacing a number of major industries. Nonprofits might include community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups.

School of Theology and College of Professional Advancement Combined Master of Divinity and Master of Science in Organizational Leadership, Concentration in Leadership for the Nonprofit Organization

The combined M.Div. and M.S. in Organizational Leadership, with a Concentration in Leadership for the Nonprofit Organization, is designed to incorporate advanced theological training with leadership and organizational studies, providing students with the essential knowledge for ministry, as well as the tools and best practices they will need in order to excel in today's complex organizations. Our combined program will provide every student with opportunities for personal spiritual formation and development, as well as practical experience in his or her chosen field of ministry. Designed to promote excellence in the governance and leadership of nonprofit philanthropic organizations, the combined degree program will prepare students to lead others effectively and identify innovative solutions to challenges in a variety of professional settings, including the nonprofit, public, healthcare, military, and technology sectors. Emphasizing current and emerging leadership theories, best practices, skills, and strategies/tools used to enable organizational innovation, creativity, and change in increasingly complex work environments, the program's focus is on creating better ministers, better leaders, better organizations, and better communities.

The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic

planning, fund development, board governance, and recruitment. Nonprofits might include para-church organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:

- Students will learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Eligibility: Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement.

Course Requirements: School of Theology

Course	Number	Credits	Date
Hebrew Exegesis I	OTH 603	3	_____
Greek Exegesis I	NTG 613	3	_____
Old Testament I&II	OTH 604	3	_____
	& OTH 605	3	_____
Jesus & the Gospels	NTG 611	3	_____
Paul & the Early Church	& NTG 612	3	_____
Church History I&II	CHH 621	3	_____
	& CHH 622	3	_____
Baptist Heritage	CHH 623	2	_____
Theology I&II	THP 631	3	_____
	& THP 632	3	_____
Preaching	PRC 651	3	_____
Worship	PRC 652	3	_____
Faith Development	CRE 682	3	_____
Evangelism & Mission I	EVM 661	3	_____
Pastoral Care	PAC 671	3	_____
Spiritual Formation I&II	SPF 701	2	_____
	& SPF 702	2	_____
Mentoring	MIN 901	3	_____
Capstone	MIN 903	3	_____

Required Theology Core Hours: 57

Additional Theology Elective Hours: 9 (3 electives)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Shared Courses:

1.	MIN 801 Change and Conflict in the Church	3	_____
2.	MIN 652 Leadership and Church Systems In place of LEAD 600 Theories of Organizational Leadership	3	_____
3.	ETH 641 Christian Ethics In place of LEAD 601 Ethical Challenges in Organizations	3	_____
4.	MIN 902 Mentoring for Contextual Leadership In place of LEAD 602 Organizational Theory and Behavior	3	_____

Total Shared Courses: 12 hours

Course Requirements: College of Professional Advancement

1.	Introduction to the Nonprofit Sector	NONP 600	3	_____
2.	Nonprofit Governance and Volunteer Administration	NONP 601	3	_____
3.	Budgeting for the Nonprofit Sector	NONP 700	3	_____
4.	Capstone Seminar in Leadership in the Nonprofit Organization	NONP 701	3	_____
5.	Leading in Global Organizations: Gender and Generations	LEAD 604	3	_____
6.	Research Methods for Leaders	LEAD 605	3	_____
7.	Research Strategies for Leaders	LEAD 705	3	_____

Hours Required from the College of Professional Advancement Courses: 21

Total M.Div. / M.S. Combined Degree Requirement: 100 hours

**Master of Science in Organizational Leadership,
Concentration in Nonprofit
and
Master of Arts in Christian Ministry (M.S./M.A.C.M.)**

In order to meet degree requirements for the M.S., the student must complete a minimum number of 30 hours (at least 27 core hours of study in the College of Professional Advancement and 3 hours from the School of Theology). The final three hours may be taken as an elective in either the School of Theology or in the College of Professional Advancement's Master of Science in Organizational Leadership, Concentration in Leadership for the Nonprofit Organization.

The combined M.S. / M.A.C.M. degrees integrate preparation for ministry and lay leadership with preparation for leadership in the nonprofit sector. The combination of the M.S. in organizational leadership with the M.A.C.M. curriculum prepares graduates for a successful leadership career in ministry and in the high-growth nonprofit sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Program outcomes include:

- Students will learn foundational skills in the study of content, context, and interpretation of scripture and the Christian tradition.
- Students will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.
- Students will demonstrate the ability to make connections between their personal spiritual formation and their actions in the world.

- Students will demonstrate competency in integrating theory and practice of leadership in their ministry contexts.
- Students will learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement.

College of Professional Advancement Admission Requirements include:

- Applicants must have earned an undergraduate degree from a regionally accredited college or university.
- Applicants must have earned a minimum overall undergraduate grade point average of 2.75 on all work attempted. Applicants with a minimum overall undergraduate grade point average below 2.75 on all work attempted may be required to submit additional documentation to support academic potential.
- Applicants must submit two official transcripts of all college work attempted.
- Applicants must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.
- Applicants must submit a Philosophy of Leadership essay or Educational Autobiography including career goals [no more than two double-spaced, word-processed pages].
- Applicants must submit a professional resume.
- Applicants must submit a non-refundable application fee, unless waived by the University.
- Applicants must submit a letter of recommendation/support from a person in the applicant's leadership or academic structure who can attest to academic potential.
- Applicants must complete a formal interview with the departmental faculty. Interviews will be conducted only after potential candidates have applied for admission and are judged qualified.

Submit all application supporting materials to:

Mercer University
Office of Graduate Admissions
College of Professional Advancement
3001 Mercer University Drive
Atlanta, GA 30341

Admission decisions will not be made until all application materials have been received.

Additional Requirements for International Applicants

- Evaluation of Foreign Credentials Applicants who completed all or part of their education abroad are required to have their foreign educational credentials evaluated by an independent evaluation service. A Course-by-Course and Grade Point Average Equivalent Evaluation is required for graduate admission. Contact the Office of Admissions for information about evaluation services if your foreign credentials have not been evaluated. If an evaluation has been done, you must submit an official sealed copy with your application.
- Official Translations Documents submitted in a language other than English must be accompanied by official translations.
- Test of English as a Foreign Language (TOEFL) The TOEFL or IELTS is required for international applicants whose primary language is not English. The scores may not be more than two years old. Official score reports must be sent directly to the Office of Admissions by the Educational Testing Service. The Educational Testing Service institution code for submission of official score reports is 5025. Unofficial copies of the score report may be included with the application for initial review and evaluation. This does not replace the requirement of an official score report for those applicants who are offered admission.
- *Exception: The TOEFL is not required of international applicants who have attended another U.S. institution and completed freshman English Composition I and II with grades of "C" or higher.*
- Financial Guarantee: International applicants who wish to obtain an I-20 for F-1 visa must include financial documentation showing ability to finance tuition and living expenses for one year. Financial documents must have a current date and indicate available funds of US\$25,000.
- Visa Status: International Applicants Who are Currently in the United States - Documentation of your current visa status must be submitted with the self-managed application. (Copy of I-20 and I-94 if on an F-1 visa; copy of visa stamp and I-94 if on another type of visa; or copy of Resident Alien card [front and back] if classified as a Resident Alien.)

School of Theology Entrance Requirements include:

- Biographical Information
- Resume - (Including Church Positions and Service, Secular Occupations, Community Involvement, Academic Honors, and Research, Civic, or Leadership Awards)
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university.
- Background check* - Background check to be filed online at [Castle Branch](#), or call 1-888-666-7788 for more information. Please allow up to 2 weeks for us to receive the report. The package cost is \$33.50, which must be ordered and purchased directly online by the applicant. The admissions office will supply the appropriate step-by-step directions on how to complete the background check. Please download instructions to order your background check and have it sent to the School of Theology at Mercer University.
- \$50.00 application fee
- Autobiographical essay - In 1200-1500 words speak to the following four questions: Give an account of your Christian pilgrimage. Tell the story of your personal commitment and call to ministry. What factors have led you to apply

to the School of Theology for your theological training? What are your ministry goals (the kind of ministries you envision for yourself)?

- Three Letters of Recommendation (one from each of the following :)
 1. Pastor or Church Leader
 2. Professor or Supervisor
 3. Professor or Supervisor
- Writing Sample of 500-750 words (can be excerpt) of an academic paper on any topic. Please include bibliography and in text citations or footnotes.
- Admissions Interview as needed.

*In order to fulfill contracts with our seminary partners, the School of Theology now requires that all Theology applications undergo a criminal background check. Admission into the School of Theology is pending receipt of a background check report from www.certifiedbackground.com. Applicants are responsible for ordering and purchasing their own background check directly online.

- Each applicant must authorize the School of Theology to obtain a background check in order to satisfy the admission requirements.
- The only exclusion to the background check will be special exceptions made for International Students who are in the process of obtaining, or have obtained the F-1 visa. This exception is monitored by the Admissions Office, which has the right to administer the exemption as necessary.
- Failure to undergo the background check will result in exclusion from admission consideration. If criminal behavior is detected in the background check, the student may not be admitted to the School of Theology. Students may appeal the decision and will have the opportunity to present information to dispute the background check.

NOTE: The Master of Science in Organizational Leadership, Concentration in Leadership for the Nonprofit Organization requires a minimum of 30 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Arts in Christian Ministry degree requires a minimum of 38 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.

Graduation Requirements:

Minimum 3.0 GPA in College of Professional Advancement classes and 2.5 GPA in Theology classes, completion of course requirements and 60 hours within maximum timeframe of six years, and submission of portfolio for review.

Master of Science in Organizational Leadership Courses:

Minimum 28 hours

*Introduction to the Nonprofit Sector (as Theology elective in area of specialization)	NONP 600	3
Nonprofit Governance and Volunteer Administration (as Theology elective in area of specialization)	NONP 601	3
*Budgeting for the Nonprofit Sector (as Theology elective in area of specialization)	NONP 700	3

**Students may substitute (with prior approval from both faculty advisors) one to three of the NONP courses listed below for one to three of the NONP courses listed above (NONP 600, 601, and/or 700) if student would benefit:

- HCAL 600. Introduction to Health Care Systems
- HCAL 602. Health Systems Budgeting for the Nonfinancial Leader

- HCAL 700. Healthcare Policy and Law
- HCAL 702. Capstone Seminar in Leadership for Healthcare
- INFM 605. Informatics for Healthcare Systems
- LEAD 604. Leading in Global Organizations: Gender and Generations
- ORGD 600. Introduction to Organization Development
- ORGD 601. Organizational Consulting and Leadership Coaching
- ORGD 700. Building Organizational Culture
- ORGD 701. Capstone Seminar in Leadership for Organizational Development
- PSLD 604. Organizational Communication, Conflict Resolution, and Negotiations

Capstone Leadership for the Nonprofit Organization	NONP 701	3
Ethics (<i>in place of LEAD 601 – Ethical Challenges in Organizations</i>)	THET 500	*see above

Theories of Organizational Leadership	LEAD 600	3
Organizational Theory and Behavior	LEAD 602	3
Research Methods for Leaders	LEAD 605	3
Research Strategies for Leaders	LEAD 705	3

School of Theology Courses, minimum 29 hours:

Foundations in Old Testament	THOT 500 or _____	3
Foundations in New Testament	THNT 500 or _____	3
Christian Traditions 1	THCH 511 or _____	3
Foundations in Theology	THTP 500 or _____	3

Cultural Context: 6 hours:

Global Perspectives in Ministry & Mission	THPT 500	3
Cultural Context Elective	_____	3

Personal and Spiritual Formation: 5 hours

Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Ethics	THET 500	3

Specialization (including supervised experience): 15 hours

Choose THPT 701 & 702:

Contextual Education 1	(THPT 701) _____	3
and Contextual Education 2	(THPT 702) _____	3

**Elective in area of specialization* **see below*

**Elective in area of specialization* **see below*

**Elective in area of specialization* **see below*

**Elective in area of specialization (THXX, ORGD, NONP, or LEAD courses):*

M.A.C.M. Courses: minimum 29 hours

M.S. Courses: minimum 27 hours

Shared Courses: 15 hours (3 hours from Theology; 9 hours for College of Professional Advancement; and 3 hours from either Theology or College of Professional Advancement)

Total M.S./M.A.C.M.: 60 hours

Graduation Requirements:

A minimum 3.0 GPA in College of Professional Advancement classes and 2.5 GPA in Theology classes, completion of course requirements and 60 hours within maximum timeframe of six years, and submission of portfolio for review are required for graduation.

Master of Science, Criminal Justice and Public Safety Leadership

Stephen E. Ruegger, *Program Coordinator/ Associate Professor*

Lynn W. Clemons, Richard H. Martin, and V. Lynn Tankersley, *Professors*

John J. Carroll, *Associate Professor*

The Master of Science, Criminal Justice and Public Safety Leadership degree places strong internal emphasis on innovation, creativity, critical thinking and analyses, problem solving, and entrepreneurship for those seeking higher education and advancement to higher public safety leadership positions. Public safety agency leaders consistently indicate that they desire to hire college graduates who can handle “out-of-the-box” situations that are frequently beyond the scope of traditional approaches to graduate educations.

Potential students say that this type of education model is a “break-through” for them, because it combines much of their previous training and experience with formal education in a realistic manner. The degree program was designed to provide transformational change in the individual student, change that they can take back to their agencies and use to accomplish both personal and agency goals.

Upon completion of the degree program, students are able to:

- Demonstrate effective conflict resolution skills through various forms of organizational communication.
- Access the various ethical dilemmas faced in the criminal justice and public safety fields.
- Evaluate the current trends in leadership roles for criminal justice and public safety professionals.
- Demonstrate proficiency in inquiry, creative problem solving, and decision making with regards to research in the fields of criminal justice and public safety.

Curriculum

This program is designed for public safety practitioners who want to advance their careers to higher leadership levels in today’s public safety organizations. Specifically, the online Master of Science in Criminal Justice and Public Safety Leadership degree program reaches out to both non-service students and practitioners who are seeking new jobs, those wanting to increase their proficiency in their current jobs, or those wanting to be promoted to positions of higher responsibility within their current agencies. The program can be completed in as few as fourteen months. All classes are offered online.

Admission Requirements

Admission requirements for the Master of Science, Criminal Justice and Public Safety Leadership program are as follows:

- Applicants must file a formal application for admission to graduate studies with a nonrefundable \$35.00 application fee.
- Applicants must have earned an undergraduate degree from a institutionally accredited college or university.
- Applicants must have earned a minimum overall undergraduate grade point average of 2.75 on all work attempted.
- Applicants must submit a written autobiography including career goals.
- Applicants must submit two official transcripts of all college work attempted.

- Applicants must obtain a certificate of immunization.
- Applicants must provide two letters of recommendation from people who are qualified to assess their academic potential in graduate school.
- Applicants must provide official scores on the Test of English as a Foreign Language (TOEFL) if English is not the applicant's native language.
- Applicants must attend an interview by the departmental admissions committee as the final step for admission.

Provisional Admission

If the applicant does not meet the minimum GPA requirement, the admissions committee may grant admission for one semester only on a provisional basis. These admissions will be decided on a case-by-case basis and may be granted in the case of documented extenuating circumstances. No more than 10% of students will be admitted annually on a provisional basis. Provisionally admitted students will be allowed to register for a maximum of two courses (selected by the department) during their provisional semester. A minimum cumulative grade of B will be required.

Application Deadlines

Applicants are accepted into the program prior to the beginning of the fall, spring, or summer semesters. Admission deadline for fall is July 15; for spring is November 15; and for summer is April 15.

Academic Standards

Students in the Criminal Justice and Public Safety Leadership program are required to maintain a cumulative GPA of at least 3.0 (B) in all classes taken toward the degree. If a grade below C is assigned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+'s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that class, and may not repeat more than two classes in his/her program of study. A student may not re-take an equivalent class at another college to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed on probation until raising the average to 3.0. A student who is on academic probation is limited to one course per session and is required to earn a cumulative GPA of 3.0 for the semester. The student will remain on probation until the overall cumulative GPA has been raised to 3.0. If the student fails to attain a semester GPA of 3.0 while on probation, or if a student's semester average falls below 2.0 in any semester while enrolled in the Master of Science in Criminal Justice and Public Safety Leadership program, the assistant/associate dean will review the student's case. Without extenuating circumstances, the student will be dismissed from the program. Students must attain an overall grade point average of 3.0 to qualify for graduation.

Course Load

Full-time status in the program is nine credit hours per semester. Students may enroll on a part-time basis by taking fewer than nine semester hours. To qualify for financial aid, graduate students must be fully admitted and must enroll in a minimum of 4.5 hours per semester. Academic advisors must approve an overload up to 12 credit hours. Requests for an overload beyond 12 credit hours must be approved by the assistant/associate dean.

Transfer Credit

There are certain conditions that must be met before other graduate credit can be transferred to Mercer's graduate program. The student must have attended an institution accredited by an agency recognized by the U.S. Department of Education and the student must have been admitted to the institution's regular graduate program. Graduate work

taken at other institutions must have been part of a planned program leading to a degree equivalent to the Master of Science degree at Mercer University. The work must be appropriate for the student's program at Mercer University. The maximum amount of transferred credit is six semester hours. Only courses in which the student earned a B or better and completed within the last five years will be considered for transfer credit. Courses taken for another degree previously earned may not be applied to the Master of Science degree, Criminal Justice and Public Safety Leadership.

Transient Status

A student who is currently admitted to full graduate standing in a degree program in another institution may be admitted by submitting the application forms, the application fee, and a letter of transient permission from his/her home institution in lieu of transcripts.

General Requirements for the Degree

The minimum credit requirement for the Master of Science, Criminal Justice and Public Safety Leadership program is 30 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. Students must attain an overall grade point average of 3.0 to qualify for graduation.

Limitation in Completion of Requirements

Students in the Master of Science, Criminal Justice and Public Safety Leadership program must complete all requirements within a six-year period. Time limits will be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Core Requirements (18 credit hours)

CRJS 601. or PS LD 601.	Multidisciplinary View of Theories and Models of Leadership
CRJS 604. or PS LD 604.	Organizational Communication, Conflict Resolution, and Negotiations
CRJS 607. or PS LD 607.	Research Analysis
PS LD 605.	Leadership and Ethics in Public Safety
PS LD 606.	Seminar on Terrorism
CRJS 799. or PS LD 799.	Master Research Report

Elective Courses (12 hours)

CRJS 625.	Special Topics in Public Safety
CRJS 630.	Forensic Psychology
CRJS 631.	History of Corrections and Jails
CRJS 632.	Deviant Behavior: Crime, Conflict, and interest Groups
CRJS 634.	Nature of Crime and Justice in the 21st Century
PS LD 602.	Comparative Studies in Public Safety
PS LD 625.	Special Topics in Public Safety Leadership
PS LD 632.	Internship
PS LD 701.	Preparation, Execution, and Coordination of Disaster Response

DEGREE REQUIREMENT (30 HOURS)

Core Required Courses

The required core courses provide a strong background in leadership, organization administration, ethics, and research methods. A student is required to take 18 semester hours of core courses.

Elective Courses

The elective courses focus on a variety of topics designed to enhance the core courses. Students are required to complete 12 hours from the elective course offerings.

Optional Internship

An internship is available for students interested in professional development and growth, and may be particularly helpful for students who have little or no work experience in the field. The internship provides students with the opportunity to apply concepts and skills learned in their curriculum. Internship credit requires completion of 180 hours at an approved internship site. The student may only take three semester hours of internship. The application must be received at least six weeks prior to the semester in which the internship semester begins. If students elect to take the internship, the internship cannot be done in the student's place of employment. A comprehensive internship report is required upon completion of the internship.

Criminal Justice/Public Safety Leadership Capstone:

The capstone functions as an integrative experience and provides students with a research course designed to enhance their knowledge and application of public safety leadership and the research process. All Criminal Justice and Public Safety Leadership graduate students will be required to complete the capstone after the completion of the core course requirements. All students must complete the Master's Research Report, CRJS 799 or PS LD 799. The Master's Research Report requires students to complete a written critical analysis of scholarly literature on core or specific topics in the field of criminal justice or public safety leadership.

DEPARTMENT OF INFORMATICS AND MATHEMATICS

Feng Liu, *Chair/Professor*

Charles H. Roberts, *Professor Emeritus*

Hani Q. Khoury, *Professor*

Vikraman Baskaran, Greg A. Baugher, and Kenneth W. Revels, *Associate Professors*

Awatef Ben Ramadan, Rui Gong, Tri M. Le, and Zhiling Long, *Assistant Professors*

The core values of the Department of Informatics and Mathematics are knowledge, quantitative reasoning, innovation, and ethical citizenship. The mission of the department is to support discovery and equip students with skillsets and tools they can use creatively to solve problems. To achieve our mission, the department faculty engage students through study and research on theory and practice within interdisciplinary contexts. Students will have the opportunity to participate in project-based learning, internships, service-learning activities, and community-based research.

The Department offers general education curriculum in mathematics and technology, five degree programs, two minors, and a for-credit graduate certificate program. The three bachelor's degree programs in Health Informatics, Information Technology and Informatics, and Software Application Development and Human-Computer Interaction are offered online and on Mercer's Atlanta campus. The Master of Science degree program in Health Informatics is offered fully online, alongside the for-credit graduate certificate program in Health Informatics. The Master of Science degree in Applied Data Intelligence and Machine Learning is also currently offered fully online.

Department Goals

The Department is committed to fostering a learning and teaching environment that will:

- Provide state of the art curriculum in the technology degree programs and general education.
- Improve logical reasoning and problem-solving skills by using evidence-based arguments to address problems.
- Grow the capacity to work creatively by integrating knowledge and skills across disciplines.
- Expand ethical reasoning skills in the application of knowledge and tools of informatics and mathematics.

Master of Science, Applied Data Intelligence and Machine Learning

Tri M. Le, Program, *Coordinator/Assistant Professor*

Hani Khoury and Feng Liu, *Professors*

Vikraman Baskaran and Kenneth W. Revels, *Associate Professors*

Awatef Ben Ramadan, Rui Gong, and Zhiling Long, *Assistant Professors*

People working in artificial intelligence and data science learn from data and seek actionable and consistent patterns to make good predictors and to solve real-world problems. The practices of artificial intelligence and data science examine data and information in decision-making contexts, such as in medical decisions, transportation options, and resource deployment. Artificial intelligence and data science are new fields that employ techniques from areas such as object-oriented programming, software development, statistical and probability models, data mining, natural language processing, cloud computing, deep learning and machine learning. It is different from the existing practice of data analysis, which focuses on explaining data sets. This program is a fusion of computational science, algorithms and algorithmic theory, machine learning, as well as statistics theory creation aspects of data science. With modern technology, for disciplines and applied fields that often work with data that have uncertain relationships such as health sciences and social sciences, data can be captured and utilized to generate powerful predictive models. Artificial intelligence and data science knowledge and skills are sought after in a range of academic fields and employment sectors including health sciences, cyber security, economics, insurance, education, human resources, social networks, telecommunications, supply chain and logistics, energy, transportation, engineering, and social, behavioral, biological and physical sciences.

The Master of Science in Applied Data Intelligence and Machine Learning degree calls on the interdisciplinary knowledge and skillsets available across Mercer University. In the program, students will use scientific methods, scientific processes, and scientific systems to extract actionable knowledge for applicable predictive uses from complex and high-dimensional datasets collected from an array of real-world sources.

Graduates of the M.S. in Applied Data Intelligence and Machine Learning are:

- Employable in professional jobs that use skills of traditional and modern methods in data science, current trends in computational science, artificial intelligence, data mining and machine learning.
- Equipped to address the growing needs for artificial intelligence and data science applications in government, non-profit, and corporate sectors.
- Prepared to conduct research, pursue further graduate study, certificates, and other post-graduate programs

Throughout the program, students develop professional skills through practice and hands-on learning in computer labs, virtual computing environments, optional internships,

and real-world projects. Students can participate in applied projects and research led by department faculty members. Students also have opportunities to practice and develop professional skills in the Department's Data Science Support Center where students act as consultants to Mercer and external clients in queries and projects that require expertise developed through the program.

Student Learning Outcomes

Upon successful completion of the M.S. Applied Data Intelligence and Machine Learning requirements, students will be able to:

- Proficiently use in general-purpose programming languages and machine learning software packages and statistics analysis tools.
- Apply skills in computer science, machine learning, statistics, and mathematics to extract actionable knowledge from data with artificial intelligence techniques and data science tools to solve real-world problems.
- Communicate effectively the solution that meets employer and user needs.
- Articulate the practitioner and user responsibility while utilizing data/information and applying the techniques of artificial intelligence and data science in an ethical manner.

Admission Requirements

All persons who wish to enter the program must file a formal application. Minimum admission requirements for the Master of Science in Applied Data Intelligence and Machine Learning degree are:

- Applicants must have an undergraduate degree from an institutionally accredited college or university.
- Applicants must have earned a minimum overall undergraduate grade point average of 3.0 on all work attempted and should submit two official transcripts (translated if they are not in English) from each college or university attended.
- Applicants must submit a resume.
- Applicants must submit a recommendation letter from a college instructor and/or an employer who is familiar with the applicant's academic or work performance. The letter should describe the applicant's experience and roles in relation to the potential to be successful in graduate studies.
- Applicants must submit a non-refundable application fee of \$35.
- Applicants must complete a formal interview, online or face-to-face, with the departmental faculty. These interviews will be conducted only after potential candidates have applied for admission and judged qualified.
- **Optional:** Documentation to waive two core courses (up to 6 credit hours): INFD 601 Mathematics and Programming Foundations for Data Intelligence and Machine Learning and/or INFD 602 Programming for Data Intelligence and Machine Learning.

Additional Requirements for International Applicants

All international applicants are required to adhere to the admissions requirements outlined above. International applicants must also submit:

- If English is not the applicant's native language, submit proof of English proficiency as demonstrated by:
 - Duolingo score of 115, through Mercer University International Recruitment and Student Success Office
 - or official TOEFL scores of 80 IBT (internet based TOEFL)

- or 213 CBT (computer based TOEFL)
 - or 550 PBT (paper based TOEFL)
 - or iTEP Academic Plus score of 4.5
 - or successful completion, through level 6, of Mercer University English Language Institute course with a passing score on the Michigan test, which is administered as part of the ELI program. An IELTS score of 6.5 or higher will be considered as proof of English proficiency.
- International applicants who completed all or part of their education abroad are required to have their foreign credentials evaluated by the Mercer University Office of International Recruitment and Student Success. All academic records not in English must be accompanied by a certified, notarized English translation. Applicants may choose to have their foreign academic credentials evaluated by Mercer University International Recruitment and Student Success Office, or by an international transcripts evaluator such as World Educational Services (WES) or JS&A (Silny).
 - For transfer credit: Mercer University can evaluate certified, notarized English translation or apostille documents from an accredited translation service to produce an admissions decision but will not produce a course-by-course evaluation for credit transfer. Students seeking to transfer credits from post-secondary institutions outside of the United States must submit all transcripts along with a course-by-course certified credential evaluation from an approved foreign credential evaluation agency. Approved agencies are members of the National Association of Credential Evaluation Services (NACES) or from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Mercer will perform an evaluation based on the course-by-course evaluation report received directly from one of the approved agencies and in accordance with the same guidelines as those for nationally-accredited institutions.

Provisional Admission

If the applicant does not meet the minimum GPA requirement, the admissions committee may grant provisional admission for one semester. These admissions will be decided on a case-by-case basis and may be granted with evidence of a documented extenuating circumstance. No more than 10% of the students will be admitted annually on a provisional basis. Provisionally admitted students will be allowed to register for a maximum of two courses per semester in consultation with their departmental faculty advisor and will not be allowed to register for additional classes until an acceptable GPA is achieved.

Application Deadlines

Applicants are accepted into the program prior to the beginning of fall and spring semesters. Application deadline for fall semester is July 15. Deadline for spring semester is November 15. Deadline for summer semester is April 15.

Academic Standards

Students in the Master of Science, Applied Data Intelligence and Machine Learning program are required to maintain a cumulative GPA of at least 3.0 ("B") in all classes taken toward the degree. If a grade below "C" is earned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that course, and may not re-take more than two classes in their program of study. Students

may not take an equivalent course at another institution to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed on probation. A student who is on academic probation is limited to one course per session and is required to earn a cumulative GPA of 3.0 for the semester. The student will remain on probation until the overall cumulative GPA has been raised to 3.0. If the student fails to attain a semester GPA of 3.0 while on probation, or if a student's semester average falls below 2.0 in any semester while enrolled in the Master of Science degree program, the assistant/associate dean will review the student's case. Without extenuating circumstances, the student will be dismissed from the program. Students must attain an overall grade point average of 3.0 to qualify for graduation.

Course Waiver Requests

In the M.S. Applied Data Intelligence and Machine Learning program, students will begin their studies in the following areas so that they can be successful in the program:

- discrete mathematics
- programming logic
- statistical and/or machine learning software and data analysis
- programming, including Python

Two core courses provide this fundamental knowledge, INFD 601 Mathematics and Programming Foundations for Data Intelligence and Machine Learning and INFD 602 Programming for Data Intelligence and Machine Learning. In these courses, students will learn programming logic, descriptive statistics, regression models, variance/covariance methods, machine learning software, and programming languages, and engage in projects to develop skills to be successful in successive courses in the program.

Applicants who have demonstrated abilities in these areas may apply to waive these two required courses: INFD 601 Mathematics and Programming Foundations for Data Intelligence and Machine Learning and/or INFD 602 Programming for Data Intelligence and Machine Learning. To request to waive either INFD 601 and/or INFD 602, the admissions committee will review information provided to determine if the applicant may waive one or both courses.

- To apply to waive core course INFD 601 Mathematics and Programming Foundations for Data Intelligence and Machine Learning, provide documentation for one or more of following.
 - Coursework, certificates, or documented work experience in all the following areas: discrete mathematics, programming logic, and statistical software, and data analysis **or** a score equal to or greater than 80% on the Ideal Foundational Knowledge assessment administered by the Department.
- To apply to waive core course INFD 602 Programming for Data Intelligence and Machine Learning, provide documentation for the following:
 - Successful completion of two undergraduate programming courses, for example the Department courses INFM 210 and INFM 310.
 - One of the following: coursework or certificate in programming language, including Python programming **or** documented work experience in programming language, including Python programming.

Course Load

Full-time status in the program is nine credit hours per semester. Academic advisors may approve an overload up of 12 credit hours. Request for an overload beyond 12 credit hours must be approved by the dean, associate dean, or assistant dean. Students may

attend on a part-time basis by taking less than nine credit hours. To qualify for financial aid, students must be fully admitted and must enroll in a minimum of 4 hours per semester.

Attendance

Students are expected to attend all virtual meetings/classes and to participate each week in the online meetings. If a student has an extenuating circumstance, the program faculty will review the student's case and determine make-up work when appropriate.

Transfer Credit

A maximum of six (6) semester hours of college level credit may be transferred, where applicable to the Master of Science, Applied Data Intelligence and Machine Learning program. Transfer courses must have been completed within the last five years prior to enrolling at Mercer, with a grade of "B" or higher from a university accredited by an agency recognized by the U.S. Department of Education.

General Requirements for the Degree

Students must attain an overall grade point average of 3.0 to qualify for graduation. Students who do not waive any courses must earn 36 credit hours in the program. Students who waive either INFD 601 or INFD 602 must complete 33 credit hours in the program. Students who waive both INFD 601 and INFD 602 must complete 30 credit hours in the program.

Major Core Requirements (12-18 credit hours)

INFD 601. Mathematics and Programming Foundations for Data Intelligence and Machine Learning

INFD 602. Programming for Data Intelligence and Machine Learning

INFD 605. Advanced Data Structures and Algorithms

INFD 611. Foundations of Statistical Algorithms

INFD 612. Data Processing and Manipulation

INFD 622. Big Data and Computationally Intensive Supervised Machine Learning

*(Note: INFD 601 and/or 602 may be waived as described in **Course Waiver Requests.**)*

Capstone Requirements (3 credit hours)

INFD 799. Capstone for Data Intelligence and Machine Learning

Concentrations or Self-Designed Study (15 credit hours)

Complete 15 credit hours in one of the following concentrations or in a self-designed study:

Artificial Intelligence (Each course is 3 credit hours)

INFD 615. Introduction to Artificial Intelligence

INFD 631. Cloud Computing and Applications

INFD 635. Big Data and Computationally Intensive Unsupervised Machine Learning

INFD 645. Natural Language Processing in Artificial Intelligence

INFD 651. Computer Vision

INFD 655. Ethics and Civic Responsibility in Data Intelligence and Machine Learning

INFD 661. Deep learning

INFD 671. Data Visualization

INFD 672. Advanced Human-Computer Interaction and Usability Studies

Data Science (Each course is 3 credit hours)

INFD 621. Computational Statistics for Data Science

INFD 623. Multivariate Analysis Methods for Complex and High Dimensional Data

INFD 624. Computational Bayesian Statistics

INFD 625. Computational Models for Binary Public Health Outcomes

INFD 626. Computational Modeling for Survival Data in Healthcare

INFD 631. Cloud Computing and Applications
INFD 632. Computational Modeling for Longitudinal Health Data
INFD 633. Statistical Inferencing and Dissemination of Healthcare Data
INFD 635. Big Data and Computationally Intensive Unsupervised Machine Learning
INFD 655. Ethics and Civic Responsibility in Data Intelligence and Machine Learning
INFD 671. Data Visualization

Self-Designed

Choose 15 credit hours from any INFD, INFM, or approved course of 600-level or above.
Requires consultation and approval from your faculty advisor.

TOTAL DEGREE REQUIREMENTS: 36 HOURS

Master of Science, Health Informatics

Vikraman Baskaran, *Program Coordinator/Associate Professor*

Feng Liu, *Professor*

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Health Informatics is a field that relates to the acquiring, storing, retrieving and using of healthcare information through computing and communication technologies to foster better collaboration among healthcare stakeholders. The Master of Science (M.S.) in Health Informatics program will focus on the Health Informatics area at a national level and on Health Informatics initiatives. The graduate program in Health Informatics is applied in nature and will allow students to improve skillsets in their current field and gain new knowledge and competencies in the interdisciplinary field of Health Informatics.

The M.S. in Health Informatics is designed for aspiring or current professionals who already have an undergraduate degree from a regionally accredited college or university and are working in a clinical setting or working in an Information Technology (IT) related field. The program focuses on the specific needs of this evolving health informatics field. Healthcare is seen as the next biggest field for employment for at least the next two decades in the field of informatics (applied information technology). According to the Institute of Medicine, healthcare in the U.S. has experienced the growing complexity of science and technology and the field of health informatics is seen as a solution for alleviating these new challenges.

The M.S. in Health Informatics curriculum challenges students to expand their creative thinking, refine their ethical problem solving, apply the new knowledge learned and further develop critical thinking skills. The curriculum covers topics such as healthcare data management, evidence-based decision making and clinical knowledge management, EDI (electronic data interchange) technologies, interoperability standards, risk assessment, ethics, healthcare IT project management, clinical decision support systems (CDSS), tele-health, research methods, healthcare software requirements specification, and systems analysis and design, which are considered to be fundamental skillsets needed for making today's healthcare better, accessible, sustainable and economical.

Student Learning Outcomes

A successful health Informatics graduate will be able to competently:

- Use the professional skillsets required in the field of health informatics.
- Compare health data management applications and evaluate the impact of big-data on healthcare.
- Apply information technology such as electronic data interchange and clinical decision support systems to improve patient access to quality care through reduced healthcare costs.

- Evaluate and assist in developing, procuring and managing health informatics projects and solutions.
- Create healthcare software requirement specifications through the application of systems analysis and design concepts.
- Integrate health informatics toolsets to assure confidentiality, security and privacy within healthcare applications.
- Plan and manage an informatics or tele-health project; if tele-health, then apply technology based solutions in public health.

Admission Requirements

All persons who wish to enter the program must file a formal application. Minimum admission requirements for the Master of Science in Health Informatics degree are:

- Applicants must have an undergraduate degree from an institutionally accredited college or university.
- Applicants must have worked in a clinical setting or in an Information Technology (IT) related field for at least one year.
- Applicants must submit a recommendation letter from a supervisor or manager familiar with their work performance. The letter should narrate the student's experience and roles and responsibilities within the organization.
- Applicants must have earned a minimum overall undergraduate grade point average of 2.75 on all work attempted and should submit two official transcripts (translated if they are not in English) from each college or university attended.
- Applicants must provide official scores on the Test of English as a Foreign Language (TOEFL/IELTS) if English is not the applicant's native language.
- Applicants must submit a non-refundable application fee of \$35.
- Applicants must complete a formal interview, online or face-to-face, with the departmental faculty. These interviews will be conducted only after potential candidates have applied for admission and judged qualified.

Provisional Admission

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

Application Deadlines

Applicants are accepted into the program prior to the beginning of fall and spring semesters. Application deadline for fall semester is July 15. Deadline for spring semester is November 15. Deadline for summer semester is April 15.

Academic Standards

Students in the Master of Science, Health Informatics program are required to maintain a cumulative GPA of at least 3.0 ("B") in all classes taken toward the degree. If a grade below "C" is earned in a graduate class, no credit is awarded for that class. Students cannot have more than two C/C+s in classes counted toward the degree. Students may repeat a class only once to increase the grade earned in that course, and may not re-take more than two classes in their program of study. Students may not take an equivalent course at another institution to replace a grade earned at Mercer.

If a student's cumulative GPA falls below 3.0, the student will be placed on probation. A student who is on academic probation is limited to one course per session and is required to earn a cumulative GPA of 3.0 for the semester. The student will remain on probation until the overall cumulative GPA has been raised to 3.0. If the student fails to attain a semester GPA of 3.0 while on probation, or if a student's semester average falls below 2.0 in any semester while enrolled in the Master of Science, Health Informatics program, the assistant/associate dean will review the student's case. Without extenuating circumstances, the student will be dismissed from the program. Students must attain an overall grade point average of 3.0 to qualify for graduation.

Course Load

Full-time status in the program is nine credit hours per semester. Academic advisors may approve an overload up to 12 credit hours. Request for an overload beyond 12 credit hours must be approved by the dean, associate dean, or assistant dean. Students may attend on a part-time basis by taking less than nine credit hours. To qualify for financial aid, students must be fully admitted and must enroll in a minimum of 4 hours per semester.

Attendance

Students are expected to attend all virtual meetings/classes and to participate each week in the online meetings. If a student has an extenuating circumstance, the program faculty will review the student's case and determine make-up work when appropriate.

Transfer Credit

A maximum of six (6) semester hours of college level credit may be transferred, where applicable to the Master of Science, Health Informatics program. Transfer courses must have been completed within the last five years prior to enrolling at Mercer, with a grade of "B" or higher from a university accredited by an agency recognized by the U.S. Department of Education.

General Requirements for the Degree

The Master of Science, Health Informatics program is a 30-credit hour program consisting of 10 required courses, including a capstone Health Informatics project course. A web camera, headset (microphone and speaker set) with reasonable internet speed and a supporting computer are required for this program.

Major Core Requirements (18 credit hours)

INFM 605.	Informatics for Healthcare Systems
INFM 615.	Healthcare Data Management
INFM 635.	Electronic Data Interchange (EDI) Technologies in Health Informatics (HI) and Interoperability Standards
INFM 655.	Healthcare IT Project Management
INFM 675.	Research Methods in Health Informatics
INFM 700.	Capstone Health Informatics Project

Elective Courses (12 credit hours) *Choose four courses from the list below:*

INFM 606.	Human Computer Interaction and Usability in Health Informatics
INFM 616.	Health Data Analytics
INFM 625.	Evidence Based Decision Making and Clinical Knowledge Management (KM)
INFM 645.	Healthcare Informatics Risk Assessment and Ethics
INFM 665.	Clinical Decision Support Systems (CDSS) and Tele-health in Health Informatics

INFM 685.	Healthcare Software Requirements Specification and Systems Analysis and Design
INFM 688.	Special Topics in Health Informatics

TOTAL DEGREE REQUIREMENTS: 30 HOURS

Graduate Level Certificate in Health Informatics (Online)

The for-credit Graduate Certificate in Health Informatics is designed to prepare students to support the growing need of professionally qualified individuals to work in hospitals and other clinical settings, and in information technology fields related to healthcare. Through the certificate program, students gain essential basic foundations in health informatics principles. Students will develop knowledge of the HITECH Act, Meaningful Use Act, EDI technologies, Interoperability standards, EHR, EMR, Health IT standards, interoperability protocols currently used in the USA, health IT project management, health network system security and health data management, depending on the elective courses a student chooses to take. This certificate ensures that students get the proper bridging between their knowledge and skill sets, while including their work experience within the context of the learning environment. These for-credit courses allow students to earn college credits and maintain currency in their field, and offers students an opportunity for career development.

While enrolled in this certificate program, students can explore the field of health informatics before deciding to commit to a degree program. Students enrolled in the certificate program are permitted to use the certificate credits towards a master's degree in health informatics from Mercer University. Those who successfully complete the entire certificate will have completed 40% of the master's degree in health informatics from Mercer University.

The Mercer University certificate requires 12 credit hours consisting of one required course and three elective courses from the M.S in Health Informatics program. The first course in the certificate program, INFM 605 Informatics for Healthcare Systems, provides the prerequisite knowledge and skill sets required for the remaining certificate courses.

Admission Requirements

Certificate students must be admitted to Mercer University as either degree-seeking or non-degree-seeking, have a bachelor's degree, and one year of work experience in either a clinical setting or in an informatics technology related field. The initial admission requirements for non-degree-seeking and applicants are the same as those outlined for entering graduate students. Non-degree-seeking, certificate-only students will not qualify for federal financial aid.

Certificate Courses (12 credit hours):

Required courses (3 credit hours):

INFM 605.	Informatics for Healthcare Systems
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Elective Courses (9 credit hours):

INFM 606.	Human Computer Interaction and Usability in Health Informatics
INFM 615.	Healthcare Data Management
INFM 616.	Health Data Analytics
INFM 625.	Evidence Based Decision Making and Clinical Knowledge Management
INFM 635.	Electronic Data Interchange Technologies in Health Informatics and Interoperability Standards
INFM 645.	Healthcare Informatics Risk Assessment and Ethics

INFM 655.	Healthcare IT Project Management
INFM 665.	Clinical Decision Support Systems and Tele-health in Health Informatics
INFM 675.	Research Methods in Health Informatics
INFM 685.	Healthcare Software Requirements Specification and Systems Analysis and Design
INFM 688.	Special Topics in Health Informatics

All four courses in the certificate must be completed at Mercer University.

Grade Requirements

A student may not have any grade lower than a C in any course applied to the certificate. The S/U grading option may not be elected for any course applied to the certificate. Students must complete the required 12 credits with a cumulative 3.0 or higher grade point average in order to receive the certificate.

Student Learning Outcomes

Students completing the certificate will be able to demonstrate the following:

- Describe the major components in the US healthcare information system and summarize the various technologies, models and infrastructure generally applied in healthcare systems.
- Explain how the emerging field of health informatics can assist in improving quality of care and patient outcomes.
- Demonstrate an understanding of the intricacies in applying information technology-based tools for healthcare processes.

Combined Master of Science in Health Informatics and Doctor of Pharmacy

Health Informatics is an interdisciplinary field and is of interest to many healthcare related fields. The combined Pharm.D. /M.S. in Health Informatics program provides an opportunity to eligible and qualified pharmacy students to pursue a Master of Science in Health Informatics degree concurrently with a Doctor of Pharmacy degree. The M.S. in Health Informatics program is offered through the College of Professional Advancement of Mercer University in an online format. Students must apply separately for both degree programs and meet admission requirements for both programs.

In the combined Pharm.D. /M.S. in Health Informatics degree program, students will integrate knowledge and skills from both health science and technology domains which builds their capacity to address modern challenges in healthcare ecosystems. Graduates of this combined program have a large range of professional opportunities across the healthcare and IT sectors. The M.S. in Health Informatics courses are designed to enable students to pursue both degrees without compromising the academic demands of the two disciplines.

For detailed information on this combined program, contact the director of the Pharm.D./M.S. in Health Informatics program in the College of Pharmacy.

Admission requirements

Applicants must meet the admissions requirement for the Pharm.D. program in the College of Pharmacy and for the M.S. in Health Informatics program in the College of Professional Advancement of Mercer University. Please refer to the College of Pharmacy for admission requirements for the Pharm.D. program. Admission requirements for the M.S. in Health Informatics portion of the combined program are as follows:

- Applicants must have completed a bachelor's degree or a minimum of 120 undergraduate credit hours from a regionally accredited college or university. (International or domestic students with credentials from outside the United States are required to have those credentials evaluated by a professional evaluation service per Pharm.D. admission requirements.)
- Applicants must have completed one year of healthcare or information technology (IT) work experience or equivalent prior to enrollment in the M.S. in Health Informatics program.
- Applicants must submit a recommendation letter from a supervisor or manager familiar with their work performance. The letter should narrate the student's experience, roles and responsibilities within the organization.
- Applicants must have earned a minimum cumulative undergraduate grade point average of 2.75 on all work attempted and should submit one official transcript (translated if they are not in English per University graduate education requirements and evaluated by a professional service per Pharm.D. admission requirements) from each college or university attended.
- Applicants must provide official scores on the Test of English as a Foreign Language (TOEFL/IELTS), or other evidence approved by the College of Professional Advancement, if English is not the applicant's native language.
- Applicants must complete a formal interview with the Informatics and Mathematics departmental faculty of the College of Professional Advancement. These interviews will be conducted only after potential candidates have applied for admission to the M.S. in Health Informatics program and are judged qualified for an interview.

For detailed information on the M.S. in Health Informatics program, contact the program coordinator of the M.S. in Health Informatics program in the College of Professional Advancement.

COURSE DESCRIPTIONS

COUNSELING (COUN)

COUN 601. Career Development (3 hours)

Students will recognize the nature and scope of career/ vocational development theories and apply it to the counseling process. Emphasis will be placed upon the content and process of career/vocational assessment, development and intervention. (Every semester)

COUN 602. Introduction to Clinical Mental Health Counseling (3 hours)

This is a survey course designed to acquaint the graduate student with a broad view of the field of Counseling. As the introductory course for the degree, it covers a wide variety of topics, the understanding of which are essential to the study of counseling. (Every semester)

COUN 603. Directed Independent Study (3 hours)

The purpose of this course is to provide graduate students with the opportunity to study one specific topic or a series of related topics under the tutelage of an instructor of their choice. (As needed)

COUN 604. Psychopathology and Diagnosis (3 hours)

Students will gain knowledge and understanding of psychiatric diseases and will demonstrate the ability to define various psychiatric diagnoses by assessing the symptomology through the use of various assessment methods and to write an appropriate diagnosis using the structure outlined in the DSM-V. (Every Fall and Spring semester)

COUN 605. Group Counseling and Group Work (4 hours)

Students will identify theories and techniques used in group counseling. The student will be exposed to selected experiences in group participation, and will demonstrate the practice group leadership skills. (Every Fall and Spring semester)

COUN 606. Counseling Skills and Techniques (3 hours)

This course is an introductory course for prospective counselors who seek to improve their listening skills, responding skills, and interpersonal effectiveness. Students will synthesize personal experience(s) in practicing newly acquired communication skills. Students will demonstrate acquired skills through experimental exercise and roll play. (Every Fall and Spring semester)

COUN 607. Gender Issues in Counseling (3 hours)

This course will focus on special needs and concerns of women in counseling, especially the influence of male/female roles and stereotypes as they pertain to the practice of counseling. (As needed)

COUN 608. Addictions Counseling (3 hours)

Students will develop an understanding of various types of substance use disorders and process addictions. Assessment and treatment implications will be discussed. Additionally, physiological factors and contextual factors such as family, community, and schools will be considered. (Every Spring and Summer semester)

COUN 609. Practicum in Clinical Mental Health Counseling (3 hours)

Prerequisites: COUN 602, 604, 605, 606, 608, 612, 613, 614, and 618.

The Counseling Practicum is a one-term supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision. Practicum Fee. (Every Fall and Spring semester)

COUN 610. Internship in Clinical Mental Health Counseling (3-6 hours)

The Counseling Internship is a two-semester supervised counseling experience in a site offering psychological services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close supervision. Internship Fee. (Every semester)

COUN 611. Special Topics in Counseling (1-3 hours)

The purpose of this course is to provide an opportunity for a wide variety to specific topics to be offered periodically or on a one-time basis without the need for curriculum committee decisions on course that may not be taught regularly. Topics may include, but are not limited to: domestic abuse, psychopharmacology, geriatrics, other special populations, play therapy, family therapy, or many special topics too numerous to develop a standard course to address. (Every Summer semester or as needed)

COUN 612. Counseling Theory (3 hours)

This course is designed so that the student begins to understand the development of the major schools of thought for understanding people that have evolved in counseling and psychology during its history. A major emphasis will be placed on how the theories

complement each other as well as how they evolved as reaction to each other. (Every Fall and Spring semester)

COUN 613. Social and Cultural Issues in Counseling (3 hours)

Students will describe various counseling approaches and research on culturally diverse individuals. Students will recognize the interaction of cultural and social issues on factors such as: education, emotion, and behavior. Students will demonstrate an understanding of how social and cultural issues impact the counseling process. (Every semester)

COUN 614. Human Growth and Development (3 hours)

This course is intended to illustrate the normal development processes that occur over a lifespan. Students will recognize human development theories ranging from birth to later adulthood. Students will identify developmental events that may cause individuals to seek counseling that may include issues of gender, family, and socialization. (Every semester)

COUN 615. Advanced Counseling Skills and Techniques (3 hours)

Prerequisite: COUN 606.

This course is a continuation of the skill development begun in Counseling Skills and Techniques. 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. (As needed)

COUN 617. Assessment and Testing (3 hours)

The main focus of this course is the development of techniques for collecting, organizing, and using relevant information from tests and non-test methods in assisting individual's understanding themselves and in making meaningful life and career decisions. The instruments and inventories to be studied in this course will include paper and pencil tests, group administered tests, and inventories. Testing fee. (Every Fall and Spring semester)

COUN 618. Ethics and Professional Issues (3 hours)

This course will provide an opportunity for understanding the concept of ethics as both an ideological and practical issue in the counseling profession. In a seminar/discussion format the students will be expected to actively participate in focusing upon provocative and challenging topics. (Every Fall and Summer semester)

COUN 621. Research and Program Evaluation (3 hours)

This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. (Every Fall and Spring semester)

COUN 623. Play Therapy (3 hours)

The content of this course is designed to expose the students to a wide variety of play therapy techniques that they can utilize with children in a counseling setting. The course is highly experiential, and participation in the play activities is required. (Every semester)

COUN 624. Advanced Addiction Treatment (3 hours)

Prerequisite: COUN 608.

This course provides an advanced framework of the theoretical understanding of substance use and abuse. In addition, the course will focus on treatment modalities. (Every Fall and Summer semester)

COUN 625. Case Management and Consultation (3 hours)

This course is designed to assist students in developing the skills associated with effective case management and consultation in a social services/correctional setting. (Every Spring and Summer semester)

COUN 630. Professional Seminar (1 hour)

Prerequisites: COUN 601, 602, 604, 605, 606, 612, 613, 614, 617, 618, and 621.

This is a capstone for the Master of Science in Counseling degree. Students prepare to take the departmental exit exam and licensing exam through a study and synthesis of coursework in eight core areas of counseling; social and cultural foundations, individualized helping skills, group process and practice, appraisal of the individual, career/vocational counseling, lifespan development, research and program evaluation, and ethics and professional issues. (Every Fall and Spring semester)

COUN 631. Introduction to School Counseling (3 hours)

This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for P-12 students and the national model and standards for school counseling programs. (Every Fall and Summer semester)

COUN 632. Leadership and Administration in School Counseling (3 hours)

Prerequisite: COUN 631.

This course is designed to provide students with a further understanding of the role and identity of professional school counselors. The course will assist students in obtaining skills necessary for development of a comprehensive developmental school counseling program, including those skills utilized in collaboration, consultation, and team building. (Every Fall and Spring semester)

COUN 635. Orientation to Professional Practice (1 hour)

Students will be prepared to participate in clinical practice. Students will gain knowledge of Federal and State laws affecting clinical practice, including HIPPA and FERPA. Students will practice treatment planning and case management skills. (Every Fall and Summer semester)

COUN 639. Practicum in School Counseling (3 hours)

Prerequisites: COUN 605, 606, 612, 618, 631, and 632.

The Practicum in School Counseling is a one semester supervised experience. Candidates will spend 50 hours at each level (elementary school, middle school, and high school) in an accredited P-12 school. The Practicum is designed to place school counseling candidates in extended counseling relationships and situations with a variety of P-12 students under close supervision. The School Counseling Practicum will allow candidates the opportunity to practice previously learned counseling skills with individual P-12 students and to shadow an experienced school counselor in day-to-day activities. Practicum fee. (Every Fall and Spring semester)

COUN 640. Internship in School Counseling (3 hours repeatable)

Prerequisite: COUN 639.

The School Counseling Internship is a two-semester 750 hour supervised experience in three school settings (P-5, 6-8, 9-12). The School Counselor Intern will perform duties and assume roles appropriate to each grade level of school counseling under close supervision by an experienced School Counselor and a faculty supervisor. Field Experience Fee. (Every Fall and Spring semester)

COUN 641. Theories of Family Counseling (3 hours)

Students will gain an understanding of the history and theories of family counseling and will be able to use and demonstrate various family counseling techniques according to the associated theory and will be able to conceptualize family situations based on theoretical concepts. (Every semester)

COUN 642. Theories and Methodologies of Brief Therapy (3 hours)

Prerequisites: COUN 602 or COUN 631, COUN 605, 606, and 612.

The course is designed to provide an in-depth introduction to the varied theoretical and methodological perspectives on brief therapy. This will be accomplished through lecture and class discussion, case reviews, and role-play. Additionally, the cultural impact, empirical validation, and limitations of brief therapy will be examined. (Every Summer semester)

COUN 643. Counseling for College Access and Career Readiness (3 hours)

Prerequisites: COUN 601, 613, 631, and 632.

Students will demonstrate knowledge of designing and creating a school counseling program that focuses on college access and career readiness for all P-12 students. At the conclusion of the course, the student will be able to present in a workshop setting a college access and career readiness project. (Every Fall and Spring semester)

COUN 644. Orientation to Professional School Counseling Practice (1 hour)

Prerequisites: COUN 631, 632, 639, and 642.

Students will gain knowledge and understanding of the best practices in Professional School Counseling. At the conclusion of this course, the student will be able to identify and apply the steps required for school counselor certification in the state of Georgia. (Every semester)

COUN 645. Crisis, Trauma, and Grief Counseling (3 hours)

This is an introductory course designed to acquaint graduate students with a broad view of the role of the practitioner in counseling within situations of crisis, trauma, and grief. This course is largely experiential in nature and will require students to assess their own experiences with trauma and grief. Students will recognize and apply various theories and methods of crisis intervention, trauma counseling, and grief counseling. (Every Spring and Summer)

COUN 701. Advanced Psychometrics (3 hours)

Candidates will gain knowledge of the development of techniques for creating and administering various types of assessments; as well as techniques for collecting, organizing, interpreting, and using relevant information from existing assessment instruments. Candidates will analyze information to assist individuals in understanding themselves and in making life and career decisions. Candidates will analyze instruments and inventories including established paper and pencil tests, established group administered tests and established inventories, and newly created tests and inventories. (Every Spring semester)

COUN 702. Advanced Counseling Theory (3 hours)

Candidates will develop an advanced understanding of counseling theories and methods of intervention, prevention, and treatment of mental and emotional disorders. This advanced understanding includes the principles and practice of individual counseling, focusing on systems and consultation and their effectiveness in treatment. Candidates will demonstrate this understanding through research, role play, and selection and demonstration of appropriate theories and techniques applicable to counseling in a diverse society. (Every Fall semester)

COUN 703. Advanced Group Counseling and Leadership (3 hours)

Candidates will investigate the impact of counseling theory on group structure and leadership techniques. They will develop advanced therapeutic techniques as they interact

with a pre-selected group of Master's level candidates in the role of group leader. In addition, candidates will be expected to develop two group models: (1) a comprehensive, structured group model and (2) an unstructured, non-themed group model. Both groups will be modeled for the counseling setting in their particular area of practice. (Every Fall semester)

COUN 704. Advanced Career Counseling and Development (3 hours)

Candidates will have the opportunity to integrate career development theory and practice within the context of career counseling and will develop an understanding of contextual (i.e., intrapsychic, social, and cultural) processes influencing career development from a life span perspective. Candidates will analyze current theories, research, practices, and resource materials in the fields of career development, career counseling, and career information. (Every Summer semester)

COUN 705. Advanced Ethical and Legal Issues in Counseling (3 hours)

Candidates will examine contemporary ethical and legal issues in counseling, counselor education and supervision, and school counseling and will obtain an in depth knowledge of historical incidents which have shaped current ethical and legal practice in the profession. Candidates will articulate the process of ethical of decision making within a variety of contexts, including integration of worldviews in a diverse society. (Every Spring semester)

COUN 706. Advanced Issues of Diversity and Social Justice (3 hours)

Candidates will gain an understanding that multiculturalism, the fourth force in counseling and psychotherapy, is a direct challenge and alternative, inclusive approach to the dominant, traditional models for providing psychological interventions. Candidates will participate in a seminar that allows advanced to enhance and apply self-awareness, knowledge, and skills of specific multicultural competencies with diverse populations. Candidates will apply theoretical and practical aspects of multiculturalism, including applicable theories, research, needs assessments, effective implementation and evaluation of models of multicultural counseling and social justice. (Every Fall semester)

COUN 707. Advanced Clinical Practicum (3 hours)

Candidates will be in clinical placement as they develop and refine advanced counseling skills that should conceptually link counselor practice to teaching, consultation, and supervision. (Every Spring semester)

COUN 708. Advanced Techniques in Marriage and Family Counseling (3 hours)

Candidates will investigate the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Candidates will explore the application of course material to their own family, work setting, and future teaching coursework. (Occasionally)

COUN 709. Learning Theories (3 hours)

Candidates will perform a critical analysis of the major theories of learning, including the works of Thorndike, Pavlov, Guthrie, Tolman, Skinner, Mowrer, Bandura, Walters, and Perry. In addition, candidates will demonstrate the application of learning theories in the counseling setting. (Occasionally)

COUN 710. Advanced Exceptionalities: ASCA Applied to Counseling of Exceptional Students (3 hours)

Candidates will study and critique relevant research pertaining to the physical, mental, emotional, and social traits of all types of individuals who are exceptional and will recognize major current problems and practices in the development of exceptionality

programs and develop a plan to address the needs of P-12 students with exceptionalities, including the needs of gifted students. Candidates will participate in a required field experience. Field Experience fee. (As needed)

**COUN 711. Advocacy and Professional Development (3 hours)
in School Counseling**

Candidates will examine the new role of school counselors as agents of change, leaders, and advocates will be examined. Candidates will develop an understanding of the role of advocacy in breaking down barriers to educational access as well as the role of advocacy in promoting and maintaining the role of the professional school counselor in P-12 schools. Candidates will apply their understanding of advocacy to developing a personal agenda for professional development and systemic change. (Every Summer semester)

**COUN 712. Addiction Prevention and Intervention (3 hours)
with Youth and Families**

Candidates will understand the impact of addiction on school aged children, their families, and society as a whole. They will examine prevention programs, the levels of prevention, and the ways that school aged children and families may benefit from early education and intervention. Candidates will participate in the design of an addictions prevention and intervention program for a selected group of school-aged children and investigate both addictions related to substance abuse and addictive behaviors, such as eating disorders, sexual addictions, and internet and gambling addiction. (Occasionally)

COUN 713. Educational Leadership for School Counselors (3 hours)

Candidates will critically examine issues relevant to the development of school counseling programs while focusing on organization, implementation, and evaluation of a culturally relevant comprehensive developmental school counseling program. They will examine a selected P-12 school from among the surrounding districts and perform a needs assessment, establish program initiatives, and evaluate the efficacy of services rendered for one school counseling program. (Every Fall semester)

**COUN 714. Issues of Educational Law and (3 hours)
School Counselor Ethics**

Candidates will gain insight into the principles, practices, and application of educational law and the specialized ethical issues that are inherent to school counseling. Candidates will understand the laws that govern the operation and conduct of their organizations as they face a highly litigious society. They will engage in critical analysis of the relevant legal principles that affect the operation, organization, and administration of American schools and recognize how these principles affect their professional duties within the boundaries of constitutional, statutory, and case law. (Every Summer semester)

**COUN 715. Theories of Child and Family Counseling (3 hours)
and Consultation**

Candidates will engage in critical examination of theories of family and child-centered counseling. Candidates will apply knowledge of family systems theories to case studies and actual case examples. Candidates will gain knowledge and apply techniques inherent in theories of play therapy and filial therapy in both role play and in vivo situations. (Every Summer semester)

**COUN 716. Theories of Adolescent and Family Counseling (3 hours)
and Consultation**

Candidates will critically examine family based treatment models for families with adolescents and will gain knowledge with an emphasis on the integration of family systems

theory and the family life cycle with adolescents (i.e., prevention and intervention). (Every Summer semester)

COUN 717. Seminar in Current Trends in School Counseling (3 hours)

Candidates will engage in scholarly discussions of the counseling profession and specialty practices as applied in schools with considerations of the nature of schools as well as school counseling programs that are comprehensive, developmental, and collaborative in nature. Candidates will present special topics of interest throughout the semester and will complete their Capstone Project, including their related field experience, as they progress through this course. (As needed)

COUN 720. Contemporary Issues in Counselor Education (3 hours)

Students will articulate the process of ethical of decision making within a variety of contexts, including integration of worldviews in a diverse society. Students will engage in discussion and synthesis of critical elements of the counselor education profession to be successful in their careers. Students will be orientated to contemporary ethical, legal, and professional issues in counselor education and supervision, and will obtain an in-depth knowledge of historical incidents which have shaped current ethical and legal practice in the profession. (Every Fall Semester)

COUN 731. Doctoral Seminar (1 credit hour annually for 3 years)

Limited to PhD students only.

In this seminar, doctoral students will integrate advanced practice in the areas of clinical practice and counselor education and supervision with new and emerging theoretical perspectives. Students will engage in discussion and synthesis of critical elements of the profession. This course is a required element of the students' program and students are required to register for it once per year for three consecutive years of study for a total of 3 credit hours. (Every Spring semester)

COUN 801. Leadership and Consultation (3 hours)

Candidates will investigate and practice theories of instruction which meet the developmental needs of adult learners. Candidates will analyze instructional methods in counselor education and formulate a personal instructional theory. Candidates will investigate models of counselor consultation and apply known models to the development of a model which fits with their career goals and areas of expertise. (Every Fall semester)

COUN 802. Counselor Supervision (3 hours)

Candidates will gain knowledge foundation regarding clinical supervision, including: (a) an overview of supervision theories and models, (b) an orientation to the supervisory relationship, (c) modes and methods of supervision intervention, (d) the evaluation of supervisees and supervisors, (e) legal and ethical considerations in the provision of clinical supervision, and (f) supervision research issues. (Every Spring semester)

COUN 803. Internship in Supervision (3 hours)

Prerequisite: COUN 802.

Candidates will apply the theories and skills presented in COUN 802. Counselor Supervision. Candidates will have an opportunity to investigate and demonstrate the skills connected with various theories and models of supervision while they supervise Master's level candidates who are participating in field experience. (Every Summer semester)

COUN 804. Personality Development (3 hours)

Candidates will critically examine the major personality theories, including those proposed by Freud and his followers, learning theorists, trait theorists, social-learning theorists and humanists. Using current research methodology, candidates will apply current research to the historical theories of personality development. (As needed)

COUN 805. Cognition and Intellect (3 hours)

Candidates will gain an understanding of how thinking and knowledge change with age. Candidates will investigate a variety of theoretical approaches in order to understand similarities and differences among children in the way they think. Candidates will develop the ability to critically evaluate research and to clearly communicate about the research in the field of cognitive development. (As needed)

COUN 806. Psychotherapy I: Analytic Therapies (3 hours)

Candidates will engage in advanced study and application of analytic therapy techniques through practice and skill building activities with individuals, couples, groups, and families. (As needed)

COUN 807. Psychotherapy II: Affective Therapies (3 hours)

Candidates will engage in advanced study and application of affective therapy techniques through practice and skill building activities with individuals, couples, groups, and families. (As needed)

COUN 808. Psychotherapy III: Behavioral Therapies (3 hours)

Candidates will engage in advanced study and application of behavioral therapy techniques through practice and skill building activities with individuals, couples, groups, and families. Discuss ethnocentric biases and ethical issues and how multicultural and gender issues can be integrated into counseling and consultation strategies. (As needed)

COUN 809. Psychotherapy IV: Cognitive-Behavioral Therapies (3 hours)

Candidates will engage in advanced study and application of cognitive-behavioral therapy techniques through practice and skill building activities with individuals, couples, groups, and families. Discuss research, current issues, and future trends of individual counseling, group counseling, and consultation in the treatment of and prevention of mental and emotional disorders using cognitive-behavioral therapies. (As needed)

COUN 810. Tests and Measures I: Intelligence/Achievement/ Personality Testing (3 hours)

Candidates will engage in the development of techniques for creating and administering intelligence, achievement, and personality tests and using relevant information from these tests and use this information to assist individuals in understanding themselves and to make life and career decisions. (As needed)

COUN 811. Tests and Measures II: Projective Testing (3 hours)

Candidates will engage in the development of techniques for creating and administering projective tests and using relevant information from these tests and use this information to assist individuals in understanding themselves and to make life and career decisions. (As needed)

COUN 812. Qualitative Research (3 hours)

Candidates will examine the assumptions, theories, and practice of qualitative research. Candidates will design, conduct, and report a pilot study for a piece of qualitative research that demonstrates their observational and interviewing skills. (Every Fall semester)

COUN 813. Advanced Special Topics in Counseling (3 hours repeatable)

Candidates will be provided with an opportunity for intensified study in a topic not generally offered within the regular course offerings. (Occasionally)

COUN 814. Advanced Independent Study (1-3 hours repeatable)

Candidates will be allowed the opportunity to work on individual projects, research, or readings under faculty supervision. (As needed)

COUN 830. Research and Statistics I (3 hours)

Candidates will take initial steps toward understanding of and modes of analysis involved in quantitative social science inquiry in this first of three available courses in Research. Candidates will use data sets from a limited number of studies to provide a vehicle for understanding key statistical aspects of research design, and for illustrating the application of widely-used statistical techniques. (Every Fall semester)

COUN 831. Research and Statistics II (3 hours)

Prerequisite: COUN 830.

Candidates will demonstrate the ability to apply simple and multiple regression analyses, analyses of variance, and analyses of covariance to various data sets, appropriately interpreting the results. The student will do advanced work with SPSS. (Every Spring semester)

COUN 832. Research Design (3 hours)

Prerequisite: COUN 831.

Candidates will examine research methods and design in counseling, including types of research as well as the process of selecting a topic, generating questions and hypotheses, and selecting samples for study. Candidates will generate a proposal for a research project related to their areas of interest. (Every Summer semester)

COUN 901. Prospectus Design (3 hours)

Prerequisites: COUN 812, 830, 831, and 832.

Candidates will review various research designs and their corresponding methodologies in order to begin the process of deciding on and refining their own dissertation question. Candidates will engage in a critical analysis of their dissertation prospectus. (Every Fall semester)

COUN 910. Doctoral Internship (3 hours repeatable)

Candidates will have the opportunity to practice and enhance counseling skills in a setting that mirrors the candidate's career goals. Candidates will be provided with both group and individual supervision conducted by faculty and on site supervisors. Internship fee. (Every semester)

COUN 920. Dissertation (1-3 hours per term repeatable)

Candidates will register each semester for dissertation credit after completion of all coursework. The candidate will then register each semester for dissertation credit until the dissertation is successfully defended and accepted by the dissertation committee. The dissertation is the culmination of the original research project required for the Ph.D. degree. Candidates will demonstrate mastery of the field in which the dissertation is completed. (Every semester)

CRIMINAL JUSTICE (CRJS)**CRJS 601. Multidisciplinary View of Theories and Models of Leadership (3 hours)**

(Cross-listed with PSLD 601)

This course will address the nature and importance of leadership in public safety. Students will examine leadership styles and leadership roles. Power, politics, and leadership will be explored as well as leadership development, succession, and followership. (Every year)

CRJS 602. Comparative Studies in Public Safety (3 hours)

(Cross-listed with PLSD 602)

Comparative criminal justice involves the study and description of various nations' law, criminal procedures and justice processes. This course attempts to build on students'

knowledge of public safety among selected countries by investigating and evaluating various countries' culture and institutions. (Every other academic year)

CRJS 604. Organizational Communication, Conflict Resolution, and Negotiations (3 hours)

(Cross-listed with PSLD 604)

Students will develop an understanding of organizational communication with a focus on conflict resolution and negotiations. (Every year)

CRJS 607. Research Analysis (3 hours)

(Cross-listed with PSLD 607)

At the completion of the course, students will have a knowledge and understanding of the theory and practice of research in public safety. At the conclusion of the course, the student will be able to conduct a research project in the field of public safety. (Every year)

CRJS 625/725. Special Topics in Public Safety Leadership (3 hours)

(Cross-listed with PSLD 625/725)

Students will study a subject in depth that is not usually taught as part of the core or electives. The student must seek approval from the program coordinator to register for this course. (As needed)

CRJS 630. Forensic Psychology (3 hours)

Students will examine the impact of specific mental disorders on the public safety system. Investigative psychology will be examined in regards to profiling, the polygraph, and identifying characteristics of offenders. Developmental factors in the development of habitual criminal behavior will be emphasized. Students will study the psychology of violence, sexual assault, and victimology. (As needed)

CRJS 631. History of Corrections and Jails (3 hours)

Students will explore the history of the asylum in America. Specific emphasis will be placed on the Jacksonian Era and the construction and maintenance of institutions that confined deviant and dependent members of the community. Students will study the care and correction of the criminal, the insane, and the poor. (As needed)

CRJS 632. Deviant Behavior: Crime, Conflict, and Interest Groups (3 hours)

Students will develop an understanding of crime and criminal behavior including violent crime, organizational deviance, sexual behavior, mental health, and substance abuse. (As needed)

CRJS 634. Nature of Crime and Justice in the 21st Century (3 hours)

Students will examine the current issues concerning law makers, police, courts, and corrections. Students will study the long range prospects for the external environment in which an organization operates, expected trends, forces for change, and uncertain and emergent developments in regards to public safety leadership. (As needed)

CRJS 799. Master's Research Report (3 hours)

(Cross-listed with PSLD 799)

Students will complete a written critical analysis of scholarly literature on core or specific topics in the fields of criminal justice and public safety leadership. (Every semester)

HEALTHCARE LEADERSHIP (HCAL)

HCAL 600. Introduction to Healthcare Systems (3 hours)

Prerequisite: LEAD 600.

This course is an overview of the current healthcare system in the United States. Selected comparisons will be made to healthcare systems in other countries. Students will examine different healthcare contexts (hospitals, nursing homes, ambulatory and home healthcare, behavioral health facilities) as they interact with governmental and insurance company policies. National trend data will be used to determine how the current healthcare system can better organize, deliver, and administer healthcare. (Every year)

HCAL 602 – Health Systems Budgeting for the Nonfinancial Leader (3 hours)

Prerequisite: HCAL 600.

Upon completion of this course, students will be able to identify key factors that affect the financial management of health care organizations in today's environment. Students will demonstrate an understanding of the relationship between health care providers and administrators and the financial condition of the organization. Students will demonstrate an understanding of the time value of money and its impact on long-term decisions. Students will be able to analyze fiscal information as used in the decision-making process. Students will be able to perform risk analysis and evaluate market forces using various elements of the healthcare funding environment. Students will be able to analyze funding statements and assess cost-effectiveness. This course demonstrates the application of fiscal theories, concepts, and models to health care systems and their influence on decision-making. In particular, it examines the roles of strategic planning, contract administration, and negotiation in the integration of funding structures with managed care structures like health maintenance organizations (HMOs), preferred provider organizations (PPOs), and independent practice associations (IPAs). (At least once per year).

HCAL 700. Healthcare Policy and Law (3 hours)

Prerequisite: HCAL 600.

Upon completion of this course, students will be able to develop a working understanding of federal and some state health policy processes. Students will develop an understanding of the history of health policy in the United States, and the political and social forces that have led to the development of the US health care system. Students will develop an understanding of the primary theoretical models used to explain the health policy process in the United States and apply those models to the analysis of health policy issues. Students will be able to evaluate the implications of the law on our overall health care system and how it impacts practice, ethics, corporate structure, and individual and corporate liability. This course explores the determinants, components, and processes of health policy and lawmaking in the United States. International comparisons will be featured to examine political forces and their role more fully in policy analysis, formulation, implementation, evaluation, and change. (At least once per year).

HCAL 702. Capstone Seminar in Leadership for Healthcare Professionals (3 hours)

Prerequisites: HCAL 600, 602, 700.

Upon completion of this course, students will be able to integrate the concepts studied throughout the concentration and self-reflect on their leadership development and its possible impact in a healthcare environment. Students will be able to analyze concepts and techniques of leadership within the context of various health care agencies, educational and training environments. Students will be able to analyze the healthcare leader's various continuing educational opportunities to engage in lifelong learning and skill development. The capstone serves as the culminating experience for students in the

concentration. It will involve the application of learning and skill development provided in the concentration through an applied project grounded in essential components of leadership for a successful health services career. Students will be exposed to critical values and ethical considerations that help guide a health service leader's personal and professional decision-making. In addition, students explore the challenges that leaders confront within an ever-changing health services environment. (At least once per year).

INFORMATICS AND DATA SCIENCE (INFD)

INFD 601. Mathematics and Programming Foundations for Data Intelligence and Machine Learning (3 hours)

Prerequisite: None.

Students must pass this course with a B or better.

Students will study topics in discrete math, programming logic, statistical software, and data analysis that are foundational knowledge for the M.S. Applied Data Intelligence and Machine Learning program. Students will study topics such as basic counting, probability, propositional logic, sets, functions, induction, recursion. Students will learn how to use the R programming language to code and run their own programs, based on their specific project goals. This course is open to non-major students. Program laboratory fee required. (Every semester).

INFD 602. Programming for Data Intelligence and Machine Learning (3 hours)

Prerequisite: INFD 601 or equivalent knowledge; or consent of the instructor.

Students will study one or more scripting languages popularly used in AI and data science, such as Python. Students will study basic data types, and data structures, functions, libraries in programming languages as well as data processing and storage. Students will practice problem-solving skills including solution design and development, testing, and debugging. Program laboratory fee required. (Every semester).

INFD 605. Advanced Data Structures and Algorithms (3 hours)

Prerequisite: INFD 602 or programming experience or consent of the instructor.

Students will learn common data structures and their application in the programming environment. Students will perform standard manipulations on computer algorithms, such as searching and sorting, and create efficient algorithms that can embed complex data structures in programming. Program laboratory fee required. (Every semester)

INFD 611. Foundations of Statistical Algorithms (3 hours)

Prerequisite: INFD 601 or equivalent knowledge; or consent of the instructor.

The course will focus on the foundations of statistical algorithms including regression (simple and multiple, subset selection, regression diagnostics), analysis of variance (fixed, random and mixed effects, contrasts, multiple comparisons) and analysis of covariance. Alternative nonparametric methods will be discussed where appropriate. Students will use statistical software to carry out computations. Program laboratory fee required. (Every semester)

INFD 612. Data Processing and Manipulation (3 hours)

Prerequisite: INFD 602; or consent of the instructor.

Students will obtain a comprehensive understanding of the design of relational and non-relational databases, normalization, and SQL and NoSQL. Students will study advanced topics in data management such as data warehousing, data mining, data stream processing, and uncertain data for big data such as dynamic data on web applications. Program laboratory fee required. (Every semester)

INFD 615. Introduction to Artificial Intelligence (3 hours)

Prerequisite: INFD 605 or instructor's consent.

Students will study foundational concepts on which artificial intelligence applications are built, including search, game playing, decision-making processes, graphical models, machine learning, and logic. Students will explore AI as the methods of making good decisions given incomplete information and limited computation and apply a variety of AI algorithms and models to a variety of real-world problems. Program laboratory fee required. (Every year)

INFD 621. Computational Statistics for Data Science (3 hours)

Prerequisite: INFD 611 or consent of the instructor.

The course will focus on computational statistics in advanced applications in data science including analysis of designs (e.g., repeated measures, hierarchical models, missing data), multivariate analysis (Hotelling's T^2 , MANOVA, discriminant analysis, principal components analysis, factor analysis), nonlinear regression, generalized linear models, categorical data analysis. Students will use statistical software such as R or SAS to carry out computations. Program laboratory fee required. (Every year)

INFD 622. Big Data and Computationally Intensive Supervised Machine Learning (3 hours)

Prerequisite: INFD 611 and INFD 602.

The course will focus on analyzing and modeling Big Data or high dimensional data by using computationally intensive supervised machine learning tools. Program laboratory fee required. (Every semester)

INFD 623. Multivariate Analysis Methods for Complex and High Dimensional Data (3 hours)

Prerequisite: INFD 611.

Students will study multivariate analysis methods for complex data. Students also study statistical techniques used to analyze high dimensional data sets. Program laboratory fee required. (Every 2 years)

INFD 624. Computational Bayesian Statistics (3 hours)

Prerequisite: INFD 611.

Students will study Bayes' theorem, subjective probability, non-informative priors, conjugate prior, asymptotic properties, model selection, computation, hierarchical models, hypothesis testing, inference, predication, applications. Program laboratory fee required. (Every 2 years)

INFD 625. Computational Modeling for Binary Public Health Outcomes (3 hours)

Prerequisite: INFD 611.

Students will be introduced to various statistical models including logistic modelling to analyze binary medical and public health data. This course will focus on the application of statistical models for public health outcomes in epidemiology, dietetics and nursing. Program laboratory fee required. (Every 2 years)

INFD 626. Computational Modeling for Survival Data in Healthcare (3 hours)

Prerequisite: INFD 611.

Students will study various concepts of lifetime events and methods to analyze time-to-event data such as parametric models; Kaplan-Meier estimator; nonparametric estimation of survival and cumulative hazard functions; log-rank test; Cox model; Stratified Cox

model; additive hazards model partial likelihood; regression diagnostics; multivariate survival data. Program laboratory fee required. (Every 2 years)

INFD 631. Cloud Computing and Applications (3 hours)

Prerequisite: INFD 601 or equivalent knowledge or consent of the instructor.

The design of the intelligence of IoT applications requires an understanding of how data is stored and computed in cloud storage over different platforms such as desktop, phone, and smart home devices. Students will study a wide range of topics in the broad areas of IoT and data analytics and engage in hands-on learning experiences and real-world applications. Program laboratory fee required. (Every year)

INFD 632. Computational Modeling for Longitudinal Health Data (3 hours)

Prerequisite: INFD 621.

Students will create models, especially through repeated measurements; event history studies; linear and nonlinear mixed effects models; growth models; marginal mean and rate models; pattern-mixture models; selection models; non-informative and informative drop-out; joint analysis on longitudinal and survival data. Program laboratory fee required. (Every 2 years)

INFD 633. Statistical Inferencing and Dissemination of Healthcare Data (3 hours)

Prerequisite: INFD 621.

Students will be trained to engage in biostatistical consulting under faculty supervision. Students will formulate statistical problems, design surveys, and experiments, statistical computing, interpretation, and summarization of results in statistical practice. Acquire skills to share the findings through oral and written methods. Students will use statistical software applications throughout the course. Program laboratory fee required. (Every 2 years)

INFD 635. Big Data and Computationally Intensive Unsupervised Machine Learning (3 hours)

Prerequisite: INFD 622.

The course will focus on analyzing and modeling Big Data or high dimensional data by using computationally intensive unsupervised machine learning tools Program laboratory fee required. (Every year)

INFD 645. Natural Language Processing in Artificial Intelligence (3 hours)

Prerequisite: INFD 615 or consent of the instructor.

Students will study state of the art natural language processing (NLP) which focuses on developing systems and algorithms for robust machine understanding of human language. Students will draw on theoretical concepts from linguistics, natural language processing, and machine learning to apply NLP techniques to process big data sets, the first essential step in the machine learning process. This is a project-oriented course. Program laboratory fee required. (Every 2 years)

INFD 651. Computer Vision (3 hours)

Prerequisite: INFD 605 or consent of the instructor.

Students will study how computers obtain high-level knowledge from images and videos as human beings do. Topics of the course include acquisition, processing, analysis, and understanding of visual data in the form of digital images and videos. Students will gain hands-on experience by completing programming assignments on each studied topic, as well as a course project. State-of-the-art software packages/tools/libraries for computer vision will be used to complete the programming assignments and projects. Program laboratory fee required. (Every 2 years)

INFD 655. Ethics and Civic Responsibility in Data Intelligence and Machine Learning (3 hours)

The demand for technology and computational research and services has accelerated, and multiple computational and artificial intelligence tools have become necessary to deal with these ever-evolving demands. Students will study the ethical implications of artificial intelligence and data science research and practice, technical solutions for collaboration through secure data sharing, and responsible AI governance framework. Students will study how to be socially and ethically responsible in artificial intelligence and data science fields. Informatics, artificial intelligence, and data science students will benefit from this course. Program laboratory fee required. (Every year)

INFD 661. Deep Learning (3 hours)

Prerequisite: INFD 615 or consent of the instructor.

Students will study state-of-the-art deep learning techniques based on artificial neural networks. Specifically, students will study principles of neural networks and the basic building blocks. Students will also study common deep learning network architectures, including convolutional neural network (CNN) for visual imagery and recurrent neural network (RNN) for temporal sequences. Students will learn how to implement the fundamental building blocks in a series of programming assignments using popular deep learning libraries. Students will practice designing deep learning networks to solve real-world problems in a course project. Program laboratory fee required. (Every 2 years)

INFD 671. Data Visualization (3 hours)

Prerequisite: INFD 605 or consent of the instructor.

Students will apply techniques and algorithms for creating effective visualizations based on collected datasets. Specifically, students will use data analysis and visualization tools to create interactive models based on user needs to support the decision-making process. Program laboratory fee required. (Every year).

INFD 672. Advanced Human-Computer Interaction and Usability Studies (3 hours)

Prerequisite: INFD 601 or consent of the instructor.

In order to design, produce, and evaluate effective computing interfaces, students will apply principles from computer science, design theory, and cognitive, psychological and social sciences to software application interfaces and usage efficiency. Students will produce multi-version project-based prototyping at the end of the course. This course is open to students from all disciplines. Program laboratory fee required. (Every 2 years)

INFD 799. Capstone for Data Intelligence and Machine Learning (3 hours)

Prerequisite: All other program core and concentration courses must be completed before a student may enroll in this course.

Students demonstrate mastery of the knowledge, theories, methods, and skills they have developed in the program by carrying out a real-world project. Program laboratory fee required. (Every semester)

INFORMATICS (INFM)

INFM 605. Informatics for Healthcare System (3 hours)

Students will study the US healthcare system and its organization, principles of healthcare information management, function, and structure; as well as healthcare data, information, and knowledge. The importance of IT in healthcare is highlighted in this course. Students will analyze healthcare system complexities while selecting and implementing holistic information-based solutions to systemic problems. Program laboratory fee required. (Every year)

INFM 606. Human Computer Interaction and Usability in Health Informatics (3 hours)

Prerequisite: INFM 605.

To contribute to the proper use of information technology in healthcare by reducing human errors and creating appropriate interfaces that can ensure end-users' satisfaction without compromising performance, students will study human-technology interaction elements and issues that must be considered in the planning, designing, implementing, interfacing, and use of information technology in healthcare. Students will integrate human factors, in the designing process, to develop effective and safe health technology tools and to evaluate these technology-based tools through usability testing. Program laboratory fee required. (Every year)

INFM 615. Healthcare Data Management (3 hours)

Students will study healthcare data structures, Relational Database Management System (RDBMS) and semantic linking of MEDLINE, EMBASE and PubMed in routine care delivery. Students will apply relational and Object Oriented Database Management Systems to healthcare environments elaborately in this course. Program laboratory fee required. (Every year)

INFM 616. Healthcare Data Analytics (3 hours)

Prerequisites: INFM 605, 615.

Students will study how to extrapolate actionable insights from patient's data from a database, such as electronic medical record, electronic health records and personal health records. Students will learn all three stages of data analytics, including data capture, data provisioning and data analysis. Students will also be introduced to healthcare data predictive models through the use of technology-based tools, such as Matlab, SPSS/SAS, etc. Program laboratory fee required. (Every year)

INFM 625. Evidence Based Decision Making and Clinical Knowledge Management (KM) (3 hours)

Prerequisite: INFM 605.

Students will examine the impediments to be considered while applying IT tools when making evidence based decisions in a clinical setting and packaging of user specific computer-based tools for systematic evidence based medicine in primary care. Students will study techniques to improve quality of care delivery through evidence based medicine, emphasizing the importance for seamless integration of clinical information and knowledge. Importance of KM and its support for Health Informatics-tools, technologies, strategies and process-based solutions will also be studied by students. Program laboratory fee required. (Every year)

INFM 635. Electronic Data Interchange (EDI) Technologies in Health Informatics (HI) and Interoperability Standards (3 hours)

Prerequisite: INFM 605.

Students will analyze EDI and its implication in delivering reliable healthcare. Students will identify standards, protocols and technologies to be used in HI, specifically the following protocols; American National Standards Institute (ANSI)X.12, Electronic Data Interchange For Administration, Commerce and Transport (EDIFACT), and Health Level Seven (HL7) versions 2 and 3. An introduction to Service Oriented Architecture via web services, Extensible Markup Language (XML), Clinical Context Object Workgroup (CCOW) and Clinical Document Architecture (CDA®) will be comprehensively studied through enterprise-based solutions for healthcare. Program laboratory fee required. (Every year)

INFM 645. Healthcare Informatics Risk Assessment and Ethics (3 hours)

Prerequisite: INFM 605.

Students will study the impact of HI on clinical management and analyze its effect on socio-cultural (clinical) environment, including privacy, confidentiality, and security issues in implementing HI. Students will also examine financial risk management on HI projects. Students will analyze the importance of humanistic issues related to the resistance/acceptance to change while employing IT-based solutions in healthcare, ethical issues to be considered while deploying strategically placed HI projects and ethical issues on information and its accessibility through healthcare IT systems. Program laboratory fee required. (Every year)

INFM 655. Healthcare IT Project Management (3 hours)

Prerequisite: INFM 605.

Students will study the concepts and basic functions of the project management in healthcare environments; and analyze project management concepts such as body of knowledge, scope, quality, time, cost, risk, procurement, human resource, and communication management. Special focus will be on the role of the project manager and project support staff within the healthcare IT projects. Program laboratory fee required. (Every year)

INFM 665. Clinical Decision Support Systems (CDSS) and Tele-health in Health Informatics (3 hours)

Prerequisite: INFM 605.

Students will define CDSS and Artificial Intelligence concepts; determine the relationship between computerized drug alerts, reminders to perform preventive tests, diagnoses applications, computerized physician order entry (CPOE) applications within the context of Artificial Intelligence; apply the various Tele-health services that enable Public Health to be deployed in remote and rural locations; and study and demonstrate technologies that enable Tele-health and M-health applications in Public health. Program laboratory fee required. (Every year)

INFM 675. Research Methods in Health Informatics (3 hours)

Prerequisite: INFM 605.

Students will study research and clinical research Informatics within the clinical research workflow. Specific focus will be on e-Research and supporting tools and technologies. Students will relate the use of EHR (electronic health record) data in various phases of research including research originating from EHR data, recruiting subjects for clinical research, managing ongoing clinical trials, and handling big data, real-time analytics and data mining concepts. Program laboratory fee required. (Every year)

INFM 685. Healthcare Software Requirements Specification and Systems Analysis and Design (3 hours)

Prerequisite: INFM 605.

Students will study and analyze why healthcare IT projects fails most frequently. Students will study the key software requirements concepts, techniques, and methodologies relevant to processing healthcare applications. Students will engage in hands-on case driven specifications by using software tools (such as Unified Modeling Language). Program laboratory fee required. (Every year)

INFM 688. Special Topics in Health Informatics (3 hours)

Prerequisite: Permission of the program coordinator or department chair.

Students will study a significant topic in the area of health informatics that is not available through the program offerings. Program laboratory fee required. (As needed)

INFM 700. Capstone Health Informatics Project (3 hours)

Prerequisites: INFM 605, 675.

Students will develop a real-time Health Informatics case project demonstrating the knowledge and skills they have gained in the program through a practical application of concepts and practices. Students will be encouraged to identify a healthcare client/organization and work in collaboration to complete a real-time project that can be of value to that organization. Students will have weekly scheduled virtual meeting with the instructor. These meetings will enable the students to capture and discuss the difficulties/achievements in accomplishing the tasks scheduled for the week. A project report will be completed on a weekly schedule, each section to be included in the final deliverable document for the course. Program laboratory fee required. (Every year)

LEADERSHIP (LEAD)

LEAD 600. Theories of Organizational Leadership (3 hours)

This course provides the foundation for the Master of Science in Organizational Leadership and starts with the premise that everyone is capable of leadership. Students will demonstrate a comprehensive analysis of major leadership theories and research approaches. An integral part of the learning involves students assessing their own leadership philosophy and then analyzing the relationship between their philosophy and selected theories of leadership. It establishes this premise by exposing students to a series of alternative perspectives of leadership, including some contemporary collaborative models. (At least once per year)

LEAD 601. Ethical Challenges in Organizations (3 hours)

Prerequisite: LEAD 600.

Students will examine the challenges of being an ethical, vision-oriented leader (at any level of organization) who must navigate in turbulent, changing environments that often pose choices between "right and right." Students will explore concepts related to level-five leadership and servant leadership, and they begin the process of self-assessment and reflection-in-action. (At least once per year)

LEAD 602. Organizational Theory and Behavior (3 hours)

Prerequisite: LEAD 600.

Students will explore traditional and contemporary theories of organizations. The course links organizational theory and behavior to leadership and requires an analysis of the major issues (e.g., change, gender, ethics, and effectiveness) that confront modern complex organizations in today's changing workplace. (At least once per year)

LEAD 604. Leading in Global Organizations: Gender and Generations (3 hours)

Prerequisite: LEAD 600.

Students will examine how gender and generational differences manifest themselves in the workplace, and how leaders can effectively work within and manage those differences. (At least once per year)

LEAD 605. Research Methods for Leaders (3 hours)

Prerequisite: LEAD 600.

Students will be provided an in-depth exploration into quantitative, qualitative, and mixed methods approaches in order to critically analyze research. Students develop familiarity with methods of research and analysis useful to organizational leaders. Students will gain knowledge of the various tools and techniques appropriate to an applied research project. (At least once per year)

LEAD 701. Special Topics in Organizational Leadership (3 hours)

Prerequisite: LEAD 600.

Students will examine an interdisciplinary study of a significant topic in the area of organizational leadership which is not available through the program offerings. (As needed)

LEAD 705. Research Strategies for Leaders (3 hours)

Prerequisite: LEAD 600.

Working in conjunction with the student's final concentration course, students will integrate program lessons to engage in informed discussions of how these concepts are applied in leadership situations, and to sharpen research strategies and skills through the application of these in an applied project grounded in organizational leadership. (At least once per year)

NONPROFIT LEADERSHIP (NONP)

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

Prerequisite: LEAD 600.

Students will explore the history, foundations, and types of nonprofit organizations and the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations using ethical, legal, and global lenses. (At least once per year)

NONP 601. Nonprofit Governance and Volunteer Administration (3 hours)

Prerequisite: NONP 600.

Students will examine the volunteer administration process (recruitment, orientation, training, supervision, and evaluation) with an emphasis on creating and maintaining an effective board of directors for the nonprofit organization. (At least once per year)

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

Prerequisite: NONP 601.

Students examine budgeting concepts, policies, and practices as they apply to nonprofit organizations in their fiscal climate. Students will examine major fiscal policy debates and interpret and construct budgets and funding statements/requests. (At least once per year)

NONP 701. Capstone Seminar in Leadership in the Nonprofit Organization (3 hours)

Prerequisite: NONP 700.

This course provides students with an opportunity to integrate learning from their coursework in a capstone project, an applied project grounded in a real-world experience in the nonprofit community. The capstone may focus on governance, policy, marketing/promotion, or leadership in either the public or private nonprofit sectors or adopt a cross-sector perspective. (At least once per year)

ORGANIZATIONAL DEVELOPMENT (ORGD)

ORGD 600. Introduction to Organizational Development (3 hours)

Prerequisite: LEAD 600.

Students will focus on strategies for effecting successful change in the face of resistance and conflict. Particular attention will be paid to conflict resolution strategies at both the personal and organizational level and the use of strategic planning to effect organizational development/change. (At least once per year)

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

Prerequisite: ORGD 600.

Students will explore the theories and practices of organizational consulting and leadership coaching in the contemporary organizational environment. Particular attention will be paid to the skills of effective coaching/consulting: using active listening, empowerment, and feedback to create interactive dialogue and deeper understanding. (At least once per year)

ORGD 700. Building Organizational Culture (3 hours)

Prerequisites: ORGD 601.

Students will examine the cultures and subcultures of the various functions that constitute the organization focusing on the communication strategies that make possible collaboration across subcultural boundaries. Students will examine the role that leaders play as partners in shaping, and being shaped by, the organizational cultures they seek to influence. (At least once per year)

ORGD 701. Capstone Seminar in Leadership for Organizational Development (3 hours)

Prerequisite: ORGD 700.

This course provides students with an opportunity to integrate learning from their concentration course work in a capstone project by selecting an organization, review the strategic plan of the organization, and use the lessons of organizational development in the role of consultant/practitioner to make informed recommendations. (At least once per year)

PUBLIC SAFETY LEADERSHIP (PSLD)

PSLD 601. Multidisciplinary View of Theories and Models of Leadership (3 hours)

(Cross-listed with CRJS 601)

This course will address the nature and importance of leadership in public safety. Students will examine leadership styles and leadership roles. Students explore power, politics, and leadership as well as leadership development, succession, and followership. (Every year)

PSLD 602. Comparative Studies in Public Safety (3 hours)

(Cross-listed with CRJS 602)

Students will develop an understanding of various nations' laws, criminal procedure, and justice processes. Students will build their knowledge of public safety among selected countries by investigating and evaluating various countries' culture and institutions. (As needed)

PSLD 604. Organizational Communication, Conflict Resolution, and Negotiations (3 hours)

(Cross-listed with CRJS 604)

Students will develop an understanding of organizational communication with a focus on conflict resolution and negotiations. (Every year)

PSLD 605. Leadership and Ethics in Public Safety (3 hours)

Students will examine the theoretical basis for ethics and to develop an understanding of methods used to resolve ethical dilemmas. A history of unethical decision-making will be explored. (Every year)

PSLD 606. Seminar on Terrorism (3 hours)

Students will examine how the war on terrorism has affected first responders such as police and fire departments, how it has transformed local and state government planning, and how it has defined a new relationship between state and local government. (Every year)

PSLD 607. Research Analysis**(3 hours)***(Cross-listed with CRJS 607)*

At the completion of the course, students will have a knowledge and understanding of the theory and practice of research in public safety. Students will be able to conduct a research project in the field of public safety. (Every year)

PSLD 625/725. Special Topics in Public Safety Leadership**(3 hours)***(Cross-listed with CRJS 625/725)*

Students will study a subject in depth that is not usually taught as part of the core or electives. Students must gain approval from the program coordinator to register for this course. (As needed)

PSLD 632. Internship**(3 hours)**

Students will take three credit hours, over the semester, of practicum, internship, field placement, or equivalent in the student's specialty field of study. The Public Safety Leadership faculty will work in partnership with individual students to develop internship site placements. An internship report is required. Internship Fee. (As needed)

**PSLD 701. Preparation, Execution, and Coordination
of Disaster Response****(3 hours)**

Students will participate in an in-depth exploration of disaster planning. Particular emphasis will be on preparing for man-made and natural disasters as well as accidental disasters such as plane crashes and plant explosions. Learning from scientific disaster studies will be a major focus in this course. (As needed)

PSLD 799. Master's Research Report**(3 hours)***(Cross-listed with CRJS 799)*

Students will complete a written critical analysis of scholarly literature on core or specific topics in the field of public safety leadership. (Every semester)

CLINICAL REHABILITATION COUNSELING (RHAB)**RHAB 601. Introduction to Rehabilitation Counseling****(3 hours)**

The course provides an overview of the history, philosophy, and legal basis of rehabilitation programs, the roles of the rehabilitation counselor, and the process of rehabilitation. It also includes an overview of organizational structure of public and private rehabilitation systems, societal trends in rehabilitation, professional issues related to the role of the rehabilitation counselor, literature use, and professional organizations. (Every Fall and Spring semester)

RHAB 604. Psychosocial Aspects of Disability**(3 hours)**

Students will develop a basic understanding of the psychosocial influences that affect disabled individuals. Students will demonstrate an understanding of the sociological, psychological, and cultural aspects of disability. Students will demonstrate skills that will help clients to become advocates for themselves and develop strategies to reduce attitudinal barriers to people with disabilities. (Every Summer semester)

RHAB 605. Sexual Aspects of Disability**(3 hours)**

Students will acquire a basic understanding of the specialized impact that disability can have on human sexuality. Students will learn skills to counsel individuals with disabilities concerning issues of human sexuality and the effect of disability on sexual issues. (Every Summer semester)

RHAB 606. Occupational Information and Job Placement**(3 hours)**

Students will gain an understanding of the specialized employment needs of those affected by disabilities. Students will learn to identify various disability benefits programs and

interpret their applicability to individual consumers, will learn how to provide job analysis, transferable skills analysis, work site modification and restructuring, and to provide career counseling using applicable career theories. Students will learn the uses of assistive technology, job coaching, and supported employment. Students will practice appropriate counseling skills to facilitate change in disabled clients. (Every Fall semester)

RHAB 609. Practicum in Clinical Rehabilitation Counseling (3 hours)

Prerequisites: COUN 606, 612, 618, 625; RHAB 601.

The practicum in Rehabilitation Counseling is a one semester supervised experience. It is designed to place rehabilitation counseling students in rehabilitation settings with a variety of clients under close supervision. The practicum will allow students the opportunity to practice previously learned counseling skills with disabled individuals and to shadow an experienced rehabilitation counselor in day-to-day activities. Practicum fee. (Every Fall and Spring semester)

RHAB 610. Internship in Clinical Rehabilitation Counseling I (3 hours)

Prerequisite: RHAB 609.

Students are required to complete 600 hours of internship (300 per semester) at a rehabilitation counseling agency within the private and/or public setting. This experience must include both observation and practice of the knowledge, skills, and abilities required to function as a rehabilitation counselor. Internship fee. (Every semester)

RHAB 611. Internship in Clinical Rehabilitation Counseling II (3 hours)

Prerequisite: RHAB 610.

The primary goal of the course is to increase mastery and be able to demonstrate in practice knowledge and skills for effective rehabilitation counseling - from intake to termination and case closure. Additional goals include promoting knowledge and skill in a variety of approaches to working with individuals with disabilities and their problems, increasing knowledge of specific human service agencies and other community resources, incorporating case management techniques into rehabilitation counseling practice. (Every semester)

RHAB 612. Medical Aspects of Disability (3 hours)

Students will develop a basic understanding of medical terminology, body systems and the disabilities that occur when one or more of the body systems are affected by illness, injury, or genetic predisposition. Students will be able to read and understand medical records; describe the medical and rehabilitation consequences of various disabling conditions including functional capacities and limitations; describe the vocational implications for these disabling conditions; and analyze existing community resources for these disabling conditions. (Every Spring semester)

RHAB 613. Special Topics in Clinical Rehabilitation Counseling (3 hours)

Students will be able to select from a variety of topics that will be offered periodically as elective coursework. Topics may include, but are not limited to, psychopharmacology, assistive devices, family counseling and disability, and others too numerous to list. (Occasionally)

RHAB 630. Examination Review Seminar (1 hour)

Students will review the ten core areas of rehabilitation counseling as outlined in the CORE standards in preparation for the Certified Rehabilitation Counselor examination (CRC). (Every Fall and Spring semester)

RHAB 632. Directed Study in Clinical Rehabilitation

(1-3 hours)

Counseling

Students will be allowed the opportunity to work on individual projects, research, or readings under faculty supervision. (As needed)

College of Health Professions

Lisa M. Lundquist, *Dean*

Nannette C. Turner, *Associate Dean*

Jeannette R. Anderson, *Chair, Department of Physical Therapy*

Cheryl R. Gaddis, *Chair, Department of Public Health*

William R. Holcomb, *Chair, Department of Exercise Science*

Craig D. Marker, *Chair, Department of Clinical Psychology*

Jill R. Mattingly, *Chair, Department of Physician Assistant Studies*

History

The College of Health Professions is comprised of six disciplines: Physical Therapy, Physician Assistant Studies, Public Health, Clinical Psychology, Athletic Training, and Kinesiology. The College offers the doctoral-level physical therapy program, doctoral-level clinical psychology program, doctoral-level public health program, master's-level physician assistant program, master's-level public health program, master's-level athletic training program, bachelor's-level public health program, and bachelor's-level kinesiology program. The Department of Physical Therapy offers an Orthopaedic Manual Physical Therapy residency program, a Neurologic Physical Therapy residency program, a Cardiovascular and Pulmonary residency program, and a fellowship in Orthopaedic Manual Physical Therapy.

Mission Statement

The College of Health Professions seeks to prepare students to improve the health and quality of life of individuals and society through excellence in teaching, research, and service.

Statement of College Goals

- Provide an education that is effective, innovative, and comprehensive.
- Foster an environment that is caring, equitable, and responsive toward all stakeholders.
- Ensure quality of programs through continuous assessment and improvement.
- Encourage diversity and adhere to the values of the University's Judeo-Christian heritage while respecting the pluralistic values of our society.
- Engage students in active learning to enhance critical thinking and problem solving skills.
- Foster personal and professional growth and a commitment to lifelong learning.
- Support a highly qualified faculty in their pursuit of teaching, scholarly activity, and service in recognition that these activities are integral components of continuing professional growth.
- Provide the infrastructure to support research that integrates components of basic science, public health, clinical interventions, and pedagogical innovation.
- Prepare graduates to assume leadership roles in their communities and profession.
- Provide postgraduate education including graduate programs, residencies, fellowships, and certificate programs.

- Engage in interprofessional education to develop mutual understanding of and respect for the contributions of various disciplines for the betterment of individuals and society.

Vision

The College of Health Professions will be nationally recognized for promoting and improving health through excellence in education, leadership, and innovation.

Core Values

The College of Health Professions bases its educational programs and position in the healthcare community upon certain core values. The core values of the College are:

Collaboration – working together and respecting each other's contributions.

Compassion – showing empathy and concern for the well-being of others.

Excellence – performing at the highest level.

Integrity – unwavering adherence to an ethical code of conduct.

Justice – committing to fairness and equity in the treatment of others.

Learning – acquiring, synthesizing, understanding, and assimilating new knowledge and information.

Professionalism – exhibiting appropriate behaviors and adhering to an established code of conduct.

Service – offering our talents and skills toward betterment of our communities.

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 position 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 that constitute violations of the College of Health Professions Honor Code include plagiarism, cheating, lying, and academic theft. Plagiarism is the copying of words, facts, or ideas, belonging to another individual, without proper acknowledgment. Failure to reference any such material used is both ethically and legally improper.

Cheating includes the deliberate submitting of work that is not one's own and that violates the professor's instructions for the work; the use of testing materials from past testing periods as a study guide, unless authorized by a professor; possession of written materials, not expressly authorized by the professor during an examination or test, that contain matter relevant to the course in which the examination is being taken; discussion of examination contents with any other student while taking an examination or test; and divulging or receiving any information on the content or form of any examination that either student has not yet taken. A student who gives illegal aid shall be considered as responsible as the student who receives it.

Lying is defined as making a statement that one knows is false or is intended to deceive. Academic theft is the removal of academic materials, depriving or preventing others from having equal learning opportunities.

College of Health Professions students are subject to the conditions and requirements of the Honor Code. The Honor Code is published in the Student Handbook, which is distributed to all students at the beginning of the fall term, and made available electronically on the College's website (<https://chp.mercer.edu/student-resources/student-handbooks/>).

Attitude and Conduct

The University expects students to conduct themselves in a manner that reflects their maturity and their awareness that matriculation at the University is a privilege afforded only

to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline shall be limited to conduct that adversely affects the institutional community's pursuit of its educational objectives.

The following are examples of such conduct:

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

Any student found guilty of the above offenses, or of any other serious defect of conduct or character, may be subject to expulsion, suspension, or such lesser 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 arbiter in matters of student discipline and conduct, as set forth in the charter and bylaws of the University. The Student Handbook, which details the Code of Professional Conduct for College of Health Professions (CHP) students, is available on the CHP website (<https://chp.mercer.edu/student-resources/student-handbooks/>).

College of Health Professions

Graduate/Professional Student Calendar 2022-2023

Fall 2022

DPT Orientation	August 18-19
MPH Orientation	August 18
PsyD Orientation	August 19
DPT White Coat Ceremony	August 19
Classes Start (Atlanta: DPT, MPH, PsyD, PA, Dr. PH; Macon: AT)	August 22
Last Day for Drop/Add	August 29
Labor Day	September 5
Fall Break (Macon: AT)	October 20-21
Course Withdrawal Deadline	October 27
Registration for Spring Begins	November 2
Application Deadline for Spring/Summer Graduation	November 4
Fall Break (Atlanta: DPT, MPH, PsyD, PA, DrPH)	November 21-22
Thanksgiving Break	November 23-25
Classes and Exams End	December 16
Grades Due	December 19

Spring 2023

PA Orientation	January 5-6
DrPH Orientation	January 5-6
Classes Start	January 9
PA White Coat Ceremony	January 13
Martin Luther King, Jr. Day Holiday	January 16
Last Day for Drop/Add	January 17
Spring Break (Atlanta and Macon Campuses)	March 6-10
Course Withdrawal Deadline	March 22
Registration for Summer/Fall Begins	March 24
MPH Pinning Ceremony	April 4
Good Friday Holiday	April 7
Classes and Exams End	May 5
Grades Due	May 8
College of Health Professions Hooding Ceremony	May 12
Commencement (Atlanta)	May 14
Baccalaureate (Macon)	TBD
Commencement (Macon)	May 15

Summer 2023

Classes Start (Atlanta: DPT, MPH, PsyD, PA, DrPH)	May 15
Last Day for Drop/Add	May 22
Memorial Day Holiday	May 29
AT Orientation	June 9
Classes Start (Macon: AT)	June 12
Independence Day Holiday	July 4
Course Withdrawal Deadline	July 8
Classes End (Atlanta)	August 4
Grades Due	August 9

DPT: Doctor of Physical Therapy MPH: Master of Public Health AT: Athletic Training
 PsyD: Clinical Psychology PA: Physician Assistant DrPH: Doctor of Public Health

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Jill Mattingly, *Chair and Clinical Associate Professor; Director of Physician Assistant Program*

Robert Baeten, *Clinical Assistant Professor*

Joseangel Damian Bedoya, *Clinical Assistant Professor*

Amanda Clark, *Clinical Assistant Professor*

Jennifer de la Cruz, *Clinical Assistant Professor and Director of Clinical Education*

Lisa Dickerson, *Clinical Associate Professor*

Henry Heard, *Clinical Associate Professor*

Shannon Jackson, *Clinical Assistant Professor and Assistant Academic Director*

Erin Lepp, *Clinical Associate Professor*

LeAnne Martinelli, *Clinical Associate Professor and Academic Director*

Suzanne Nelson, *Clinical Assistant Professor*

Catherine Sadowski, *Clinical Associate Professor*

Arlene Salmon, *Clinical Assistant Professor*

Master of Medical Science (Physician Assistant) Degree Program

Accreditation

Mercer University's Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), 12000 Findley Road, Suite 275, Johns Creek, GA 30097; telephone (770) 476-1224; <http://www.arc-pa.org>. The Physician Assistant Program has been granted Continuing Accreditation by ARC-PA through September 2027.

Program Description

The Master of Medical Science (Physician Assistant) Program is a 28-month long program which consists of a 13-month didactic phase, followed by a 15-month clinical phase.

Profile of a Master of Medical Science Graduate

The Master of Medical Science graduate of Mercer University will:

- Demonstrate the knowledge and skills necessary for entry-level practice as a physician assistant.
- Deliver primary care in a variety of clinical settings across the lifespan.
- Collaborate effectively as a member and leader of an interprofessional team to provide evidence-based and patient-centered care.
- Pursue lifelong professional development in clinical practice, service, and leadership.

Admission Process and Requirements

The application process and minimum expectations for applicants to be considered for admission into the Master of Medical Science degree program include the following:

- A centralized application is available on the CASPA website (<http://www.caspaonline.org>). Applicants must go to this website, complete the online application, and submit to CASPA the appropriate fees, official transcripts from each college/university previously attended, official GRE scores, and contact information for references who will be submitting letters of reference to CASPA. A minimum of three letters of reference are required and must be sent via the Electronic Letters of Reference (eLOR) Service of CASPA. One of these letters must be from a physician assistant (PA), nurse practitioner (NP), or medical doctor (MD or DO); one must be from a college/university-level professor or instructor; and one may be from a non-relative professional.
- In addition to a CASPA application and electronic letters of reference, applicants must submit the online Supplemental Application (<http://chp.mercer.edu/admissions/admissions-requirements/physician-assistant/>) and a non-refundable \$25 supplemental application fee (<https://mercernet.nbsstore.net/college-of-health-professions-supplemental-application-physician-assistant-program>)
- Required minimum overall GPA of 3.00 on a 4.00 scale. Preferred minimum Natural Science GPA of 2.90 or higher.
- Completion of a Bachelor's degree from a regionally accredited American college or university and the following prerequisite courses prior to enrollment in the PA Program:
 - General Biology (2 courses with labs)
 - Microbiology (1 course with lab taken within the last 10 years)
 - Human Anatomy (1 course with lab taken within the last 10 years)
 - Human Physiology (1 course with lab taken within the last 10 years)
 - General Chemistry (2 courses with labs)
 - Organic Chemistry (1 course, lab optional)
 - Biochemistry (1 course, lab optional)
 - Introductory or General Psychology (1 course)
 - English Composition (2 courses)
 - Statistics or Biostatistics (1 course)
- Applicants may be conditionally accepted with up to four outstanding prerequisite courses pending; however, all prerequisites must be completed prior to enrollment in the Physician Assistant Program.
- Online courses will not satisfy laboratory course requirements.
- Only grades of C or better are acceptable for prerequisite coursework.
- Human Anatomy and Physiology courses are required. Anatomy and Physiology prerequisites can be fulfilled by completing a two course combined sequence of Anatomy and Physiology with labs.
- Submission of official Graduate Record Examination (GRE) scores from the General Test, including the Verbal, Quantitative, and Analytical Writing sections. Students must achieve a 300 or higher combined GRE score (Verbal and Quantitative) and minimum Analytical Writing score of 3.5 or higher. GRE scores must be submitted to CASPA using code 0441 (Mercer U Phys Asst CASPA).
- Applicants must complete a minimum of 1,000 hours of Clinical Experience demonstrating hands on patient care prior to program matriculation.

- International applicants must submit an official evaluation of their foreign credentials by one of three approved evaluation agencies (World Education Services, (preferred), Josef Silny & Associates, or American Association of Collegiate Registrars and Admissions Officers). Applicants whose native language is not English must demonstrate satisfactory proficiency in English language as measured by the Test of English as a Foreign Language (TOEFL). A minimum official TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS is required for admission. Tests must be taken within two years from the application to the PA Program.
- Applications are reviewed on a rolling basis as they become complete. Applicants with incomplete applications are not considered for admission into the Physician Assistant Program. The most qualified applicants will be invited to visit the Physician Assistant Program for an interview.
- Applicants selected for admission into Mercer's Physician Assistant Program are required to make a first non-refundable tuition deposit of \$500 to confirm their position in the entering class. A second non-refundable tuition deposit of \$500 is required and due by October 1st. Upon enrollment in the Physician Assistant Program, \$975 will be applied toward the student's first semester's tuition, while the remaining \$25 will satisfy the University's matriculation fee.
- Accepted students must submit final official transcripts from all colleges/universities attended prior to enrollment. Accepted students must also comply with requirements regarding health insurance and immunizations, background checks and drug screenings, and they must attest that they meet all Technical Standards as established by the Physician Assistant Program prior to their enrollment in the program. These Technical Standards are available on the website at <https://chp.mercer.edu/admissions/admissions-requirements/physician-assistant/>. **Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded.**

Prospective students may request further information through via email: paprogram@mercer.edu.

Accelerated Special Consideration Program for Physician Assistant at the Mercer University College of Health Professions

Mercer University's Accelerated Special Consideration Programs (ASCP) for Physician Assistant (PA) offer high-achieving, first-time students with a Math Index of 980 or higher, enrolled in either the College of Liberal Arts and Sciences (CLAS) or the College of Health Professions (CHP), the opportunity to earn both the Bachelor of Science in Health Science degree (BSHS) from the CLAS, the Bachelor of Science in Public Health degree (BSPH) from the CHP, or the Bachelor of Science in Kinesiology (BSK) from the CHP and the Master of Medical Science (MMSc) degree in a six-year time frame. Students who meet all of the ASCP criteria will be offered an interview with the Master of Medical Science program offered by the College of Health Professions on the Atlanta campus. See details description of ASCP criteria in the Macon campus catalog in the ACADEMIC INFORMATION section under Accelerated Special Consideration Programs.

Transfer Students / Advanced Standing

A transfer student is any person who has ever been enrolled in another Physician Assistant program. The Mercer Physician Assistant Program does not grant advanced standing nor accept transfer credit from other Physician Assistant programs.

Tuition, Required Fees, and Other Estimated Expenses

Tuition (per semester)*	\$12,990
Facilities and Technology Fee (per semester)	\$ 150
Didactic Education Fee	\$ 1,600
Clinical Education Fee I	\$ 1,700
Clinical Education Fee II	\$ 1,700

Total estimated cost for students entering the Physician Assistant Program in January 2023	\$96,980*
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* Tuition is fixed per cohort of Physician Assistant students while they are in the PA Program. Tuition per cohort and fees are estimated and are subject to change upon the recommendation and approval of the Board of Trustees.

This estimate does not include other expenses (i.e. health insurance, laptop, housing, parking, background screenings/drug tests, immunizations, transportation, professional organization dues). It is recommended that students budget an additional \$7,000 to cover expenses associated with the 15 months of clinical phase.

Background Checks and Drug Screenings

Background checks and drug screenings are required for all Physician Assistant (PA) students as part of their participation in the program. Students will incur charges associated with the background check(s). Once admitted to the program, the students are asked to have a drug screen and background check completed by November 15 preceding their initial enrollment in the PA Program. If either test is deemed positive by the verification company, the matter will be brought before the Director of Admissions and Student Affairs and Director of the Physician Assistant Program for review. The student's acceptance could possibly be rescinded and the student not allowed to matriculate based on the results of these evaluations. Neither the University nor the Physician Assistant Program will be held liable for a student's failure to graduate or obtain a state license due to a positive criminal background check or drug screen. Repeat criminal background checks and drug screens are required annually as determined by the PA Program or to satisfy clinical rotation requirements. The PA Program will identify an acceptable verification company with a competitive rate for students to use prior to matriculation.

Health Insurance, Immunizations, and Basic Life Support Certification

All Physician Assistant students are required to submit a completed Certificate of Immunization form along with the appropriate documentation of immunizations and health insurance prior to enrollment. All Physician Assistant students are required to provide documentation annually of influenza vaccination and tuberculosis screening. Failure to meet immunization requirements may result in delayed matriculation and/or cancellation of a clinical rotation.

All Physician Assistant students are required to successfully complete a certification course in basic life support for healthcare practitioners prior to their enrollment. This certification must be maintained throughout matriculation with the program.

All students are required to maintain health insurance coverage. In order to enforce this policy, all students are automatically enrolled and charged for health insurance each semester. This health insurance will be provided by the University's sponsored student

insurance plan. Students who do not submit proof of primary health insurance through the waiver process are automatically signed up for coverage under the student insurance plan. Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary health insurance coverage exists (through the website: (<https://studentplan.corehealthbenefits.com/mercer>)). Information on how to complete the insurance waiver process and deadlines for the process is available on the Mercer website: (<http://bursar.mercer.edu/studentinsurance/>).

Physician Assistant students are required to keep a personal file that includes copies of their current immunizations, health screenings, health insurance, basic life support certification, and any other pertinent documents that may be easily accessed if requested by a clinical site.

Questions regarding these policies should be directed to the Director of Clinical Education and/or Credentialing Coordinator in the Physician Assistant Program.

Academic Policies and Procedures

Attendance

Physician Assistant (PA) students will receive a class schedule for the semester that includes weekly schedules and course schedules. On occasion, the PA Program may not be able to strictly adhere to the posted schedule as many of the clinical guest lecturers are full-time healthcare providers. There will be times when a guest lecturer will experience a last minute emergency or scheduling conflict. In those instances, every effort will be made to reschedule the class during regularly scheduled class times. However, classes may be scheduled at an off-time including weekends, evenings, and early mornings. The PA program faculty, with the approval of the Program Director, reserves the right to add additional hours to previously scheduled class hours when indicated. Students are required to attend all classes. Attendance is mandatory for all examinations written, electronic, and practical.

Academic Advising

Primary student advisement is conducted by members of the PA Program faculty who will avail themselves for student consultation as needed. Students will meet with their faculty advisor each semester, and as frequently as needed.

The student is encouraged to seek assistance from the course director and/or their faculty advisor if experiencing academic difficulty early on as opposed to waiting until the examination time. Despite prior academic success, newly enrolled students in the PA Program often find the pace and amount of material to be somewhat overwhelming initially. The PA Program faculty members are available to assist the student in successfully navigating the program materials and identifying appropriate resources when indicated.

In the event that a student is identified as experiencing academic difficulties, the student will meet with the course director and their faculty advisor as soon as possible. In certain circumstances, the Academic/Clinical Directors and Program Director may be involved during these meetings as well. Prior to this conference, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these gatherings, the faculty will assist the student in identifying institutional resources and/or student services to assist the student in their continued success in the program.

Examinations

Students must report for scheduled examinations. Permission for make-up examination due to illness or other emergency may be obtained from the PA Academic Director and the course coordinator. A medical excuse may be required to make-up an

examination or other assessment. Policy for administration of make-up examinations due to inclement weather or other emergency is defined in each course syllabus.

Academic Progression

In order for a student to remain in good standing while enrolled in the Physician Assistant Program, a student must obtain at a minimum a letter grade of "C" in all coursework and maintain a semester and cumulative grade point average (GPA) of 2.5 (on a 4.0 scale). Students will also be evaluated on their professional behavior as performing commendably, satisfactorily, or in need of further guidance (probationary status). If a student performs unsatisfactorily, the student's performance will be reviewed by the Progress and Advancement Committee who will make recommendations to the Program Director for a plan of action, such as, an Academic or Professional Warning, Academic or Professional Probation, Deceleration or Dismissal. Additionally, students must receive an overall "satisfactory" evaluation with no unsatisfactory professional ratings during all clinical rotations.

The Physician Assistant Program uses a lockstep/sequenced curriculum, which is constructed to build upon the previously mastered material. It is incumbent that the student completes all course work in sequence in order to progress successfully through the program curriculum. In rare instances, a student may be given an incomplete (IC) for a given course and allowed to progress to the next semester. Students who receive a grade of incomplete in any didactic course prior to beginning the clinical phase of training will not advance to the clinical phase until all deficiencies related to the incomplete grade are resolved. Students who receive a grade of incomplete in any clinical rotation or during the Senior Seminar may not graduate until all deficiencies causing the incomplete grade are resolved.

Academic and Professional Warning

Academic or Professional Warning is a status designated by the Progress and Advancement Committee. Academic Warning will be given to students whose semester GPA is between 2.51-2.99. Professional Warning will be given the students whose behaviors or actions are not reflective of the characteristics of a Physician Assistant, including honesty, integrity, care, compassion, and responsibility. A letter of warning from the Program Director will be issued to students who meet these criteria that detail the specifics of the warning and recommendations for improvement. The student is to acknowledge receipt of this warning with a written response to the Program Director within 10 business days. A student who does not follow the recommendations set forth by the Program Director will be subject by the Progress and Advancement Committee to Probation or Dismissal from the Program. A student receiving Academic or Professional Warning for two semesters (consecutive or non-consecutive) will automatically be placed on Probation.

Academic and Professional Probation/Dismissal

Academic or Professional Probation is a status designated by the Progress and Advancement Committee. A student will be placed on Academic Probation if their semester GPA is 2.50 or below. Professional Probation will be given to students whose behaviors or actions are egregious violations of the Program's professional policy. A letter of probation from the Program Director based on the recommendation of the Progress and Advancement Committee will be notified of this action in writing. The letter will clearly outline the expectations for the student. It is necessary for the student to acknowledge receipt of this probationary letter and attest to their understanding of the conditions set forth and timeline established in writing within 10 business days. A student who does not follow the recommendations set forth by the Program Director will be subject by the Progress and Advancement Committee to Dismissal from the Program.

Student Grievances

Academic Grievance

Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to: failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, gender, religion, race, marital status, national origin, or disability. Full procedures for student grievances are outlined in the Mercer University Student Handbook.

Nonacademic Grievance

Policy

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Full procedures for student grievances are outlined in the Mercer University Student Handbook.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of the Master of Medical Science curriculum (totaling 128 semester hours) with a passing grade in each course and with a minimum 2.50 cumulative grade point average.
2. Successful demonstration of professional performance standards throughout the student's career in the Physician Assistant Program.
3. Successful completion of the Summative Evaluation and Senior Seminar.
4. Recommendation by the faculty of the Physician Assistant Program with final verification by the Program Director.
5. Payment of all financial obligations to the University.

Curriculum

The Master of Medical Science (MMSc) degree is awarded upon completion of all didactic and clinical coursework.

Competencies of a Mercer Physician Assistant Graduate

1. Elicit an accurate and thorough medical history:
 - a. Provide a physical environment conducive to patient comfort
 - b. Establish rapport with patient (and/or family)
 - c. Recognize and interpret verbal and non-verbal cues
 - d. Elicit all relevant components of history to include: chief complaint, history of present illness, past medical history, social history, family history, and review of systems
 - e. Recognize cultural, behavioral, and demographic variances and make adjustments according to individual patient needs

2. Perform comprehensive and problem-focused physical examinations:
 - a. Explain the examination procedure to the patient (and/or family)
 - b. Ensure patient privacy and utilize chaperone when appropriate
 - c. Utilize skills of inspection, palpation, percussion, and auscultation
 - d. Measure and accurately record height, weight, and vital signs
 - e. Examine all appropriate systems to include: general, HEENT, respiratory, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, neurological, integumentary, endocrine, and lymphatic
 - f. Incorporate special exam techniques (e.g. Rovsing's sign) when indicated
 - g. Adjust exam process according to the patient's condition, setting, and special needs
3. Develop a diagnostic plan using evidence-based medicine:
 - a. Recognize normal from abnormal physical and behavioral findings
 - b. Carefully consider indications and contraindications for every diagnostic study
 - c. Order appropriate diagnostic test(s) with consideration for cost effectiveness, sensitivity, specificity, and relative patient risk
 - d. Discuss diagnostic plan with patient (and/or family) and obtain an informed consent when appropriate
 - e. Interpret diagnostic studies
 - f. Establish a differential diagnosis to include a working diagnosis
 - g. Consider use of physician consultation and/or referral
 - h. Establish a problem-oriented medical list
4. Develop an individualized therapeutic management plan:
 - a. Apply principles of pharmacology and pharmacotherapeutics
 - b. Obtain input from other members of the health care team
 - c. Consider the patient's overall medical condition, social circumstances, educational level, and ability to understand and carry-out the therapeutic plan
 - d. Discuss the treatment plan using the appropriate language level with the patient (and/or family)
 - e. Consider the use of non-pharmacological modalities as appropriate
 - f. Confer with patient (and/or family) concerning the appropriate follow-up plan
 - g. Adjust therapeutic management plan as appropriate
5. Provide patient-centered health education:
 - a. Encourage patient participation concerning management plan and self-care
 - b. Instruct patient on health promotion and disease prevention
 - c. Educate patient on use of prescription and non-prescription medications and their potential side effects/interactions
 - d. Provide written, language-specific patient education materials
 - e. Assist patient (and/or family) with available community services as well as access to tertiary medical centers
 - f. Educate patient and family members concerning their medical condition and expected prognosis
 - g. Provide crisis intervention when indicated
6. Accurately document medical records:
 - a. Record date and time of all medical encounters
 - b. Obtain accurate biographic data on each patient evaluation
 - c. Organize data in appropriate system sections of the history
 - d. Record patient history, physical examination, laboratory data, procedures, orders, etc.

- e. Document the location and description of physical findings
 - f. Utilize the problem oriented medical record (POMR) and SOAP note formats
 - g. Use both written and oral (dictation) communication methods
 - h. Obtain physician signature when appropriate
 - i. Utilize the electronic medical record
 - j. Maintain strict confidentiality of patient's medical record
7. Perform clinical procedures consistent with primary care practice:
- a. Practice aseptic techniques and universal precautions
 - b. Perform wound management and suturing techniques
 - c. Perform the following clinical procedures: venipuncture, injections, IV insertion, nasogastric tube placement, urinary catheterization, lumbar puncture, vaginal speculum examination, ECG's arthrocentesis, punch biopsy and shave biopsy
 - d. Apply and remove cast and splints
 - e. Perform basic and advanced life support
8. Demonstrate and maintain administrative and research skills:
- a. Comply with all practice/institutional, state, and federal laws and regulations
 - b. Use information technology (evidence based medicine) to support patient care decisions
 - c. Practice cost effective health care and resource allocation without compromising quality of care
 - d. Participate in a formal peer review process
 - e. Accountable for ensuring a safe environment for the patient
9. Demonstrate professionalism at all times:
- a. Project respect, compassion, and integrity
 - b. Maintain a professional relationship with physician supervisors and other healthcare providers
 - c. Recognize limitations and seek physician counsel when needed
 - d. Protect and uphold patient confidentiality
 - e. Use clear and effective oral and written communication skills
 - f. Participate in service to the community and profession
 - g. Maintain accountability to patients, society, and the profession
 - h. Conduct regular self-reflection activities and initiate self-improvement techniques and strategies
 - i. Adheres to the AAPA "Guidelines for Ethical Conduct of the Physician Assistant Profession"
 - j. Follows current "Standards of Care" in providing all patient care services
10. Develop and maintain a commitment to Lifelong Learning:
- a. Maintain requirements for NCCPA certification
 - b. Participate in regular literature review and reading
 - c. Remain current in evolving medical/surgical trends and technology
 - d. Participate in standardized medical exams (e.g. PACKRAT) and seek improvement in areas of weakness

Mercer University Physician Assistant Program Curriculum

PA Year 1 Spring		Gr hrs	PA Year 1 Summer		Gr hrs	PA Year 1 Fall		Gr hrs
PA 520 Human Anatomy & Lab		4	PA 581 Clinical Medicine 1 & Lab		8	PA 582 Clinical Medicine 2 & Lab		8
PA 521 Physiology/Pathophysiology		3	PA 533 Pharmacotherapy 1		3	PA 534 Pharmacotherapy 2		3
PA 580 Physical Diagnosis & Lab		6	PA 545 Diagnostic Interpretation 1/ECG		3	PA 542 Diagnostic Interpretation 2		2
PA 530 Principles of Pharmacology		3	PA 550 Behavioral Medicine		3	PA 573 Surgical Medicine		3
PA 511 Clinical Decision Making 1		1	PA 512 Clinical Decision Making 2		1	PA 513 Clinical Decision Making 3		1
PA 501 Medical Communication		1	PA 561 Biostatistics for Clinicians		2	PA 570 Emergency Medicine		3
PA 523 Concepts in Medical Science		2				PA 562 Evidence-Based Medicine for Clinical Practice		2
		20			20			22
PA Year 2 Spring			PA Year 2 Summer			PA Year 2 Fall		
PA 584 Clinical Medicine 3		4	PA 603 Hospital Medicine Practicum		5	PA 606 Emergency Medicine Practicum		5
PA 572 Medical Nutrition		1	PA 604 Women's Health Practicum		5	PA 607 General Surgery Practicum		5
PA 595 Medical Ethics and Professional Practice		2	PA 605 Podiatric Medicine Practicum		5	PA 608 Behavioral Medicine Practicum		5
PA 590 Point of Care Ultrasound		1						
PA 601 Family Practice Practicum		5						
PA 602 Internal Medicine Practicum		5						
		18			15			15
PA Year 3 Spring								
PA 609 Orthopedic Medicine Practicum		5						
PA 611 Elective 1 Practicum		5						
PA 612 Elective 2 Practicum		5						
PA 650 Senior Seminar		3						
		18						
Total: 128 Credit Hours								

Master of Medical Science (MMSc) / Master of Public Health (MPH) Combined Degree Program

Program Description

Sixty-five percent of HRSA designated Primary Health Care Professional Shortage Areas (HPSAs) are located in rural areas. Given the need for primary healthcare providers in rural, medically underserved communities, the MMSc/MPH combined degree program specifically focuses on providing rural and underserved communities with well-trained public health minded primary care providers who have the ability to address societal health concerns and evaluate community-based programming. The primary target audience includes students with strong academic records who demonstrate an interest in community-based health promotion and primary care practice.

Students admitted to the MMSc/MPH combined degree program will complete both degrees in nine semesters, using the fast-track option to complete 33 credits of the MPH program in Year 1, followed by the required 128 credits in the seven (7) consecutive semester (28 months) Physician Assistant (PA) program. Three courses required for the MPH degree (two MPH electives and MPH Applied Practice) will be fulfilled by selected cross-listed courses in the PA program (four PA courses and PA Senior Seminar). Students must also complete 40 hours of public health service.

Upon successful completion of the MMSc/MPH combined degree program, a Master of Public Health (MPH) and a Master of Medical Science (MMSc) degree will be awarded.

Program Outcomes

The outcomes and learning objectives for the PA Program and MPH program will remain unchanged, as the student will complete both programs in series, with only minor adaptations.

The following program objectives support the mission of the Mercer University PA Program and seek to:

1. Admit highly qualified applicants who are successful in completing the Mercer Physician Assistant curriculum.
2. Provide students with the knowledge and skills necessary for entry-level practice as a physician assistant.
3. Prepare students to deliver primary care in a variety of clinical settings.
4. Promote the professional development of students.
5. Support faculty development and engagement in teaching, scholarship, and service.

The foundational competencies and public health knowledge learning objectives for the MPH program include:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practices.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning and Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

Diverse Populations and Health Equity

23. Analyze theoretical frameworks for disparity causation.
24. Describe actions needed to build internal infrastructure to advance health equity in organizations.

25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations.
26. Develop community capacity for leadership among diverse populations.
27. Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities.

MPH Foundational Public Health Knowledge (Learning Objectives)

Profession and Science of Public Health

1. Explain public health history, philosophy and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affects a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Admission Requirements and Procedure

Applicants must apply to each program separately, according to the guidelines in the Admissions Process and Requirements section for the PA and MPH programs. After successful admission to the PA program, the student with a strong academic record who demonstrates interest in community-based health promotion and primary care practice will apply separately to the MPH program via SOPHAS Express for combined degrees. The admissions requirements for the combined degree are the same as for each individual degree.

MPH Year 1 (33 hours)

Spring (18 hours)

MPH 611 Principles of Epidemiology

MPH 621 Basic Biostatistics and Health Measures

MPH 631 Environmental Health

MPH 641 Disease Prevention and Health Promotion

MPH 652 Public Health Systems, Services, and Management

MPH 713 Health Systems and Policy

Fall (15 hours)

MPH 721 Grant Proposal Writing and Development
MPH 675 Community Health Needs Assessment
MPH 730 Introductory Program Evaluation
MPH 739 Diverse Populations
MPH 740 Health Equity

The MPH Program reserves the right to modify the sequence of courses.

PA Year 2**Spring**

PA 520 Human Anatomy with Lab
PA 521 Pathophysiology
PA 580 Physical Diagnosis with Lab
PA 530 Principles of Pharmacology
PA 511 Clinical Decision Making 1
PA 501 Medical Communication * serves as MPH elective
PA 523 Concepts in Medical Science

Summer

PA 581 Clinical Medicine I with Lab
PA 533 Pharmacotherapy I
PA 545 Diagnostic Interpretation 1/ECG
PA 550 Behavioral Medicine * serves as MPH elective
PA 512 Clinical Decision Making II
PA 561 Biostatistics for Clinicians * serves as MPH elective

Fall

PA 582 Clinical Medicine II with Lab
PA 534 Pharmacotherapy II
PA 542 Diagnostic Interpretation II
PA 573 Surgical Medicine
PA 513 Clinical Decision Making III
PA 570 Emergency Medicine
PA 562 Evidence-Based Medicine for Clinical Practice

PA Year 3**Spring**

PA 584 Clinical Medicine III
PA 572 Medical Nutrition * serves as MPH elective
PA 590 Point of Care Ultrasound
PA 595 Medical Ethics and Professional Practice
PA 601 Family Practice Practicum
PA 602 Internal Medicine Practicum

Summer

PA 603 Hospital Medicine Practicum
PA 604 Women's Health Practicum
PA 605 Pediatric Medicine Practicum

Fall

PA 606 Emergency Medicine Practicum
PA 607 General Surgery Practicum
PA 608 Behavioral Medicine Practicum

PA Year 4

Spring

PA 609 Orthopedic Medicine Practicum

PA 611 Elective 1

PA 612 Elective 2

PA 650 Senior Seminar * *will be dually listed as PA 650 and MPH 793 (Applied Practice Experience)

Tuition

The tuition for the MMSc/MPH combined degree program is as follows:

Year 1: Spring/Summer/Fall semester tuition per MPH semester fee.

Year 2 through graduation: The PA program tuition is fixed per semester throughout the 28 months.

Academic Advisement

Students are assigned advisors in both programs upon matriculation.

Course Descriptions

PA 501. Medical Communication (1 hour)

This course provides instruction of how to elicit a medical history emphasizing interviewing techniques, interpersonal communication skills, and communication practices for diverse populations, language barriers, and difficult personalities. Objective Structured Clinical Examination (OSCE) patients will be utilized to enhance interviewing skills of the students.

PA 511. Clinical Decision Making 1 (1 hour)

This course fosters critical thinking through case discussions, problem-based learning, formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision-making skills. Case studies will correlate with topics presented in the Physical Diagnosis course.

PA 512. Clinical Decision Making 2 (1 hour)

This course is a continuation of Clinical Decision Making 1 course. This course fosters critical thinking through case discussions, problem-based learning, formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision-making skills. Case studies will correlate with topics presented in the Clinical Medicine 1 course.

PA 513. Clinical Decision Making 3 (1 hour)

This course is a continuation of Clinical Decision Making 2 course. This course fosters critical thinking through case discussions, problem-based learning, formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision-making skills. Case studies will correlate with topics presented in the Clinical Medicine 2 course.

PA 520. Human Anatomy with Lab (4 hours)

This course is a study of basic histology, embryology, gross and functional anatomy in an organ-system approach. The course addresses cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, lymphatic, endocrine, and integument systems anatomy by lecture, laboratory and independent learning activities. The laboratory component utilizes anatomical models, histology slides, prosected cadavers,

plastinated specimens, radiologic images, cross-sections, and virtual anatomy software applications.

PA 521. Clinical Physiology and Pathophysiology (3 hours)

This course is a study of the physiological function of the cell and organ systems and the basic pathological and pathophysiological concepts of disease conditions in those systems. The course addresses cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, lymphatic, endocrine, and integument systems physiology and pathophysiology of disease. Course topics will correlate with topics presented in Principles of Pharmacology.

PA 523. Concepts of Medical Science (2 hours)

This course provides an overview of clinical microbiology, immunology, and medical genetics. The microbiology module addresses normal flora, organism identification, classification, transmission, and pathogenesis of infection of bacterial, mycobacterial, rickettsial, fungal, parasitic, viral pathogens, and mechanisms of antimicrobial resistance. The immunology module involves topics covering host defense mechanisms, cell-mediated and humoral immunity, hypersensitivity reactions, and immune-mediated diseases. The medical genetics module includes topics in rules of inheritance, human pedigrees, chromosomal abnormalities, genetic disease and counseling, and genetic pharmacotherapy.

PA 530. Principles of Pharmacology (3 hours)

This course provides an in-depth survey of the physiologic and biochemical aspects of the major classes of pharmacological agents. Pharmacokinetic, pharmacodynamics, drug classification, mechanism of action, absorption, distribution, metabolism, elimination, dose-response relationships, drug interactions, and adverse effects of pharmacologic agents will be covered.

PA 533. Pharmacotherapy 1 (3 hours)

This is the first course in a two-semester series that will cover the pharmacotherapeutic treatment of medical diseases. This course utilizes a hybrid classroom setting to address drug identification, mechanism of action, indications, contraindications, adverse reactions, drug-drug interactions, routes of administration, cost effectiveness, and patient education. This course correlates with topics presented in the Clinical Medicine 1 course.

PA 534. Pharmacotherapy 2 (3 hours)

This is the second course in a two-semester series that will cover the pharmacotherapeutic treatment of medical diseases. This course utilizes a hybrid classroom setting to address drug identification, mechanism of action, indications, contraindications, adverse reactions, drug-drug interactions, routes of administration, cost effectiveness, and patient education. This course correlates with topics presented in the Clinical Medicine 2 course.

PA 545. Diagnostic Interpretation 1 / ECG (3 hours)

This course is a study of laboratory, imaging, and diagnostic tests utilized in current medical practice. The course addresses indications, contraindications, precautions, complications, techniques, cost-effectiveness, and patient preparation. Emphasis will be placed on interpretation of medical diagnostic tests. This course will correspond to medical topics presented in the Clinical Medicine 1 course. The ECG module of this course covers the interpretation of rhythm strips and 12-lead ECGs. The course is intended to augment anatomy, physiology, pathophysiology, and clinical medicine courses. Additionally, the ECG module will prepare students for the successful completion of the advanced cardiac life support (ACLS) course.

PA 542. Diagnostic Interpretation 2**(2 hours)**

This course is a study of laboratory, imaging, and diagnostic tests utilized in current medical practice. The course addresses indications, contraindications, precautions, complications, techniques, cost-effectiveness, and patient preparation. Emphasis will be placed on interpretation of medical diagnostic tests. This course will correspond to medical topics presented in the Clinical Medicine 2 course.

PA 550. Behavioral Medicine**(3 hours)**

This course is a study of common behavioral medical conditions and techniques in conducting a psychiatric interview. The course addresses the signs, symptoms, etiology, differential diagnosis, diagnosis, and treatment of behavioral disorders. The course also covers the classification of behavioral medicine disorders, substance abuse, eating disorders, sleep disorders, abuse, neglect, death and dying, childhood disorders, sexual development, sexuality in aging, adolescent sexuality, gender identity, gender roles, living with HIV, sexual abuse, sexual dysfunctions, atypical sexual behavior, psychological testing, psychological therapy, and pharmacological treatment.

PA 561. Biostatistics for Clinicians**(2 hours)**

This course will address the concepts of epidemiology, research design, biostatistics, and how to apply those concepts in the interpretation of medical literature in order to provide clinically relevant patient care.

PA 562. Evidence Based Medicine for Clinical Practice**(2 hours)**

This course builds on the foundation established in Biostatistics for Clinicians through the use of an interactive, case-based approach to develop a systematic and practical method for finding and utilizing the best evidence for clinical decision-making. Course topics include the interpretation of clinical guidelines, diagnostics techniques, and therapeutic management strategies for optimal patient care.

PA 570. Emergency Medicine**(3 hours)**

This course addresses the evaluation, diagnosis, and management of trauma and acute care conditions that present to the emergency department. Course topics include emergency procedures, multiple trauma, shock, wound management, environmental injuries, toxicology, pain control, bioterrorism, disaster medicine orthopedic injuries, abdominal, cardiac, respiratory, pediatric, gynecologic, obstetric, endocrine, hematologic, and oncology emergencies.

PA 572. Medical Nutrition**(1 hour)**

This course addresses the nutritional care of the typical patient, special populations including geriatric, pediatric, diabetic, renal, cardiac, pregnancy, and lactating patients, vitamin and mineral deficiencies, proper dieting, nutritional supplements, herbal supplements, nutritional medical disorders, enteral and parenteral nutrition, and patient nutritional assessment.

PA 573. Surgical Medicine**(3 hours)**

This course addresses the evaluation, diagnosis, and management of surgical medical conditions. The course addresses pre-op and post-op patient management, indications and contraindications of surgical intervention, common surgical procedures, surgical complications, surgical techniques, surgical instrumentation, sterile technique, operating room protocol, anesthesia, and surgical subspecialties.

PA 580. Physical Diagnosis with Lab**(6 hours)**

This course provides an introduction to clinical medicine through physical examination techniques. The course includes instruction on how to perform a complete physical examination, review of normal anatomic structures, physiology, and pathophysiology, and

how to distinguish between normal and abnormal physical examination findings. The course includes a weekly physical examination skills laboratory.

PA 581. Clinical Medicine 1 with Lab (8 hours)

This course provides an organ-systems approach to the principles of acute and chronic disease processes. The course includes a review of basic anatomy, physiology, pathophysiology, an overview of the etiology, signs, symptoms, differential diagnosis, diagnosis, prognosis, management, patient education, indications for referral, and disease prevention for hematology, oncology, cardiology, pulmonary, rheumatology, genitourinary, oral, and infectious diseases. The course includes a weekly clinical skills lab. Additionally, students will participate in one to two patient encounters in a clinical setting to practice history taking, physical examination, and documentation skills.

PA 582. Clinical Medicine 2 with Lab (8 hours)

This course provides an organ-systems approach to the principles of acute and chronic disease processes. The course includes a review of basic anatomy, physiology, pathophysiology, an overview of the etiology, signs, symptoms, differential diagnosis, diagnosis, prognosis, management, patient education, indications for referral, and disease prevention for gastroenterology dermatology, endocrinology, neurology, orthopedic, obstetrics, gynecology, fluid, electrolyte, otolaryngology, ophthalmology diseases, and rehabilitative medicine. The course includes a weekly clinical skills lab. Additionally, students will participate in one to two patient encounters in a clinical setting to practice history taking, physical examination, and documentation skills.

PA 584. Clinical Medicine 3 (4 hours)

This course addresses pediatric, geriatric, and hospital medicine. The pediatric module covers medical issues affecting the newborn through the adolescent patient. The geriatric module covers medical issues affecting the elderly patient. Both modules emphasize the etiology, signs, symptoms, differential diagnosis, diagnosis, prognosis, treatment, patient education, and disease prevention of medical conditions. The hospital medicine module covers issues specifically related to the hospitalized patient, such as admission and discharge processes, the use of consultants, and indications for intensive care unit placement.

PA 590. Point of Care Ultrasound (1 hour)

This course will provide an overview of the indications and techniques for common point-of-care ultrasound exams with a focus on development of psychomotor skills and clinical decision making. Established point-of-care ultrasound protocols and ultrasound guided procedures will be reviewed and practiced.

PA 595. Medical Ethics and Professional Practice (2 hours)

This course will highlight the ethical behavior and professional responsibilities expected of physician assistant practice. The instruction will include the history of the PA profession, the current scope of practice, and anticipated areas of change. The laws and regulations regarding PA practice will be reviewed, including certification, licensure, credentialing, documentation of care, billing and coding, and malpractice. Key aspects of the US healthcare delivery system, health policy, and public health as they related to the physician assistant profession will be reviewed. Core principles of medical ethics will be defined, examined, and illustrated through case studies. Finally, provider personal wellness and the prevention of impairment and burnout will be discussed.

PA 650. Senior Seminar (3 hours)

This course is an independent study medical writing course with required assignments due at scheduled intervals throughout the clinical phase of the program. Projects are designed

to produce a paper for publication at the conclusion of the course. An oral presentation of the project is required for course completion.

Clinical Practicums

PA 601. Family Practice Practicum (5 hours)

This clinical practicum is an outpatient-based medical experience that focuses on the clinical aspects of family practice/primary care. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans, and documenting medical conditions observed in the family practice setting. Students will be trained in a variety of primary care procedures. Emphasis will be placed on caring for the entire family ranging from the newborn to the geriatric patient.

PA 602. Internal Medicine Practicum (5 hours)

This clinical practicum is an outpatient-based medical experience that focuses on the clinical aspects of adult medicine. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, ordering and interpreting diagnostic procedures, designing prevention and treatment plans, and documenting medical conditions observed in the internal medicine ambulatory care setting. Emphasis will be placed on caring for the adult to geriatric patient.

PA 603. Hospital Medicine Practicum (5 hours)

This clinical practicum is an inpatient-based medical experience that focuses on the clinical aspects of adult medicine. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, ordering and interpreting diagnostic procedures, designing prevention and treatment plans, and documenting medical conditions observed in the hospital care setting. Emphasis will be placed on caring for the adult to geriatric patient from admission to discharge.

PA 604. Women's Health Practicum (5 hours)

This clinical practicum is medical experience that focuses on the clinical aspects of women's health. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans, and documenting medical conditions observed in the obstetric/gynecologic practice setting. Students will be trained in a variety of obstetric/gynecologic procedures. Students will strengthen their knowledge of pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause, and sexually transmitted diseases.

PA 605. Pediatric Medicine Practicum (5 hours)

This clinical practicum is medical experience that focuses on the clinical aspects of pediatric medicine. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans, and documenting medical conditions observed in the pediatric practice setting. Students will be trained in a variety of pediatric procedures. Students will strengthen their knowledge of immunization schedules, growth and development milestones, nutritional assessment, and communication with parents and pediatric patients.

PA 606. Emergency Medicine Practicum (5 hours)

This clinical practicum is medical experience that focuses on the clinical aspects of emergency medicine. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans, and documenting medical

conditions observed in an emergent medical setting. Students will strengthen their knowledge of recognition and treatment of life-threatening medical conditions, resuscitation efforts, and a variety of emergent procedures.

PA 607. General Surgery Practicum (5 hours)

This clinical practicum is medical experience that focuses on the clinical aspects of surgical medicine. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, designing surgical treatment plans, and documenting medical conditions encountered in general surgery. Students will be trained in pre-operative and post-operative patient care, outpatient evaluation of surgical candidates, surgical inpatient management, operating room protocol, surgical techniques, and management of surgical complications.

PA 608. Behavioral Medicine Practicum (5 hours)

This clinical practicum is medical experience that focuses on the clinical aspects of behavioral medicine. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, designing behavioral treatment plans, and documenting medical conditions encountered in an outpatient and/or inpatient setting. Emphasis will be placed on performing psychiatric interviews, assisting with individual and/or group psychological counseling, and performing psychological testing.

PA 609. Orthopedic Medicine Practicum (5 hours)

This clinical practicum is a medical experience that focuses on the clinical aspects of acute, chronic, and emergent musculoskeletal conditions. Students will build on the fundamental skills of history taking, performing physical examinations, developing differential diagnoses, formulating diagnoses, designing treatment plans, and documenting medical conditions encountered in an outpatient and/or inpatient setting. Students will be trained in pre-operative and post-operative patient care, outpatient evaluation of orthopedic candidates, surgical inpatient management, operating room protocol, surgical techniques, and management of orthopedic complications.

Elective Rotations

PA 611. Elective Practicum 1 (5 hours)

This clinical practicum is a medical experience that allows the student to select an area of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical practicum settings will be provided to the student including core clinical practicums and subspecialty areas of medicine. The student will be permitted to develop a new elective clinical practicum site only with the assistance and permission of the Director of Clinical Education.

PA 612. Elective Practicum 2 (5 hours)

This clinical practicum is a medical experience that allows the student to select an area of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical practicum settings will be provided to the student including core clinical practicums and subspecialty areas of medicine. The student will be permitted to develop a new elective clinical practicum site only with the assistance and permission of the Director of Clinical Education.

DEPARTMENT OF PUBLIC HEALTH

Cheryl Gaddis, *Chair and Associate Professor of Practice; Director of the Master of Public Health Program*

Gwendolyn Cattledge, *Professor of Practice; Director of the Doctor of Public Health Program*

Huey Chen, *Professor; Director of the Center for Evaluation and Applied Research*

Suzie Lamarca Madden, *Assistant Professor of Practice*

Mary Mathis, *Associate Professor of Practice; Director of the Bachelor of Science in Public Health Program*

Liliana Morosanu, *Instructor; Coordinator of Program and Student Academic Advancement*

Dawood Sultan, *Associate Professor*

Nannette Turner, *Associate Dean and Professor*

Master of Public Health (MPH) Program

Accreditation

The Master of Public Health program is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; telephone (220) 789-1050; <http://www.ceph.org>.

Master of Public Health Degree Program Description

Completion of the MPH degree should take no more than two (2) years full-time (five semesters) or five (5) years part-time. Full-time enrollment is nine (9) credit hours; halftime is six (6) credit hours. A graduate student may not register for more than nine (9) credit hours during any semester unless approved by the Program Director. Courses are offered on the Atlanta campus, online, and hybrid.

Profile of the Master of Public Health Graduate

The Mercer MPH graduate is skilled, possesses core values, works competently with vulnerable populations, makes a difference for the better, and is service focused.

Admission Process and Requirements

The Master of Public Health (MPH) Program offers students a rewarding opportunity to help reduce health disparities and to improve the quality of life for families and communities. The generalist MPH degree offers skill sets that open various doors to opportunities in the field.

The MPH admissions committee will evaluate each applicant based on his or her academic record, personal qualities, work experience, and personal goals. For International applicants, the application deadline for fall entrance is June 1. For domestic applicants, the application deadline for fall entrance is July 1. Applications are reviewed on a rolling basis as they become complete. Applicants with incomplete applications are not considered for admission into the Master of Public Health Program.

Primary applications must be submitted online via SOPHAS (<http://www.Sophas.org>). Listed below are the requirements to complete the application to the Master of Public Health Program:

- An overall undergraduate grade point average of 2.85 or higher based on a 4.00 scale is required. Occasionally students may be admitted conditionally with a GPA of 2.50 to 2.84. Students admitted under conditional status must maintain

a cumulative GPA of 3.00 for the first 9 credit hours of the curriculum. Students with a GPA less than 2.50 are not considered for admission.

- A bachelor's degree or equivalent from a regionally accredited U.S. institution or recognized international institution is required for admission into the MPH Program. All entering students must have completed at least one college-level math course and 3 hours of general biology. College-Level Examination Program (CLEP) credits with a minimum score of 50 are accepted for the math and biology prerequisites.
- A 750-word essay describing how the mission of the MPH Program aligns with the applicant's life, educational, and career goals.
- Three letters of reference: Two of the three letters must be from either current or previous college professors. The third may be from a college professor, employer, or friend.
- Required Community Service Hours: A minimum of 30 hours as an active participant in a service or community project. Examples of this service/volunteer experience include work in an after-school program, volunteering with a food bank or shelter, etc. This information should be reported as part of your SOPHAS application.
- Applicants selected for admission into the Master of Public Health program are required to make a non-refundable tuition deposit of \$150 to confirm their position in the incoming class. Upon enrollment, \$125 will be applied toward the student's first semester's tuition, while the remaining \$25 will satisfy the University's matriculation fee.
- Certification of Immunization: This certificate must be completed, signed, and returned to the Mercer University Campus Health Center prior to enrollment in the program.

In addition to the requirements stated above, international students must also supply the following:

- A professional course-by-course evaluation with grade point average calculation for all academic credentials earned outside the United States accompanied by the originals must be sent to SOPHAS from one of the following agencies: World Evaluation Services (WES), Josef Silny & Associates, Inc., or American Association of Collegiate Registrars and Admissions Officers (AACRAO). A GPA of less than 2.50 on a 4.00 scale is considered to be inadequate for admission to the MPH Program.
- TOEFL Scores: Qualified students applying for the MPH Program whose native language is not English may be eligible for admission if they can show proficiency in English. The University's minimum proficiency level is a score of 20 on each section of the Test of English as a Foreign Language (TOEFL). The official TOEFL scores are 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS. The institutional codes for the TOEFL are Institution Code 5623 and Department Code 0616.
- A Declaration of Finances as evidence of the ability to meet the costs of an education at Mercer. This may include the requirement of banking statements, sponsor letters, or other forms of substantiation. The University requires each international applicant to complete a Declaration of Finances in U.S. dollar equivalents, and this declaration is subject to approval by the Director of

International Admissions. The student should supply a financial statement of \$25,000 USD.

Office of International Programs Contact Information

Atlanta Campus
Brenda Austrie-Cannaday
Atlanta Campus Advisor
Mercer University
Day Hall 101
3001 Mercer University Dr
Atlanta GA 30341
austrie-cannaday_bc@mercer.edu
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Macon Campus
Mechile Smith
Macon Campus Advisor
Mercer University
1501 Mercer University Drive
Macon GA 31207
smith_m2@mercer.edu
+1 (478) 301-2573

One Year Fast Track Program Admission

Students may complete their MPH degree in one year if they meet the qualifications. In order to qualify for the One Year Fast Track Program, a student must either have a bachelor's degree with a minimum GPA of 3.50, or have already obtained a graduate degree.

Types of Admissions

Degree-seeking

Degree seeking applicants are those who wish to pursue a Master of Public Health (MPH) degree and who have met the requirements for acceptance to the MPH Program.

Conditional

An undergraduate GPA of 2.85 on a 4.00 scale is required for admission. Occasionally students may be admitted conditionally with a GPA of 2.50 to 2.84. Students with less than a 2.50 undergraduate GPA will not be considered for admission. Applicants who are conditionally accepted must maintain a GPA of 3.00 for the first 9 credit hours of the curriculum during the first semester.

Contingent

Contingent acceptance indicates that most of the requirements for a complete application have been met. To gain full acceptance, all requirements for the application must be received by the start of the fall semester of the year of acceptance.

Transient

Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from the home institution indicating the student's good standing. The authorization must be accompanied by a completed application in SOPHAS Express and fee for admission to Mercer's MPH Program. An official transcript from the home institution, submitted with the application, is also required.

Transfer

Upon request, Mercer University will review previously earned graduate credits for transfer. MPH students in good standing are allowed to transfer a maximum of 6 credit hours toward the Mercer MPH degree. Credit transfer requests for curriculum courses MUST come from a Council on Education for Public Health (CEPH) accredited program and the grade must be a B or higher. The final determination with respect to credit transfer requests will be made by the Chair of the Department of Public Health, on a case-by-case basis.

Deferment Policy

Students interested in deferring their enrollment must submit their tuition deposit and indicate their plan and reasons for deferral on the Intent to Enroll Form. If admission is granted, a deferral is valid for one year only. The following applicants are ineligible for deferral: transfer, transient, conditional, and contingent.

Laptop Requirements

Windows-Based Systems

Recommended Configuration	<ol style="list-style-type: none">1. Intel Core 2 Duo2. 2GB (or more) RAM3. Windows XP, Vista, or 7
Network Card	A wireless network card: 802.11 g Minimum, 802.11 n Recommended
Network Configuration	Systems must have TCP/IP installed with configuration set to obtain IP address from Mercer's DHCP server
Battery Life	Computers must be able to run a full classroom day (3 hours) without charging or being plugged in. Classroom does not provide for powered operation and there are a limited number of outlets in the break room.
Web Browser	Internet Explorer is required to install Cisco Network Access Control and Windows updates.
Antivirus Software	All students are required to run an antivirus software package. Several packages (some free, some commercial) are supported on the network. For more information, see Mercer's IT website.
Software	Microsoft Office is included in the Virtual Desktop configuration, but can be purchased via Mercer IT at a special student rate.
Network Access	Mercer employees and students are available to assist with basic system con-Assistance figurations to establish access to the Internet. Dial 478-301-7000 for assistance with network access.

Macintosh Systems

Recommended Configuration	<ol style="list-style-type: none">1. 2.0 GHz Intel Core 2 Duo2. 2GB (or more) RAM3. Mac OS 10.4 Tiger or later
Network Card	A wireless network card: 802.11 g Minimum, 802.11 n Recommended
Network Configuration	Systems must have TCP/IP installed with configuration set to automatically obtain IP address from Mercer's DHCP server
Battery Life	Computers must be able to run a full classroom day (3 hours) without charging or being plugged in. Classroom does not provide for powered operation and there are a limited number of outlets in the break room.
Web Browser	Firefox for Mac is recommended and can be downloaded from http://www.mozilla.com/en-US/firefox/ . Students must abide by the license restrictions imposed for this product.
Antivirus Software	All students are required to run an antivirus software package. Several packages (some free, some commercial) are supported on the network. For more information, see Mercer's IT website.
Software	Microsoft Office is included in the Virtual Desktop configuration, but can be purchased via Mercer IT at a special student rate.

Network Access Assistance	Mercer employees and students are available to assist with basic system configurations to establish access to the Internet. Dial 478-301-7000 for assistance.
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Accelerated Special Consideration Program: Bachelor of Science in Public Health and Master of Public Health

Mercer University's Accelerated Special Consideration Program (ASCP) offers high-achieving students in the College of Health Professions (CHP) the opportunity to earn both a Bachelor of Science in Public Health (BSPH) degree and a Master of Public Health (MPH) degree in a five-year time frame. Students who meet all of the criteria of the ASCP will be offered an earlier entry into the MPH program in the fall semester of year 4. See details description of ASCP criteria in the Macon campus catalog in the ACADEMIC INFORMATION section under Accelerated Special Consideration Programs.

Tuition, Required Fees, and Other Estimated Expenses

Tuition (per semester)*	\$ 9,081
Facilities and Technology Fee (per semester)	\$ 150
Textbooks (per semester)	\$ 500
Other Fees **	\$ 1,140

Total estimated cost for students entering the Master of Public Health Program in August 2022	\$49,795*
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*Tuition per cohort and fees are estimated and are subject to change upon the recommendation and approval of the Board of Trustees.

**Other fees for virtual software to allow students access to all MPH software including Microsoft Office, SPSS, etc., student insurance, and practicum/internship fees.

***This estimate does not include other expenses (i.e. health insurance, laptop and PDA, housing, transportation, professional organization dues).

Immunizations and Health Insurance

Certificate of Immunization

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

MMR

All students born after 1956 must provide a statement of immunization against Measles, Mumps and Rubella (MMR), giving the month and year of immunization. A statement of "up to date" is not sufficient. Two doses of Measles (Rubeola) vaccine are required. The student must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of disease is proof of immunity against Measles and Mumps (a physician's statement is required) but not proof of Rubella. If a student is unable to provide dates of immunization to Measles, Mumps, and Rubella, he or she may document immunity by blood test at the student's expense. If this testing shows no immunity to Measles, Mumps, or Rubella, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days, if required.

Tuberculosis (PPD) Skin Test

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

Additional Immunizations

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

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

In some instances, an exemption from the immunization policy may be allowed. A letter is required which states the reason for the exemption and the status of the exemption as permanent or temporary. Exemptions from compliance with the immunization policy include:

1. Religious exemption, written on letterhead stationery, signed by a religious official, and notarized.
2. Medical exemption, written on office stationery, and signed by a health care provider.

Health Insurance

All students are required to maintain health insurance coverage. In order to enforce this policy, all students are automatically enrolled and charged for health insurance each semester. This health insurance will be provided by the University's sponsored student insurance plan. Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary health insurance coverage exists through the website: <https://studentplan.corehealthbenefits.com/mercer>. Information on how to complete the insurance waiver process and deadlines for the process is available on the Mercer website: <http://bursar.mercer.edu/studentinsurance/>. Students who do not submit proof of primary health insurance through the waiver process are automatically signed up for coverage under the student insurance plan. A summary of benefits is available on the website <https://studentplan.corehealthbenefits.com/mercer>.

Academic Policies and Procedures

Attendance

The Master of Public Health Program students will receive a course schedule prior to each semester. Faculty expectations about attendance are included in course syllabi. Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class for religious observances must confer with their faculty regarding the date of the absence at the beginning of each semester or session, or at least two weeks prior to the dates of the absence. The disposition of missed

assignments will be arranged between the faculty member and the student. If a mutually satisfactory solution is not reached, the right to establish a reasonable alternative is reserved to the faculty. Students who feel that their academic performance will be compromised by the alternative assignment/examination timetable may ask that the Associate Dean review the faculty's decision. Eligibility for remediation requests require that the student participate in class at least 80% of the time, as prescribed in each course syllabus.

Examinations

Students must report for scheduled examinations. Permission for make-up examination due to illness or other emergency may be obtained from the MPH Program Director and the course coordinator.

Make-Up Examinations

It is the responsibility of each course instructor to describe in the syllabus, or departmental policy and procedures manual, the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

Advising

Student advisement is conducted by the MPH Program Director and the Coordinator of Program and Student Academic Advancement in the Department of Public Health. Students will meet with their assigned advisor a minimum of two times each semester, and more frequently as needed.

Students experiencing academic difficulty are encouraged to seek early assistance from the course instructor and/or their assigned advisor as opposed to waiting until the examination time. Advisors will assist the student in successfully navigating the program materials and identifying appropriate resources when indicated.

The Coordinator of Program and Student Academic Advancement will maintain close oversight of the student's progress in concert with the course instructor and MPH Program Director. If a student is identified as experiencing academic difficulties, the student will meet with the course instructor and their advisor. Prior to these meetings, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these gatherings, the faculty will assist the student in identifying institutional resources and/or student services to assist them in their continued success in the program.

In an effort to be as successful as possible when participating in student advising, the following roles and expectations for the advisor and student advisee have been established:

Role and Expectations of the Advisor:

1. to listen to the student's concerns or needs with empathy and understanding
2. to be available during posted office hours or by appointment to meet with students to discuss academic difficulties which have not been resolved at the instructor level and to suggest possible remedies
3. to acquaint the student with available institutional resources and student services and, when appropriate, refer the student to specific services
4. to monitor academic progress and to be available for consultation if the student's progress is in jeopardy
5. when appropriate, share one's professional experience in the areas of professional development, career opportunities, and personal growth as related to the public health profession

Roles and Expectations of the Public Health Student Advisee:

1. to have a working knowledge of all Program policies and procedures
2. to provide contributory information in a clear, concise manner to facilitate the advising process
3. to offer insight into one's academic performance and potential deficiencies that may exist
4. to act on academic recommendations and suggestions offered by the course instructor and advisor
5. to be responsible for the successful completion of all coursework and practical experience throughout the public health training
6. to follow-up on referrals for student services which may include professional counseling, campus health care services, disability services, etc.

Standards of Performance

A student seeking the MPH degree must complete all program requirements within five years from the time of formal enrollment in his or her first graduate course in the MPH Program.

The minimum standard for satisfactory academic achievement (good standing) is a grade point average of 3.00 for graduate students. A cumulative grade point average of 3.00 is a requirement for graduation from the MPH program. In addition to meeting the 3.00 requirement for graduation, students also must have no more than 2 grades of "C" and/or "C+" in the entire graduate work. Grades below a "C" do not count toward a MPH degree. Students not meeting the minimum academic standard will be placed on Academic Warning, Academic Probation, or Academic Dismissal as defined below. A student may repeat only one course to improve a letter grade of "C" or "C+."

In rare instances, a student may be given an incomplete (IC) for a given course and allowed to progress to the next semester. All work for a course an "IC" is received must be completed in the subsequent enrolled semester or within one year after the "IC" was assigned or the grade will be changed to "F". Students who receive an "IC" in any course may not graduate until all deficiencies causing the incomplete grade are resolved.

A grade of in progress ("IP") is assigned only in courses that required completion of the assigned work beyond the end of the semester, such as the applied practical experience. An "IP" grade may not be given in place of "IC". All work for a course an "IP" is received must be completed within one year after the "IP" was assigned or the grade will be changed to "F"

Remediation Policy

MPH Program students must maintain a grade point average (GPA) of 3.0 to remain in the program. If a student earns a second grade of C+ or lower, (s)he may submit a request to remediate the course. Minimal eligibility for remediation requests require that the student participate in class at least 80% of the time, as prescribed in each course syllabus.

To request remediation, the student must submit the request to the course instructor and copy the MPH Program Director within 15 business days from the day grades are posted by the registrar. The course instructor will accept or reject the request for remediation. If the student's request is rejected, the student may appeal to the Department Chair through the appeals process outlined in the handbook. If the student is dissatisfied with the appeal to the Chair (s)he may continue the appeals process through the Associate Dean of the College.

A student is allowed to remediate only one course and the final remediation grade must be a grade of B or higher. The student must complete all remediation requirements by the end of the remediation semester. Grades of B or higher are not eligible for remediation.

Grade Appeal Procedure

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion, race, marital status, national origin, or disability. Full procedures for student grievances are outlined in the Mercer University Student Handbook.

Academic Warning, Probation, and Dismissal

Academic Warning

The first semester that a student receives a "C" or "C+", the student will be placed on academic warning.

Academic Probation

Upon receiving the second "C" or "C+," the student will be placed on academic probation.

Academic Dismissal

A student will be permanently dismissed from the program upon receiving a third letter grade of "C" or "C+." Also, a student will be permanently dismissed from the program with a letter grade of "F."

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Audit for May Graduation / Commencement

During the Fall semester, the Registrar's Office sends a letter to all students who are potentially eligible to participate in commencement to encourage them to file an application for graduation. From these applications the degree auditing process is initiated, which is a joint responsibility of the Registrar's Office and the program administration. The MPH Program seeks to ensure that students stay on track in their degree program and to identify potential problems at an early date as to avoid any last minute surprises, which may delay a student's graduation.

Final Check / Recommendation for May Graduation

As soon as fall grades are entered, the Registrar's Office will check grade point averages and notify candidates who have less than a 3.00 GPA, as well as those who are missing other degree requirements.

Degree Requirements

- Completion of the Master of Public Health curriculum (totaling 42 semester hours) with a passing grade in each course and with a minimum 3.00 cumulative grade point average. The student may have no more than two letter grades of "C".
- Successful completion of the applied practice and integrated learning experience in public health.
- Completion of the required 40 hours of public health service.
- Successful clearance granted by the Office of the Registrar.

CURRICULUM

The Master of Public Health degree is awarded upon completion of all didactic and practical coursework.

MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practices.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Planning and Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

Diverse Populations and Health Equity

23. Analyze theoretical frameworks for disparity causation.
24. Describe actions needed to build internal infrastructure to advance health equity in organizations.
25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations.
26. Develop community capacity for leadership among diverse populations.
27. Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities.

MPH Foundational Public Health Knowledge (Learning Objectives)

Profession and Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Mercer University Master of Public Health Program

Year	Course
1	MPH 611: Principles of Epidemiology
1	MPH 621: Biostatistics and Health Measures
1	MPH 631: Environmental Health
1	MPH 641: Disease Prevention and Health Promotion
1	MPH 652: Public Health Systems, Services, and Management
1	MPH 713: Health Systems and Policy
2	MPH 675: Community Health Needs Assessment
2	MPH 721: Grant Proposal and Writing (Integrated Learning Experience)
2	MPH 730: Introductory Program Evaluation
2	MPH 739: Diverse Populations
2	MPH 740: Health Equity
1, 2	MPH 793: Internship (Applied Practice Experience)
E 1, 2	MPH 651: Communication in Public Health Practice
E 1, 2	MPH 665: Geographic Information Systems
E 1, 2	MPH 711: Epidemiology II
E 1, 2	MPH 741: Environmental and Occupational Epidemiology
E 1, 2	MPH 726: Maternal Child and Health

1 = course taken in year 1

2 = course taken in year 2

E = elective course, select two (elective course offerings are subject to change)

14 courses (42 credit hours) required for graduation: 11 courses + 2 elective courses + internship

Students enrolled in the Online MPH Program have priority to register for the online courses.

Combined degree and accelerated program students are provided with an alternative course schedule upon acceptance.

Sequencing of courses may be modified by the MPH Program.

Doctor of Physical Therapy / Master of Public Health Combined Degree Program

Program Description

Mercer University's College of Health Professions offers the Doctor of Physical Therapy/Master of Public Health (DPT/MPH) combined degree program. The role of the physical therapist in health promotion and wellness is increasing, as is the role of the public health practitioner in addressing societal health concerns, and evaluating community-based programming. Sharing the goals of promoting health and wellness, advocating for improved health of individuals and society, reducing health disparities, and improving the quality of life for families and communities, students in the DPT/MPH combined degree program will be challenged to confront complex health issues, such as improving access to health care, and reducing environmental hazards and injury.

Graduates of this program will be empowered to serve the needs of humankind on an individual and societal level. The accrediting agencies for both programs, the Commission on the Accreditation of Physical Therapy Education (CAPTE) and the Council on Education for Public Health (CEPH), have approved this venture.

Students admitted to the DPT/MPH program will complete both degrees in 4 years, completing 33 credits of the 42 credit MPH program in year 1 (Fall and Spring semester), followed by the required 135 credits in the 3-year, 8 consecutive semesters, DPT program. Three courses required for the MPH degree (two elective courses, and the Public Health Applied Practice) will be fulfilled by selected courses in the DPT program. Students will have opportunities to complete one twelve-week full-time clinical education course in a public health setting. Students must also complete 40 hours of public health service.

Program Outcomes

The outcomes and learning objectives for the DPT and MPH programs will remain unchanged, as the student will complete both programs in series, with only minor adaptations.

The student learning objectives for the DPT include developing practitioners who:

1. Provide effective and efficient patient/client-centered care to diverse populations across the lifespan.
2. Incorporate sound clinical reasoning and problem solving to make evidence-based practice decisions and recommendation in all aspects of patient/client management.
3. Adhere to professional and ethical standards of conduct in compliance with the APTA and to the laws and guidelines that regulate the practice of physical therapy.
4. Participate as providers and advocates for the health and wellness of individuals and society.
5. Manage available human, financial, material, and/or technological resources in a variety of traditional and nontraditional settings.
6. Pursue lifelong professional development regarding clinical excellence, service, and scholarship.
7. Collaborate effectively as a member and leader of an interprofessional team to provide evidence-based and patient-centered care.

The foundational competencies and public health knowledge learning objectives for the MPH program include:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practices.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Planning and Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

Diverse Populations and Health Equity

23. Analyze theoretical frameworks for disparity causation.
24. Describe actions needed to build internal infrastructure to advance health equity in organizations.
25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations.
26. Develop community capacity for leadership among diverse populations.
27. Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities.

MPH Foundational Public Health Knowledge (Learning Objectives)

Profession and Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Admission Requirements and Procedure

Applicants must apply to each program according to the guidelines in the Admissions Process and Requirements section for the MPH and DPT programs.

After successful admission to the Doctor of Physical Therapy program, the student with a strong academic record and demonstrated interest in community-based health promotion and injury prevention will apply separately to the MPH program via SOPHAS Express for combined degrees. The admissions requirements for the combined degree are the same as for each individual degree.

Program Requirements

MPH Year 1

Fall (18 hours)

- MPH 611 Principles of Epidemiology
- MPH 621 Biostatistics and Health Measures
- MPH 631 Environmental Health
- MPH 641 Disease Prevention and Health Promotion
- MPH 652 Public Health Systems, Services, and Management
- MPH 713 Health Systems and Policy

Spring (15 hours)

- MPH 675 Community Health Needs Assessment
- MPH 721 Grant Proposal Writing and Development
- MPH 730 Introductory Program Evaluation
- MPH 739 Diverse Populations
- MPH 740 Health Equity

The MPH Program reserves the right to modify the sequence of courses.

DPT Year 2 (DPT degree is 135 hours; all courses are required)

Fall

- PT 500 Gross Anatomy I
- PT 501 Applied Anatomy I
- PT 502 Leadership Development I: Foundations
- PT 503 Research I: Research Methods and Assessment
- PT 504 Health Promotion Across the Lifespan
- PT 508 Service-Learning I
- PT 510 Pharmacology and Systems Pathophysiology

Spring

- PT 530 Gross Anatomy II
- PT 531 Applied Anatomy II
- PT 535 Management of Patients/Clients with Cardiovascular and Pulmonary Conditions
- PT 536 Clinical Examination and Interventions I
- PT 539 Integrated Clinical Experience I
- PT 540 Foundational Musculoskeletal Sciences
- PT 550 Neuroscience

Summer

- PT 561 Movement Science
- PT 563 Research II: Evidence-Based Practice
- PT 564 Psychosocial Considerations in Patient/Client Management
- PT 565 Management of Patients/Clients with Integumentary Conditions
- PT 566 Clinical Examination and Interventions II
- PT 568 Service-Learning II
- PT 571 Medical Screening and Differential Diagnosis

DPT Year 3

Fall

- PT 603 Research III: Critical Inquiry and Appraisal
- PT 604 Geriatric Considerations in Patient/Client Management
- PT 605 Management of Patients/Clients with Musculoskeletal Conditions I
- PT 606 Interventions for Patients/Clients with Neuromusculoskeletal Conditions I
- PT 609 Integrated Clinical Experience II
- PT 615 Management of Patients/Clients with Neuromuscular Conditions I
- PT 616 Interventions for Patients/Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics

Spring

- PT 632 Professional Development II: Health Policy
- PT 633 Research IV: Research Intensive
- PT 634 Pediatric Considerations in Patient/Client Management
- PT 635 Management of Patients/Clients with Musculoskeletal Conditions II
- PT 636 Interventions for Patients/Clients with Neuromusculoskeletal Conditions III
- PT 638 Service-Learning III
- PT 645 Management of Patients/Clients with Neuromuscular Conditions II

Summer

- PT 669 Full-time Clinical Education I (12 weeks)

DPT Year 4

Fall

- PT 702 Leadership Development III: Management
- PT 703 Research V: Translation
- PT 709 Full-time Clinical Education II (12 weeks)

Spring

- PT 732 Leadership Development IV: Life-long Leadership
- PT 747 Physical Therapy Elective
- PT 739 Full-time Clinical Education III (12 Weeks)

Tuition

Students will pay the DPT semester tuition for each semester.

Academic Advisement

Students are assigned advisors in both programs upon admission into the combined degree program.

Master of Medical Science (MMSc) / Master of Public Health (MPH) Combined Degree Program

Program Description

Sixty-five percent of HRSA designated Primary Health Care Professional Shortage Areas (HPSAs) are located in rural areas. Given the need for primary healthcare providers in rural, medically underserved communities, the MMSc/MPH combined degree program specifically focuses on providing rural and underserved communities with well-trained public health minded primary care providers who have the ability to address societal health

concerns and evaluate community-based programming. The primary target audience includes students with strong academic records who demonstrate an interest in community-based health promotion and primary care practice.

Students admitted to the MMSc/MPH combined degree program will complete both degrees in ten semesters, using the fast-track option to complete 33 credits of the MPH program in Year 1, followed by the required 128 credits in the seven (7) consecutive semester (28 months) Physician Assistant (PA) program. Three courses required for the MPH degree (two MPH electives and MPH Applied Practice) will be fulfilled by selected cross-listed courses in the PA program (four PA courses and PA Senior Seminar). Students must also complete 40 hours of public health service.

Upon successful completion of the MMSc/MPH combined degree program, a Master of Public Health (MPH) and a Master of Medical Science (MMSc) degree will be awarded.

Program Outcomes

The outcomes and learning objectives for the PA Program and MPH Program will remain unchanged, as the student will complete both programs in series, with only minor adaptations.

The following program objectives support the mission of the Mercer University PA Program and seek to:

1. Admit highly qualified applicants who are successful in completing the Mercer Physician Assistant curriculum.
2. Provide students with the knowledge and skills necessary for entry-level practice as a physician assistant.
3. Prepare students to deliver primary care in a variety of clinical settings.
4. Promote the professional development of students.
5. Support faculty development and engagement in teaching, scholarship, and service.

The MPH foundational competencies and public health knowledge learning objectives include:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practices.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Planning and Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

Diverse Populations and Health Equity

23. Analyze theoretical frameworks for disparity causation.
24. Describe actions needed to build internal infrastructure to advance health equity in organizations.
25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations.
26. Develop community capacity for leadership among diverse populations.
27. Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities.

MPH Foundational Public Health Knowledge (Learning Objectives)

Profession and Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affects a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Admission Requirements and Procedure

Applicants must apply to each program separately, according to the guidelines in the Admissions Process and Requirements section for the PA and MPH programs. After successful admission to the PA program, the student with a strong academic record who demonstrates interest in community-based health promotion and primary care practice will apply separately to the MPH program via SOPHAS Express for combined degrees. The admissions requirements for the combined degree are the same as for each individual degree.

MPH Year 1 (33 hours)

Spring (18 hours)

MPH 611 Principles of Epidemiology
 MPH 621 Basic Biostatistics and Health Measures
 MPH 631 Environmental Health
 MPH 652 Public Health Systems, Services, and Management
 MPH 641 Disease Prevention and Health Promotion
 MPH 713 Health Systems and Policy

Fall (15 hours)

MPH 721 Grant Proposal Writing and Development
 MPH 675 Community Health Needs Assessment
 MPH 730 Introductory Program Evaluation
 MPH 739 Diverse Populations
 MPH 740 Health Equity

The MPH Program reserves the right to modify the sequence of courses.

PA Year 2

Spring

PA 520 Human Anatomy with Lab
 PA 521 Pathophysiology

PA 580 Physical Diagnosis with Lab
PA 530 Principles of Pharmacology
PA 511 Clinical Decision Making 1
PA 501 Medical Communication
PA 523 Concepts in Medical Science

* serves as MPH elective

Summer

PA 581 Clinical Medicine I with Lab
PA 533 Pharmacotherapy I
PA 545 Diagnostic Interpretation 1/ECG
PA 550 Behavioral Medicine
PA 512 Clinical Decision Making II
PA 561 Biostatistics for Clinicians

* serves as MPH elective

* serves as MPH elective

Fall

PA 582 Clinical Medicine II with Lab
PA 534 Pharmacotherapy II
PA 542 Diagnostic Interpretation II
PA 573 Surgical Medicine
PA 513 Clinical Decision Making III
PA 570 Emergency Medicine
PA 562 Evidence-Based Medicine for Clinical Practice

PA Year 3

Spring

PA 584 Clinical Medicine
PA 572 Medical Nutrition
PA 502 Medical Ethics
PA 590 Point of Care Ultrasound
PA 595 Medical Ethics and Professional Practice
PA 601 Family Practice Practicum
PA 602 Internal Medicine Practicum

* serves as MPH elective

Summer

PA 603 Hospital Medicine Practicum
PA 604 Women's Health Practicum
PA 605 Pediatric Medicine Practicum

Fall

PA 606 Emergency Medicine Practicum
PA 607 General Surgery Practicum
PA 608 Behavioral Medicine Practicum

PA Year 4

Spring

PA 609 Orthopedic Medicine Practicum
PA 611 Elective 1
PA 612 Elective 2

PA 650 Senior Seminar * (PA 650)

*will be dually listed as PA 650 and MPH 793
(Applied Practice Experience)

Tuition

The tuition for the MMSc/MPH combined degree program is as follows:

Year 1: Spring/Summer/Fall semester tuition per MPH semester fee.

Year 2 through graduation: The PA program tuition is fixed per semester throughout the 28 months.

Academic Advisement

Students are assigned advisors in both programs upon matriculation.

Doctor of Psychology (PsyD) / Master of Public Health (MPH) Combined Degree Program

Program Description

Mercer University's College of Health Professions offers the PsyD/MPH combined degree program. This innovative combined degree program addresses the ongoing mental healthcare provider workforce shortage by preparing graduates to provide cost-effective, evidence-based mental healthcare to diverse populations within Georgia. This program is structured around one specific goal as stated in the Healthy People 2020 objective: "Improve mental health through prevention and by ensuring access to appropriate, quality mental health services". Innovative programs such as the PsyD/MPH combined degree program address issues within the healthcare delivery system that are essential on both local and national levels. The curriculum plan facilitates preparation of mental healthcare providers who are able to address public health concerns and evaluate community-based programming.

Students admitted to the PsyD/MPH program can complete both degrees in 5 years. Thirty-three (33) credits of the MPH program will be completed while fulfilling courses in the PsyD program. Students may begin taking MPH courses as early as their first year of enrollment in the PsyD program. Three courses (CPSY 712, CPSY 715, and three credits of the 6-credit sequence CPSY 993) in the PsyD program will fulfill MPH elective requirements and applied practice requirements. Students must also complete 40 hours of public health service. The PsyD program consists of 100 credit hours and remains unchanged with the combined degree. Students who complete the program will be awarded a Doctor of Psychology (PsyD) and Master of Public Health (MPH).

Program Outcomes

The outcomes and learning objectives for the PsyD and MPH programs will remain unchanged, as the student will complete both programs, with only minor adaptations.

The PsyD program's mission is to prepare psychologists as integrated health care practitioners who contribute to and apply scientific knowledge of human behavior to benefit individuals, systems, and society.

To this end, we aim to produce:

1. Graduates with broad and general training in the science of psychology grounded in the biopsychosocial model. This aim reflects discipline-specific knowledge of history and systems of psychology, basic content areas in scientific psychology, research and quantitative methods, and advanced integrative knowledge in scientific psychology.
 - a. Competency: Substantial discipline-specific knowledge of affective, biological, cognitive, developmental, and social aspects of behavior
 - b. Competency: Substantial knowledge of history and systems of psychology

- c. Competency: Substantial understanding and competence in advanced integrative knowledge of affective, biological, cognitive, developmental, and social aspects of behavior
 - d. Competency: Substantial understanding and competence in research methods
 - e. Competency: Substantial understanding and competence in quantitative methods
 - f. Competency: Substantial understanding and competence in psychometrics
2. Graduates who understand that the competent practice of psychology occurs in broad contexts that encompass diverse cultures, ethical/legal standards, and professional attitudes and values. This aim reflects profession-wide competencies.
- a. Competency: Research – Demonstrate the integration of science and practice in health service psychology
 - b. Competency: Ethical and legal standards – Demonstrate ethical and legal standards in increasingly complex situations with a greater degree of independence across levels of training following the APA Ethical Principles of Psychologists and Code of Conduct, as well as relevant laws and regulations
 - c. Competency: Individual and cultural diversity – Demonstrate sensitivity to human diversity and the ability to deliver high quality services to a diverse population
 - d. Competency: Professional values and attitudes – Demonstrate professional values and attitudes in increasingly complex situations with a greater degree of independence across levels of training
 - e. Competency: Communication and interpersonal skills – Demonstrate communication and interpersonal skills in increasingly complex situations with a greater degree of independence across levels of training
 - f. Competency: Assessment – Demonstrate evidence-based assessment with a greater degree of independence across levels of training
 - g. Competency: Intervention – Demonstrate evidence-based intervention with a greater degree of independence across levels of training
 - h. Competency: Supervision – Demonstrate knowledge of supervision models and practices
 - i. Competency: Consultation and interprofessional/interdisciplinary skills – Demonstrate knowledge and respect for the roles and perspectives of other professions

The Master of Public Health Foundational and Concentration Competencies are as follows:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.

4. Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Planning and Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

Diverse Populations and Health Equity

23. Analyze theoretical frameworks for disparity causation.

24. Describe actions needed to build internal infrastructure to advance health equity in organizations.
25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations.
26. Develop community capacity for leadership among diverse populations.
27. Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities.

MPH Foundational Public Health Knowledge (Learning Objectives)

Profession and Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affects a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Admission Requirements and Procedure

Applicants must apply to each program separately according to the guidelines in the Admissions Process and Requirements sections for both the MPH and PsyD programs. After successful admission to the PsyD program, the student with a strong academic record who demonstrates an interest in community-based health promotion and mental healthcare practice will apply separately to the MPH program via SOPHAS Express for combined degrees. The admissions requirements for the combined degree are the same as for each individual degree.

Program Requirements

Doctor of Psychology in Clinical Psychology
(100 Hours Required)

Biological, Methodological, and General Psychology Requirements (28 hours)

CPSY 701	Psychometrics (3)
CPSY 702	Lifespan Developmental Psychology (3)

CPSY 703	Biological Bases of Behavior (3)
CPSY 704	Integrated Primary Healthcare (3)
CPSY 710	Cognition and Affective Processes (3)
CPSY 711	Social Psychology and Social Neuroscience (3)
CPSY 712	Research Design (3)
CPSY 714	Statistical Methods (3)
CPSY 715	Advanced Statistical Methods (3)
CPSY 812	History and Systems of Psychology (1)

Ethics, Professional Values, and Cultural Diversity (7 hours)

CPSY 716	Professional Values (1)
CPSY 717	Ethics and Professional Issues (3)
CPSY 718	Individual and Cultural Diversity (3)

Assessment Requirements (21 hours)

CPSY 708	Psychopharmacology (3)
CPSY 721	Psychopathology (4)
CPSY 731	Personality Assessment (4)
CPSY 732	Cognitive Assessment (4)
CPSY 733	Clinical Interviewing (3)
CPSY 833	Neuropsychological Assessment (3)
CPSY 865	Child Psychopathology (3)

Intervention Requirements (14 hours)

CPSY 733	Clinical Interviewing (4)
CPSY 743	Evidence-based Assessment and Therapy I (4)
CPSY 745	Evidence-based Assessment and Therapy II (3)
CPSY 874	Child and Family Behavior Therapy (3)

Consultation, Supervision, Interprofessionalism, and Health Psychology (14 hours)

CPSY 704	Integrated Primary Healthcare (3)
CPSY 726	Health Psychology I (3)
CPSY 835	Psycho-oncology (3)
CPSY 861	Health Psychology II (3)
CPSY 960	Consultation and Supervision (2)

Practicum and Internship Requirements (1 hour)

CPSY 893	Practicum (1) taken 6 times
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Dissertation (7 hours)

CPSY 971	Clinical Dissertation (1-3)*
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*CPSY 971 is repeatable with 7 credits required.

Electives

CPSY 880	Special Topics (1-3)
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Master of Public Health (33 hours)

MPH 611	Principles of Epidemiology (3)
MPH 621	Basic Biostatistics and Health Measures (3)
MPH 631	Environmental Health (3)
MPH 641	Disease Prevention and Health Promotion (3)
MPH 713	Health Systems and Policy (3)
MPH 652	Public Health Systems, Services, and Management (3)
MPH 675	Community Health Needs Assessment (3)

MPH 721	Grant Proposal and Writing (3)
MPH 730	Introductory Program Evaluation (3)
MPH 739	Diverse Populations (3)
MPH 740	Health Equity (3)

Electives (9 hours)

CPSY 712	Research Design (3)
CPSY 715	Advanced Statistical Methods (3)
CPSY 993	Internship (3 credits of the 6 credits total count toward the MPH)

Doctor of Pharmacy / Master of Public Health Combined Degree Program

Program Description

Sharing the goals of promoting wellness and health promotion as advocates for the health individuals and society, and to help reduce health disparities and to improve the quality of life for families and communities, students in the combined degree program will be challenged to confront complex health issues, such as improving access to health care, reducing environmental hazards, and injury. The primary target audience includes Doctor of Pharmacy students with strong academic records and interest in public health. The PharmD/MPH Program will be ongoing. The curriculum of the MPH Program consists of 42 credit hours, and the traditional program occurs over five semesters for the full-time student. The curriculum for the Doctor of Pharmacy program consists of 149 hours and is designed to be completed in seven semesters. The students admitted to the PharmD/MPH Program will complete both degrees within five years depending upon when they enter the MPH Program.

Two elective courses (6 credit hours total) required for the MPH degree will be fulfilled following one (3 credit hour) PharmD course: PHA 335 Health Care Delivery and Population Health; and one of the following courses: PHA 549 Introduction to Research, PHA 566 Women's Health, PHA 579 Global Health, or any elective course in the MPH Program approved by the MPH Program Director. Students may complete the required practical experience using an Advanced Pharmacy Practice Experience (approved by the MPH Program Director) or the MPH 793 Public Health Applied Practice Experience. Eight credit hours of courses in the MPH Program will be counted as elective credits toward the Doctor of Pharmacy degree. Students must also complete 40 hours of public health service.

Admission Requirements and Procedure

Admissions processes for each program remain unchanged. Acceptance into each program, per the outlined criteria available on the website, is required. Students must first apply to the PharmD Program via PharmCAS and receive acceptance before applying separately to the MPH Program via SOPHAS Express for combined degrees. Pharmacy students will need to have at least 120 hours of college credit to be admitted to the MPH Program. If, at any time, the student's cumulative grade point average in pharmacy school drops below a 2.75, the student will not be permitted to enroll in MPH courses until such time as a 2.75 is achieved. Additionally, a student on academic probation in the PharmD Program will not be allowed into MPH courses while taking pharmacy courses. Finally, the student must maintain a grade point average of 3.0 or above in all MPH courses.

Program Requirements

MPH Courses:

MPH 611. Principles of Epidemiology
MPH 621. Basic Biostatistics and Health Measures
MPH 631. Environmental Health
MPH 641. Disease Prevention and Health Promotion
MPH 652. Public Health Systems, Services, and Management
MPH 675. Community Health Needs Assessment
MPH 713. Health Systems and Policy
MPH 721. Grant Proposal Writing and Development
MPH 730. Introductory Program Evaluation
MPH 739. Diverse Populations
MPH 740. Health Equity

MPH 793. Public Health Applied Practice Experience (An Advanced Pharmacy Practice Experience with an emphasis in Public Health may complete this requirement. This practice experience must be approved by the MPH Program Director.)

Academic Advisement

Students are assigned advisors in both programs upon admission into the combined degree program.

COURSE DESCRIPTIONS

All courses are 3 credit hours. A minimum of 42 credit hours is required to fulfill the degree requirements.

Required Courses (33 hours)

MPH 611. Principles of Epidemiology (3 hours)

This course focuses on the basic concepts and principles of epidemiology. The course is designed to introduce students to the concepts of epidemiological methods and their practical applications including understanding disease distribution pattern in time, place and population and how to find the determining factors. The course presents different types of study designs, including case-control study, cross-sectional study, cohort studies, randomized trials, ecological study, risk estimation, and causal inferences. The course demonstrates interactions between epidemiology and policy development.

MPH 621. Basic Biostatistics and Health Measures (3 hours)

This course focuses on the principles and reasoning underlying fundamental biostatistics and on specific inferential techniques commonly used in public health research. During the course, students will be given the opportunity to calculate, interpret, and critique basic descriptive and inferential statistics relative to public health and medical research. In addition, the course includes numerous opportunities for participants to examine and critically evaluate published literature in terms of statistical processes and research design. Fundamentals of statistical programming techniques with Excel or SPSS will be emphasized throughout the course.

MPH 631. Environmental Health (3 hours)

This course reviews basic concepts of environmental health, includes physical, chemical, biological, psychosocial aspects of environmental health, and applies them to the prevention of environmentally induced diseases. In this review process, the course examines issues related to biological monitoring of environmental health hazards, health surveillance, environmental monitoring, and current environmental standards governing

air, water, food, and soil quality. The latter includes laws enforced by the Environmental Protection Agency (EPA), and the other agencies. This course addresses global environmental health concerns, outlines the basic approach to risk assessment, and the principles of risk management and risk communication.

MPH 641. Disease Prevention and Health Promotion (3 hours)

This course serves to introduce the student to the arena of public health theory, health-related communication strategies, and general methods of planning, implementing, and evaluating health promotion and disease prevention programs in community and clinical settings. The curriculum will include discussions on the linkages between overall health and behavior; specific theories related to individual, group, and organizational behavior; and current research on processes useful for infusing theory into program design.

MPH 652. Public Health Systems, Services, and Management (3 hours)

This course explores management and leadership within public health organization through the analysis of public health entities, general management principles as applied to these entities, and the impact of regional, national, and global policy relative to public health in the United States. Each class session is designed to provide students with opportunities to explore a diverse array of ideas and perspectives as well as issues and forces that impact public health delivery and management. A mixture of lecture, interactive discussions, and exercises will be utilized throughout the course.

MPH 713. Health Systems and Policy (3 hours)

This course will familiarize the student with the basic elements of the public and mental health delivery systems and healthcare delivery systems in rural and urban areas, with emphasis on Georgia systems. Specific topics for discussion include the availability, organizational structure and function, and hierarchy of current services. The course will review the impact of local, state, and federal programs on the delivery of public health services in the state of Georgia.

MPH 675. Community Health Needs Assessment (3 hours)

The community health needs assessment course covers conceptual and methodological knowledge and skills related to assessing and analyzing a community's health status in the context of planning for health services and formulation of health policies. Emphasis is placed on learning selected social and behavioral science theories and methods related to interpreting census data, survey data, vital statistics and other data in a variety of storage media.

MPH 722. Overview of Rural Health (3 hours)

This course provides an introduction to the basic facts and trends that affect the health and healthcare resources of rural people. Students will also examine the contextual and social structural attributes of rural communities and how these affect individual and population health. Critical health and health policy issues will also be examined.

MPH 723. Minority Health and Health Disparities (3 hours)

Prerequisites: MPH 641, MPH 675.

This course introduces students to the knowledge and skills needed to address racial, ethnic and vulnerable population health disparities. Students will conduct community-based research that emphasizes the elimination of health disparities in racial /ethnic minority and vulnerable communities. Students will examine the process of engaging in community development where health disparities exist and also examine policy development at the local, state, national and international levels.

MPH 730. Introductory Program Evaluation (3 hours)

This course examines different evaluation techniques and applications widely employed to appraise the implementation and effectiveness of intervention programs in health promotion, education, and human services. Through the application of research design and methodology, students are introduced to the benefits of logic models, program theory, performance measurements, process evaluation, and outcome evaluation among other evaluation techniques. Emphasizing theory and practice, students critically examine ethical and political dimensions of program evaluation and consider how these influence current practices and future directions.

MPH 739. Diverse Populations (3 hours)

Prerequisites: MPH 621, MPH 611, MPH 641

This course will provide a comprehensive exploration of different population groups and their outcomes. Students will gain a better understanding of the relationships between social and environmental phenomena and the health of diverse communities. This course will include current topics and will facilitate discussions regarding health disparities, explore environmental and social determinants of such disparities, critically examine measurement issues, and focus on the healthcare communities' response to these disparities.

MPH 740. Health Equity (3 hours)

Corequisite: MPH 739; Prerequisites: MPH 675, MPH 713.

This course will focus on understanding and addressing health inequalities. The course examines theoretical frameworks for disparity causation and the role of the most commonly discussed contributing factors. The course examines root causes of health inequities and the pathways of effect and focuses on approaches, strategies, and tools to address health inequities. The overall overarching goal of the course is to prepare students to define appropriate research or address inequities with innovative approaches to advance progress toward achieving health equity.

Electives – 6 Hours Required**MPH 651. Communications in Public Health Practice (3 hours)**

This course focuses on teaching effective strategies for the dissemination of public health information at the local level. This course develops students' skills in information sharing with community members, policy makers, health care personnel, and the media about potential or real health problems and risks.

MPH 663. Intermediate Biostatistics (3 hours)

Prerequisites: MPH 621, MPH 611.

This course builds upon the material learned in Basic Biostatistics and Principles of Epidemiology. Specially, the course focuses on multivariate methods of analysis for epidemiologic and clinical studies including correlation, linear regression, and logistic regression. The course will utilize national, state and local data sets, and provide students practice in the analysis and presentation of data from actual public health population-based studies. Statistical programming techniques with SPSS and SAS will be applied throughout the course.

MPH 664. Computer-Based Applications and Outcome Measures (3 hours)

This course focuses on epidemiologic examples addressing clinical and community issues; computer-based project management focuses on study design, data collection, and quality control. The use of common software applications will be reviewed, and the aspects of computer networks as public health data sources are introduced.

MPH 665. Geographic Information Systems (3 hours)

This course focuses on the uses of advanced computer-based techniques in current GIS and health marketing databases to assess the health of communities. It involves the application of geocoding and mapping health related data sets for the purpose of targeting special populations for health intervention efforts.

MPH 711. Epidemiology II (3 hours)

Prerequisite: MPH 611.

Students will be taught research design and data analysis. This course focuses on the basic skills of conducting research frequently seen in the area of public health. The research design focuses on survey, including topic selection, sample selection, questionnaire design, conducting interviews, data collection, data management, data analysis and data interpretation. The case-control study design, ecological study design and program evaluation design are also discussed. The data analysis will focus attention on data entry, converting excel data set into SAS data set, and SAS data set management. The routine statistical methods using SAS software will be practiced by students.

MPH 714. Chronic Diseases (3 hours)

This course focuses on review of major issues in chronic disease epidemiology, summarization of relevant pathology, and analogies of population determinants and strategies for prevention. Topics include risk factors, trends, interventions and health care issues. An interdisciplinary approach to prevention and control will be addressed. Readings and discussions on classical and contemporary research papers in cardiovascular diseases will be emphasized throughout the course.

MPH 715. Infectious Diseases and Bioterrorism (3 hours)

This course covers elements and principles for the investigation and prevention of infectious diseases. It will include surveillance models, study designs, laboratory diagnosis, principles of molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Infectious disease agents to be studied will include those that lend themselves to be used as bioterrorism weapons by virtue of their potential to affect a high degree of morbidity and/or mortality, in large segments of a susceptible population, and with relative speed and stealth.

MPH 716. Advanced Seminar in Public Health (3 hours)

The seminar will explore and analyze selected topics in public health. The topics may include contemporary issues in public health areas such as public health practice, assessing risks among cohorts, community-based prevention, eliminating health disparities, quality improvement issues in public health practice, and ethics in public health. The course will address the most important and current public health issues that are challenges for today's public health professionals.

MPH 717. Introduction to Law in Health and Human Services (3 hours)

Introduction to Law in the Health and Human Services is an introductory course for non-lawyers in selected aspects of the law relating to public health. Major attention is paid to fundamental legal principles and legal reasoning, recurring legal issues confronted by public health agencies, and the use of law to advance a public health agenda. Emphasis is placed on giving students tools to use when they encounter law-related problems in their professional careers.

MPH 718. Independent Research and Writing (3 hours)

This course is designed to provide students opportunity to conduct independent research on a specific topic relevant to public health. It is intended for upper level MPH students at the end of their course work. The work will culminate in a written product suitable for publication in an appropriate peer reviewed journal.

MPH 719. Community Case Study Analysis (3 hours)

This course examines the ethical concerns and dilemmas in public health and the health delivery system of the United States in relation to current developments in healthcare with an emphasis on the community. Through an application of case studies, students are provided with an overview of many factors affecting health service providers, consumers of health services, and the administration processes that impact the provision of health services.

MPH 720. Global Issues in Environmental Health (3 hours)

This course is designed to provide students with an introduction to the key environmental issues confronting international health. The course will cover factors associated with environmental health problems in both the developed and developing world. Students gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific cases studies introducing concepts of global environmental health.

MPH 725. Environmental Monitoring and Risk Management (3 hours)

Prerequisite: MPH 631.

This course is designed to provide students an opportunity to review and learn fundamentals and analytical approaches for environmental monitoring and to define multiple elements of environmental risk management. Class field trips and laboratory work are incorporated to complement the learning process. Sampling and analysis of water, air, and soil will be conducted. Through the review of different environmental health problems, such as asbestos, lead poisoning, and PCBs, students learn about the development of environmental risk management in the U.S.

MPH 726. Maternal and Child Health (3 hours)

This course provides an overview of maternal and child health including history, legislation, key public health issues, and programmatic responses. Maternal and infant mortality, maternity care, child and adolescent health, and the special needs of children with disabilities form the core of this introductory course. It will familiarize students with a global perspective of the health problems of mothers and children in developing countries. Topics include nutritional assessment, growth monitoring, oral rehydration therapy, breast feeding, weaning foods, female literacy and women in development, food supplementation, nutritional deficiencies, sociocultural factors and community participation, health education, and organization of maternal and child health services.

MPH 727. Systems Level Health Promotion (3 hours)

The course will provide students an overview of the history and theory of health promotion as they relate to practice in the legal, policy and community domains. The emphasis will be on the articulation of standardize models, theories and approaches with health promotion practice in the prevention of disease and the improvement in both quality and length of life for population. Students will develop the capacity to tailor research and programming to the needs and characteristics of aggregates of individuals to maximize length and quality of life, as well as to reduce and eliminate health disparities.

MPH 728. Social Determinants of Health (3 hours)

This course is designed to provide an overview of the intersection between neuro-physiological processes and socio-economic factors which are known to be the most salient determinants of population health outcomes. Empirically based research findings will be used to explore the scientific justification for isolating different aspects of social and economic life as the primary determinants of population health and well-being.

MPH 729. Foundations of Qualitative Research (3 hours)

The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of public health. Through its readings and assignments, this course will equip students with the knowledge, skills, and ethics necessary to be professional and socially just qualitative researchers. One of the tenets of qualitative research is awareness of one's own biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) throughout the course as they relate to those biases and to ethical research.

MPH 731. Advanced Program Evaluation (3 hours)

Prerequisite: MPH 730.

The course provides students with cutting-edge knowledge and tools associated with the frameworks of theory-driven evaluation and integrated evaluation perspective to holistically assess intervention programs in areas of health promotion, education, and human services. Students will learn how to identify causal mechanism and external factors related to a program and integrate them into evaluation processes. In addition, students propose an advanced evaluation design that considers stakeholders' perspectives, addresses competing demands of scientific rigor versus practical value, collects and analyzes data, and drafts reports that explain how to use the results of the evaluation to drive program improvement and meet accountability needs.

MPH 732. Applied Data Collection Techniques and Analysis for Program Evaluation (3 hours)

In this course students survey the different techniques through which applied researchers and program evaluators in health promotion, education, and human services collect, manage, and analyze primary and secondary data. Students evaluate the different forms that primary and secondary can take and the strengths and limitations of both forms. Students critically examine a range of strategies to collect these data, including administrative record data, public-use micro data, surveys, focus groups, interviews, observations, among others. Students learn how to transform and manage these data prior to analysis. An array of different analytic techniques including basic descriptive statistics, coding, and content analysis are explored through hands-on activities.

MPH 733. Program Evaluation Practicum (3 hours)

Prerequisites: MPH 730, MPH 731, MPH 732.

In this course students apply the principles and methods of program evaluation through a variety of applied activities that relate to pertinent topical areas in health promotion, education, and human services. Through group and individual activities, students practice and refine skills in: identifying program goals and objectives; creating measurements for these goals, designing appropriate data collection instruments; analyzing and interpreting data; and using data to modify and improve programs. Students explore issues of community health assessment, program implementation and fidelity, working within local contexts and cultures, evaluation ethics, and managing competing expectations. This course can be substituted for MPH 794.

MPH 734. Program Evaluation Practicum (3 hours)

Prerequisites: MPH 730, MPH 731, MPH 732.

In this course students apply the principles and methods of program evaluation through a variety of applied activities that relate to pertinent topical areas in health promotion, education, and human services. Through group and individual activities, students practice and refine skills in: identifying program goals and objectives; creating measurements for these goals, designing appropriate data collection instruments; analyzing and interpreting data; and using data to modify and improve programs. Students explore issues of

community health assessment, program implementation and fidelity, working within local contexts and cultures, evaluation ethics, and managing competing expectations.

MPH 735. Health Policy (3 hours)

This course provides an overview of health policy and tools for policy analysis. Evaluation of case studies on health care quality, law, medicine and ethics are included in this course, and the influence of politics, bureaucracy and social issues.

MPH 736. Budgeting and Finance in Health (3 hours)

Topics in this course include managerial accounting, operating budgets, cash budgets, break-even analysis, indirect cost allocation, variance analysis, the time value of money, capital budgeting, and long-term financing, developing a programmatic budget, cost-effectiveness, cost-benefit, and cost-utility analysis. Additionally, accounting for government, health care, and non-profit organizations, as well as analysis and communication about financial statements and how information is presented will be covered in this course.

MPH 737. Health Informatics (3 hours)

This course will be one of five health administration -related courses students can take to further their knowledge in the area of health administration within the Master of Public Health Program. These courses meet an existing need for expertise among public health professionals who are seeking to enhance their marketability by further developing their capabilities in health systems management, policy and evaluation.

MPH 738. Health Management and Leadership (3 hours)

This course provides an overview of approaches to process improvement, measuring and monitoring of organizational performance, concepts in organizational strategic planning, management and leadership. Case studies will be used to present scenarios for using tools and methods for leadership and management of organizations.

MPH 741. Environmental and Occupational Epidemiology (3 hours)

Prerequisites: MPH 611, MPH 621.

This course specifically examines the effects of exposures to physical, chemical, and biological factors, commonly found in the environment, that affect human health. Additionally, students will apply epidemiologic study methods to examine occupational risk factors that may adversely affect human health in the workplace. An examination of commonly used epidemiologic tools to examine disease causation, after exposure to environmental and occupational risk factors, will be explored in this class. Students will learn the use of both observational and analytic study designs, as well as discuss the strengths and limitation of each design in the context of occupational and environmental exposures. Lastly, students will broadly examine the statistical methods used to measure associations between occupational and environmental exposure and human health effects.

MPH 799. Independent Study (3 hours)

An advanced course in theory and research in public health. The student must submit a proposal for independent study which must be approved by the academic advisor and the program director prior to enrollment. No more than 3 credit hours are available.

Public Health Applied Practice Experience (Required)

MPH 793. Public Health Applied Practice Experience (3 hours)

Prerequisites: MPH 611, MPH 621, MPH 631, MPH 641, MPH 652.

This course provides students with public health applied practice experiences that allow the student to demonstrate attainment of at least five competencies. Students will provide

evidence of mastery of programmatic competencies through the completion of a professional portfolio.

Public Health Integrated Experience (Required)

MPH 794. Public Health Capstone

(3 hours)

(Students entering prior to 2018)

The public health capstone will serve as a culminating experience in which students will demonstrate synthesis and integration of public health skills and knowledge. Additionally, students will either complete a final project emphasizing real world practice, or take the comprehensive exam to demonstrate their mastery of the public health competencies.

MPH 721. Grant and Proposal Writing and Development

(3 hours)

This course provides the framework to establish the fundamental written communication skills needed by public health professionals to develop competitive grant and proposals for agencies, foundations, and community-based organizations. Through a combination of practical, hands-on applications of written communication skills, computer technology searches, and evaluation tools, students are provided with an introduction to the challenging discipline of grant proposal construction and submission.

Doctor of Public Health (DrPH) Program

Accreditation

The Doctor of Public Health program is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; telephone (220) 789-1050; <http://www.ceph.org>.

Doctor of Public Health Program Description

The Doctor of Public Health (DrPH) degree is a seven (7) semester program that rigorously explores epidemiological and health equity concepts. Students admitted to the DrPH degree program will be prepared to work in public health leadership positions. Students admitted to the DrPH program will, upon application, choose an area of concentration: Social Epidemiology or Diverse Populations and Health Equity. Students who choose Social Epidemiology as a concentration will be prepared to lead efforts that quantify social and structural determinants of health to demonstrate the effects of privilege, racism, and other injustices on the health of diverse populations. Students who choose Diverse Populations and Health Equity as a concentration will be poised to lead organizations, and design, implement, and evaluate health programs envisioned to benefit disadvantaged and minority groups.

Admission Process and Requirements

The Doctor of Public Health (DrPH) admissions committee will evaluate each applicant based on his or her academic record, personal qualities, work experience, interview, and personal goals. For International applicants, the application deadline for Spring entrance is September 1. For domestic applicants, the application deadline for Spring entrance is October 1. Applications are reviewed on a rolling basis as they become complete. Applicants with incomplete applications are not considered for admission into the Doctor of Public Health Program. Primary applications must be submitted online via SOPHAS (<http://www.sophas.org>). Students should identify **only one** program concentration when applying for the DrPH in SOPHAS. The items listed below are required to complete the application to the Doctor of Public Health Program:

- A cumulative GPA of 3.0 or higher in prior graduate coursework based on a 4.0 scale is required. Students with a cumulative GPA less than 3.0 are not considered for admission.

- Applicants must have one of the following from a CEPH accredited school/program: Master of Public Health degree, an equivalent degree with similar MPH coursework, or a terminal degree.
- An updated resume/CV.
- A 750-word essay describing how the mission of the DrPH program aligns with the applicant's life, educational, and career goals.
- Three letters of recommendation: One of the three letters must be from either a current or previous college professor. The second and third letter may be from a professor, employer, or colleague.
- A personal interview that will include a writing sample.
- Applicants are required to have one year minimum of public health or public health related practical experience. Practical experience may include internships and fellowships post master's level degree, or evidence of scholarly/practical public health involvement during the master's study if applying upon graduation from a graduate program.
- Applicants selected for admission into Mercer's DrPH program are required to make a non-refundable tuition deposit of \$150 to confirm their position in the incoming class. Upon enrollment, \$125 is applied toward the student's first semester's tuition, while the remaining \$25 will satisfy the University's matriculation fee.
- Certification of Immunization: This certificate must be completed, signed and returned to the Mercer University Campus Health Center prior to enrollment in the program.

In addition to the requirements stated above, international students must also supply the following:

- A professional course-by-course evaluation with grade point average calculation for all academic credentials earned outside the United States accompanied by the original document must be sent to SOPHAS from one of the following agencies: World Evaluation Services (WES), Josef, Silny & Associates, Inc., or American Association of Collegiate Registrars and Admissions Officers (AACRAO). A GPA of less than 3.00 on a 4.00 scale is considered to be inadequate for admission to the DrPH program.
- TOEFL Scores: Qualified students applying for the DrPH program whose native language is not English may be eligible for admission if they can show proficiency in English. The University's minimum proficiency level is a score of 20 on each section of the Test of English as a Foreign Language (TOEFL). The official TOEFL scores are 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL)] or 6.5 IELTS. The institutional codes for the TOEFL are Institution Code 5623 and Department Code 0616.
- A Declaration of Finances, as evidence of the ability to meet the costs of an education at Mercer. This may include the requirement of banking statements, sponsor letters or other forms of substantiation. The University requires each international applicant to complete a Declaration of Finances in U.S. dollar equivalents, and this declaration is subject to approval by the Director of International Admissions. The student should supply a financial statement of \$25,000 USD.

Office of International Programs Contact Information

Atlanta Campus
Brenda Austrie-Cannaday
Atlanta Campus Advisor
Mercer University
Day Hall 101
3001 Mercer University Dr
Atlanta GA 30341
Austrie-cannaday_bc@mercer.edu
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Macon Campus
Mechile Smith
Macon Campus Advisor
Mercer University
1501 Mercer University Dr
Macon GA 31207
smith_m2@mercer.edu
+1 (478) 301-2573

Types of Admissions

Degree-seeking

Degree seeking applicants are those who wish to pursue a Doctor of Public Health (DrPH) degree and who have met the requirements for acceptance to the DrPH program.

Contingent

Contingent acceptance indicates that most of the requirements for a complete application have been met. To gain full acceptance, all requirements for the application must be received by the start of the first semester of the year of acceptance.

Deferment Policy

Students interested in deferring their enrollment must submit their tuition deposit and indicate their plan and reasons for deferral on the Intent to Enroll Form. If admission is granted, a deferral is valid for one year only. The following applicants are ineligible for deferral: transfer and contingent.

Transfer Policy

Upon request, Mercer University will review previously earned graduate credits for transfer consideration. DrPH students in good standing are allowed to transfer a maximum of 9 credit hours toward the Mercer DrPH degree. Transfer courses cannot have been applied to another degree. Credit transfer requests for curriculum courses must come from a CEPH accredited doctorate program in public health with a grade of B or higher. The final determination with respect to credit transfer requests, however, will be made by the Department of Public Health Chair on a case-by-case basis.

Laptop Requirements

Windows-Based Systems

Recommended Configuration	1. Intel Core 2 Duo 2. 2GB (or more) RAM 3. Windows XP, Vista, or 7
Network Card	A wireless network card: 802.11 g Minimum, 802.11 n
Recommended Network Configuration	Systems must have TCP/IP installed with configuration set to automatically obtain IP address from Mercer's DHCP server.
Battery Life	Computers must be able to run a full classroom day (3 hours) without charging or being plugged in. Classroom does not provide for powered operation and there are a limited number of outlets in the break room.
Video Camera and Microphone	Students must have a video camera and microphone integrated or plug-and-play.
Web Browser	Internet Explorer is required to install Cisco Network Access Control and Windows updates.

Antivirus Software	All students are required to run an antivirus software package. Several packages (some free, some commercial) are supported on the network.
Software	For more information, see Mercer's IT website. Microsoft Office is included in the Virtual Desktop configuration, but can be purchased via Mercer IT at a special student rate.
Network Access	Mercer employees and students are available to assist with basic system configurations to establish access to the Internet. Dial 478-301-7000 in Macon or 678-547-8989 in Atlanta for assistance with network access.
Macintosh Systems	
Recommended Configuration	1. 2.0 GHz Intel Core 2 Duo 2. 2GB (or more) RAM 3. Mac OS 10.4 Tiger or later
Network Card	A wireless network card: 802.11 g Minimum, 802.11 n
Recommended Network Configuration	Systems must have TCP/IP installed with configuration set to automatically obtain IP address from Mercer's DHCP server
Battery Life	Computers must be able to run a full classroom day (3 hours) without charging or being plugged in. Classroom does not provide for powered operation and there are a limited number of outlets in the break room.
Video Camera and Microphone	Students must have a video camera and microphone integrated or plug-and-play.
Web Browser	Firefox for Mac is recommended and can be downloaded from http://www.mozilla.com/en-US/firefox/ . Students must abide by the license restrictions imposed for this product.
Antivirus Software	All students are required to run an antivirus software package. Several packages (some free, some commercial) are supported on the network.
Software	For more information, see Mercer's IT website. Microsoft Office is included in the Virtual Desktop configuration, but can be purchased via Mercer IT at a special student rate.
Network Access Assistance	Mercer employees and students are available to assist with basic system configurations to establish access to the Internet. Dial 478-301-7000 in Macon or 678-547-8989 in Atlanta for assistance.

Tuition, Required Fees, and Other Estimated Expenses

Tuition (per semester)*	\$ 9,081
Facilities and Technology Fee (per semester)	\$ 150
Textbooks (per semester)	\$ 500
Other Fees **	\$ 1,140

Total estimated cost for students entering the Doctor of Public Health Program in January 2023	\$67,757*
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*Tuition per cohort and fees are estimated and are subject to change upon the recommendation and approval of the Board of Trustees.

**Other fees for virtual software to allow students access to all DrPH software including Microsoft Office, SPSS, etc., student insurance, and practicum/internship fees.

***This estimate does not include other expenses (i.e. health insurance, laptop and PDA, housing, transportation, professional organization dues).

Health Insurance and Immunization

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

MMR

All students born after 1956 must provide a statement of immunization against Measles, Mumps and Rubella (MMR), giving the month and year of immunization. A statement of "up to date" is not sufficient. Two doses of Measles (Rubeola) vaccine are required. The student must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of disease is proof of immunity against Measles and Mumps (a physician's statement is required) but not proof of Rubella. If a student is unable to provide dates of immunization to Measles, Mumps, and Rubella, he or she may document immunity by blood test at the student's expense. If this testing shows no immunity to Measles, Mumps, or Rubella, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days, if required.

Tuberculosis (PPD) Skin Test

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

Additional Immunizations

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

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

In some instances, an exemption from the immunization policy may be allowed. A letter is required which states the reason for the exemption and the status of the exemption as permanent or temporary. Exemptions from compliance with the immunization policy include: 1. Religious exemption, written on letterhead stationery, signed by a religious official and notarized; 2. Medical exemption, written on office stationery, and signed by a health care provider.

Health Insurance

All students are required to maintain health insurance coverage. In order to enforce this policy, all students are automatically enrolled and charged for health insurance each semester. This health insurance will be provided by the University's sponsored student insurance plan. Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary health insurance coverage exists through the website: <https://studentplan.corehealthbenefits.com/mercer>. Information on how to complete the insurance waiver process and deadlines for the process is available on the Mercer website: <http://bursar.mercer.edu/studentinsurance/>. Students who do not submit proof of primary health insurance through the waiver process are automatically signed up for coverage under the student insurance plan. A summary of benefits is available on the website <https://studentplan.corehealthbenefits.com/mercer>.

Academic Policies and Procedures

Attendance

The DrPH Program students will receive a course schedule prior to each semester. Faculty expectations about attendance are included in course syllabi. Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class for religious observances must confer with their faculty regarding the date of the absence at the beginning of each semester or session, or at least two weeks prior to the dates of the absence. The disposition of missed assignments will be arranged between the faculty member and the student. If a mutually satisfactory solution is not reached, the right to establish a reasonable alternative is reserved to the faculty. Students who feel that their academic performance will be compromised by the alternative assignment/examination timetable may ask that the Associate Dean review the faculty's decision. Eligibility for remediation requests require that the student participate in class at least 80% of the time, as prescribed in each course syllabus.

Examinations

Students must report for scheduled examinations. Permission for make-up examination due to illness or other emergency may be obtained from the DrPH Program Director and the course coordinator.

Make-Up Examinations

It is the responsibility of each course instructor to describe in the syllabus, or departmental policy and procedures manual, the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

Advising

The director of the DrPH Program is responsible for student advisement. Students meet with the director/advisor a minimum of two times each semester, and more frequently as needed. Students experiencing academic difficulty are encouraged to seek early assistance from the course instructor and/or the advisor as opposed to waiting until the examination time. The DrPH Program faculty stand ready to assist students in successfully navigating the program materials and identifying appropriate resources when indicated.

Standards of Performance

A student seeking a DrPH degree must complete all program requirements within five years from the time of formal enrollment in his or her first graduate course in the DrPH Program. The minimum standard for satisfactory academic achievement (good standing) is a grade point average of 3.0 for graduate students. A cumulative grade point average

of 3.00 is a requirement for graduation from the DrPH Program. In addition to meeting the 3.00 requirement for graduation, students also must have no more than 2 grades of "C" and/or "C+" in the entire graduate work. Grades below a "C" do not count toward a DrPH degree. Students not meeting the minimum academic standard will be placed on Academic Warning, Academic Probation, or Academic Dismissal as defined below. A student may repeat only one course to improve a letter grade of "C" or "C+." In rare instances, a student may be given an incomplete (IC) for a given course and allowed to progress to the next semester. All work for a course an "IC" is received must be completed in the subsequent enrolled semester or within one year after the "IC" was assigned or the grade will be changed to "F". Students who receive an "IC" in any course may not graduate until all deficiencies causing the incomplete grade are resolved. A grade of in progress ("IP") is assigned only in courses that required completion of the assigned work beyond the end of the semester, such as the applied practical experience. An "IP" grade may not be given in place of "IC". All work for a course an "IP" is received must be completed within one year after the "IP" was assigned or the grade will be changed to "F"

Remediation Policy

DrPH Program students must maintain a grade point average (GPA) of 3.0 to remain in the program. If a student earns a second grade of C+ or lower, (s)he may submit a request to remediate (repeat) the course. Minimal eligibility for remediation requests require that the student participate in class at least 80% of the time, as prescribed in each course syllabus. To request remediation, the student must submit the request to the course instructor and copy the DrPH Program Director within 15 business days from the day grades are posted by the registrar. The course instructor will accept or reject the request for remediation. If the student's request is rejected, the student may appeal to the Department Chair through the appeals process outlined in the handbook. If the student is dissatisfied with the appeal to the Chair (s)he may continue the appeals process through the Associate Dean of the College. A student is allowed to remediate only one course and the final remediation grade must be a grade of B or higher. Grades of B or higher are not eligible for remediation.

Grade Appeal Procedure

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion, race, marital status, national origin or disability. Full procedures for student grievances are outlined in the Mercer University Student Handbook.

Academic Warning, Probation, and Dismissal

Academic Warning

The first semester that a student receives a "C" or "C+", the student will be placed on academic warning.

Academic Probation

Upon receiving the second "C" or "C+," the student will be placed on academic probation.

Academic Dismissal

A student will be permanently dismissed from the program upon receiving a third letter grade of "C" or "C+." Also, a student will be permanently dismissed from the program with a letter grade of "F."

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Audit for May Graduation / Commencement

During the fall semester the Registrar's Office sends a letter to all students who are potentially eligible to participate in commencement to encourage them to file an application for graduation. From these applications the degree auditing process is initiated, which is a joint responsibility of the Registrar's Office and the program administration. The program seeks to insure that students stay on track in their degree program and to identify potential problems at an early date as to avoid any last minute surprises, which may delay a student's graduation.

Final Check / Recommendation for May Graduation

As soon as fall grades are entered, the Registrar's Office will check grade point averages and notify candidates who have less than a 3.00 GPA, as well as those who are missing other degree requirements.

Degree Requirements

Completion of the Doctor of Public Health curriculum (totaling 57 semester hours) with a passing grade in each course and with a minimum 3.00 cumulative grade point average. The student may have no more than two letter grades of "C".

Successful completion of the applied practice experience courses

Successful completion of the Practice Dissertation Integrated Learning Experience Comprehensive Exam: All students in the DrPH program will complete a comprehensive examination to evaluate the ability to integrate, analyze, and synthesize information acquired from the didactic coursework. To be eligible for the comprehensive exam, students must successfully complete all foundational core courses. The comprehensive exam will assess the student's knowledge and competencies in the public health foundational core areas to determine readiness to move on to the DrPH Social Epidemiology or Diverse Populations and Health Equity concentration courses.

The Doctor of Public Health degree is awarded upon completion of all didactic and practical coursework.

Curriculum Requirements

DrPH Foundational Courses

DPH 801.	Advanced Biostatistical Methods (3)
DPH 802.	Health Programming Applied Practice Experience (APE) (5)
DPH 803.	Leadership and Organizational Behavior APE (5)
DPH 804.	Evaluation to Improve Quality and Effectiveness of Large-Scale Health Programs (3)
DPH 805.	Social Epidemiology (3)
DPH 806.	Advanced Health Systems, Policy, and Advocacy (3)
DPH 807.	Qualitative Research and Data Analysis (3)
DPH 808.	Advanced Research Methods APE (5)
DPH 809.	Health Economics (3)

DrPH Social Epidemiology Concentration Courses

DPH 901.	Health Equity and Social Justice (3)
DPH 902.	Social and Behavioral Epidemiology of Infectious Diseases (3)
DPH 903.	Social and Behavioral Epidemiology of Chronic Diseases (3)

DPH 904. Spatial Analysis in Public Health (3)
 DPH 905. Big Data Computational Modeling and Simulation (3)

DrPH Diverse Populations and Health Equity Concentration Courses

DPH 901. Health Equity and Social Justice (3)
 DPH 920. Public Health Practice to Advance Health Equity (3)
 DPH 921. Environmental Epidemiology and Social Justice (3)
 DPH 922. Assessing Health Status and Patient Outcomes (3)
 DPH 923. Disaster and Emergency Preparedness and Management in Minority and Underserved Populations (3)

DrPH Integrative Learning Experience

DPH 810. DrPH Practice-Based Dissertation (1-9)

	Credit Hours	Spring	Summer	Fall	Online	Atlanta Campus
DrPH FOUNDATIONAL CORE COURSES (Year 1 and 2)		33 credit hours				
YEAR 1						
DPH 801 Advanced Biostatistical Methods	3	X			X	X
DPH 802 Health Programming Applied Practice Experience	5	X			X	X
DPH 803 Leadership and Organizational Behavior Applied Practice Experience	5		X		X	X
DPH 806 Advanced Health Systems, Policy, and Advocacy	3			X	X	X
DPH 807 Qualitative Research and Data Analysis	3		X		X	X
DPH 808 Advanced Research Methods Applied Practice Experience	5			X	X	X
YEAR 2						
DPH 804 Evaluation to Improve Quality and Effectiveness of Large-Scale Health Programs	3	X			X	X
DPH 805 Social Epidemiology	3	X			X	X
DPH 809 Health Economics	3	X			X	X
DrPH SOCIAL EPIDEMIOLOGY CONCENTRATION COURSES (Year 2)		15 credit hours				
DPH 901 Health Equity and Social Justice	3		X		X	X
DPH 902 Social and Behavioral Epidemiology of Infectious Diseases	3		X			X
DPH 903 Social and Behavioral Epidemiology of Chronic Diseases	3			X		X
DPH 904 Spatial Analysis in Public Health	3		X			X
DPH 905 Big Data Computational Modeling and Simulation	3			X		X
DrPH DIVERSE POPULATIONS & HEALTH EQUITY CONCENTRATION COURSES (Year 2)		15 credit hours				
DPH 901 Health Equity and Social Justice	3		X		X	X
DPH 920 Public Health Practice to Advance Health Equity	3			X	X	
DPH 921 Environmental Health and Social Justice	3		X		X	
DPH 922 Assessing Health Status and Patient Outcomes	3			X	X	
DPH 923 Disaster and Emergency Preparedness and Management in Minority and Underserved Populations	3			X	X	
PRACTICE-BASED DISSERTATION (Starts Fall of Year 2)		9 credit hours				
DPH 810 DrPH Integrative Learning Experience/Practice-Based Dissertation (3 hrs. Year 2 Fall, 6 hrs. Year 3 Spring; repeatable as needed following semester(s))	1-6 repeatable	X	X	X	X	

DrPH Social Epidemiology Concentration Courses (57 credit hours)
 33 foundational/ 15 concentration/ 9 Integrated Learning Experience (ILE)

DrPH Diverse Populations and Health Equity Concentration Courses (57 credit hours)
 33 foundational/ 15 concentration/9 Integrated Learning Experience (ILE)

Student Learning Outcomes

Students will:

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.
7. Create a strategic plan.
8. Facilitate shared decision making through negotiation and consensus-building methods.
9. Create organizational change strategies.
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
12. Propose human, fiscal and other resources to achieve a strategic goal.
13. Cultivate new resources and revenue streams to achieve a strategic goal.
14. Design a system-level intervention to address a public health issue.
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs.
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.
17. Propose interprofessional team approaches to improving public health.
18. Assess an audience's knowledge and learning needs.
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings.
20. Use best practice modalities in pedagogical practices.

DrPH Social Epidemiology Concentration Competencies

1. Identify and analyze macro-level determinants of population health.
2. Use geographic information systems to locate health needs and match them with public health or health services/ resources within a community to inform planning.
3. Determine the mechanisms that link social circumstances and health outcomes among minority and medically underserved population.
4. Determine the mechanisms that link biological factors and health outcomes among minority and medically underserved population.
5. Analyze natural experiments to illustrate how manipulating social circumstances does or does not shape the health of minority and medically underserved populations.

DrPH Diverse Population and Health Equity Concentration Competencies

1. Evaluate and interpret the impact of intergroup differences and inequalities in health outcomes.
2. Develop and validate a toolkit to address health equity in a community.
3. Develop ethical, evidence-informed responses to epidemics and pandemics in minority and medically underserved populations.
4. Evaluate the impact of lived experiences and environments on the health outcomes of minority and medically underserved populations.
5. Develop interventions that integrate theories of racial and ethnic inequities in health to reduce barriers for underserved patients and minority populations.

COURSE DESCRIPTIONS

DPH 801. Advanced Biostatistical Methods (3 hours)

This course provides students with an in-depth and focused study of advanced biostatistical methods used in the analysis of data. Several aspects of general linear models and their applications to behavioral research are reviewed in-depth. This course addresses analytic issues that arise in the analysis of real data, including assessing for violations of model assumptions. Students will be competent to use SPSS, SAS, and R statistical packages.

DPH 802. Health Programming Applied Practice Experience (5 hours)

This course contains two parts. The first part of the course consists of didactic teaching and competency assessment including an in-depth review of approaches to health promotion and behavioral science interventions in different settings, using varied strategies, and for different target audiences in marginalized populations. This course focuses on the practical development and implementation of interventions and how these might vary across behaviors, settings, strategies, and target groups. The second part of the course has an added practical application component where students must work with community partners to demonstrate competencies in real world settings.

DPH 803. Leadership and Organizational Behavior Applied Practice Experience (5 hours)

This course contains two parts. The first part of the course consists of didactic teaching and competency assessment including an investigation of the impact that individuals, groups, and structure have on behavior within organizations. This course prepares students for advanced leadership roles in modern public health organizations. The application of knowledge gained in this course will advance the effectiveness of public health and related healthcare organizations. The second part of the course has an added practical application component where students must work with community partners to demonstrate competencies in real world settings.

DPH 804. Evaluation to Improve Quality and Effectiveness of Large-Scale Health Programs (3 hours)

This course examines the controversies over whether randomized control trials are the best method for program evaluation. This course proposes alternative evaluation approaches to guide real-world evaluations. Students will apply and propose rating systems for judging quality of real evaluations.

DPH 805. Social Epidemiology (3 hours)

This course covers the concepts and application of social epidemiologic concepts. This course prepares students to understand the contribution of social factors to disease

etiology, course, and the distribution of states of health in populations. After reviewing the conceptual and theoretical underpinnings of social epidemiology from an historical perspective, this course focuses on the scientific findings in the field.

DPH 806. Advanced Health Systems, Policy, and Advocacy (3 hours)

This course covers the delivery, quality, and costs of health care for individuals and populations. It covers a variety of subjects including the complex structures of health care delivery in the U.S., legal and ethical foundations for health care, as well as policy and advocacy processes designed to improve health care access among diverse populations.

DPH 807. Qualitative Research and Data Analysis (3 hours)

This course covers the analysis of ethnographic and other forms of qualitative data used in public health research. It introduces various interpretive analytic approaches, explores their use, and guides students in applying them to qualitative data. This course also provide instruction in the use of computer software for coding and analyzing qualitative data.

DPH 808. Advanced Research Methods (5 hours)

This course contains two parts. The first part of the course consists of didactic teaching and competency assessment including a review of issues related to the research process, study design, and sampling as well as selected analytic topics, including regression, mediation and moderation, modeling grouped and longitudinal data, and psychometric methods. Modules covered in the semester are: Conceptualizing Research Questions and Hypotheses, SAS and Analytic Fundamentals, Experimental and Quasi-Experimental Study Designs, observational study designs, and sampling. The second part of the course has an added practical application component where students must work with community partners to demonstrate competencies in real world settings.

DPH 809. Health Economics (3 hours)

This course provides an overview of the structure of health care markets in the United States. Students learn to evaluate the impact of the health care system in the United States on the competing goals of broad access, high quality, and affordability. This course reviews how consumers and providers respond to changes in incentives, and develop an appreciation for opposing views on health care reform. Topics covered include: supply and demand modeling; cost-benefit analysis; the role of private and government health insurance; physician, hospital, long-term care, and pharmaceutical markets; and implications of the Affordable Care Act.

DPH 810. DrPH Integrative Learning Experience/ Practice-Based Dissertation (1-9 hours, repeatable)

Prerequisites: DPH 801-DPH 809.

This course facilitates students to generate field-based products consistent with advanced practice designed to influence programs, policies or systems addressing public health. The products demonstrate synthesis of foundational and concentration specific competencies. This course requires, at a minimum, production of a high-quality written product such as a dissertation.

DPH 901. Health Equity and Social Justice (3 hours)

This course will explore models for measuring non-biological influences on the health outcomes of marginalized populations. The course is designed to give students tools to measure and quantify the effects of health injustices and new frameworks for eliminating health disparities by introducing students to new procedures, policy frameworks, and practices deemed vital to health equity.

DPH 902. Social and Behavioral Epidemiology of Infectious Diseases (3 hours)

Prerequisite: DPH 805.

This course covers how the patterns of infection, disease, and mortality reflect complex interactions between this diverse array of pathogens, and social, and environmental mechanisms that may facilitate or impede transmission. This course reviews global prevalence of infection concentrated in lower-income countries and marginalized populations in higher-income contexts. Students examine models of social networks and neighborhood environments as keys to unraveling patterns of transmission.

DPH 903. Social and Behavioral Epidemiology of Chronic Diseases (3 hours)

Prerequisite: DPH 805.

This course reviews patterns of chronic disease mortality and morbidity to understand the social, cultural, and clinical factors that underlie disparities. This course reviews the process of monitoring the progress made towards eliminating disparities and explores new measures of large forces (social and behavioral) and how they influence incidence and prevalence of chronic diseases in marginalized populations.

DPH 904. Spatial Analysis in Public Health (3 hours)

Prerequisite: MPH 665 or Equivalent.

This course explores the application of Geographic Information Systems (GIS) for public health research. This course explores principles, methods, and statistical and spatial techniques that enable students to integrate, manipulate, and display spatial health and disease data for diverse public health practice settings. This course emphasizes how to acquire and prepare spatial data for a formal statistical analysis.

DPH 905. Big Data Computational Modeling and Simulation (3 hours)

Prerequisite: DPH 801.

This course provides instruction in mathematical models, complex network models, and agent-based epidemic models, and explores the principles, applications, advantages, and limitations of these models, and provides instruction in computer simulation models for evaluating questions about the spread of epidemic disease within and between many populations and over physical and social spaces and how to identify the most effective population-level interventions, and monitor and adjust interventions to reduce the spread of disease.

DPH 920. Public Health Practice to Advance Health Equity (3 hours)

Prerequisite: DPH 802.

This course reviews ways to advance the capacity of local health departments (LHDs) to confront the root causes of inequities in the distribution of disease and illness through public health practice and their organizational structure. This course reviews the potential and limitations of different approaches to ameliorating injustices and illustrates how bioethics and human rights concepts apply to key public health issues of our time, particularly as they relate to problems of inequality and inequity. This course discusses issues including access to essential medicines, women's health, disease surveillance and response to pandemics, and health claims of immigrants, refugees and prisoners.

DPH 921. Environmental Health and Social Justice (3 hours)

Prerequisite: DPH 803, DPH 805.

Corequisite: DPH 901.

This course examines the uneven distribution of environmental hazards and the differential impacts on human health. This course critically explores the geographic distribution of these hazards with emphasis on the interactions between social and environmental risk

factors, the historical, and current sources of these problems and their collective impact on human health.

DPH 922. Assessing Health Status and Patient Outcomes (3 hours)

Prerequisite: DPH 801, DPH 805.

Corequisite: DPH 809.

This course examines the conceptual basis for measures of health; some of the common measures, their properties, and strengths and weaknesses; and a framework for judging the appropriateness of a particular measure for students' own work. This course reviews conceptual frameworks and methodologies that are useful in addressing health disparities.

DPH 923. Disaster and Emergency Preparedness and Management in Minority and Underserved Populations (3 hours)

Prerequisite: DPH 805.

Corequisite: DPH 901.

This course examines the theories, principles, and practices of emergency management. This course outlines the four steps for effective response to emergencies, including: mitigation, preparedness, response, and recovery. This course outlines agency and individual roles and responsibilities in a crisis event, legal issues involving state and federal laws affecting emergency operations, as well as the various problems associated with response operations will be studied.

DEPARTMENT OF PHYSICAL THERAPY

Jeannette R. Anderson, *Chair and Clinical Associate Professor*

Beth Collier, *Clinical Associate Professor; Director of Anatomy Lab; Director of Postprofessional Education*

Daniel Dale, *Clinical Assistant Professor; Assistant Director of Clinical Education*

Jeffrey Ebert, *Clinical Associate Professor*

Ann Lucado, *Associate Professor*

Timothy J. McMahon, *Clinical Assistant Professor; Director of Physical Therapy Clinic*

Ellen R. Perlow, *Clinical Associate Professor*

David W. Taylor, *Clinical Associate Professor; Director of Clinical Education*

Leslie F. Taylor, *Professor*

Niamh Tunney, *Clinical Associate Professor*

Deborah Michael Wendland, *Associate Professor*

Accreditation

The Doctor of Physical Therapy Program at Mercer University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Doctor of Physical Therapy Degree Program

Program Description

The Doctor of Physical Therapy Program provides the didactic and clinical preparation for a professional career as a physical therapist. The program of study is full-time and spans eight (8) consecutive semesters. Upon successful completion of the program, the student will be awarded the Doctor of Physical Therapy (DPT) degree.

Profile of the Doctor of Physical Therapy Graduate

The Mercer University Doctor of Physical Therapy graduate will:

1. Provide effective and efficient patient/client-centered care to diverse populations across the lifespan.
2. Incorporate sound clinical reasoning and problem solving to make evidence-based practice decisions and recommendations in all aspects of patient/client management.
3. Adhere to professional and ethical standards of conduct in compliance with the American Physical Therapy Association and to the laws and guidelines that regulate the practice of physical therapy.
4. Participate as providers and advocates for the health and wellness of individuals and society.
5. Manage available human, financial, material, and/or technological resources in a variety of traditional and nontraditional settings.
6. Pursue lifelong professional development regarding clinical excellence, service, and scholarship.
7. Collaborate effectively as a member and leader of an interprofessional team to provide evidence-based and patient-centered care.

Admissions Process and Requirements

The application process and minimum expectations for applicants to be considered for admission into the Doctor of Physical Therapy (DPT) degree program include the following:

- A centralized application is available on the PTCAS website (<http://www.ptcas.org>). Applicants must go to this website, complete the online application, and submit to PTCAS the appropriate fees, official transcripts from each college/university previously attended, official GRE scores, and essay.
- In addition to a PTCAS application, applicants must submit the online Supplemental Application (<http://chp.mercer.edu/admissions/admissions-requirements/physical-therapy/>), and a non-refundable \$25 supplemental application fee (<https://mercernbsstore.net/college-of-health-professions-supplemental-application-physical-therapy-program>)
- Applicants with incomplete applications are not considered for admission into the Doctor of Physical Therapy Program.
- Completion of a Bachelor's degree from a regionally accredited college or university in the United States and the following prerequisite courses are required prior to enrollment in the DPT Program:
 - Two course introductory chemistry series (for science majors) with labs
 - Two course physics series (for science majors) with labs
 - Two course series of human anatomy and physiology with lab preferred
 - A statistics or biostatistics course
 - A biology course
 - A psychology course with an emphasis on individual behavior (general, abnormal or developmental)
 - A behavioral science course with an emphasis on group behavior (sociology, cultural anthropology).
- International students or domestic students with credentials from institutions outside the United States are required to have those credentials evaluated by a professional evaluation service. Transcripts from colleges and universities outside the U.S. must be evaluated by World Education Services (WES) and submitted to PTCAS. Please see www.ptcas.org/foreign/ for instructions. Additionally, applicants whose native language is not English must also demonstrate satisfactory proficiency in English Language as measured by the Test of English as a Foreign Language (TOEFL). Until these documents have been submitted, an application for admission cannot be considered.
- Applicants must complete at least six (6) of the ten (10) prerequisites prior to application and include a plan for completing the outstanding prerequisites in their PTCAS application.
- A 3.00 cumulative overall GPA is required. A prerequisite GPA of 3.00 is required (using all attempts).
- GRE scores must be sent to PTCAS from ETS using the institution code 7750 (Mercer U Physical Therapy). GRE scores are required; there is no minimum score requirement.
- Volunteer, observation, or work experience in physical therapy settings and volunteering in community activities: A minimum of 60 hours total, divided among three settings with at least 20 hours in each setting.

- Two experiences (observation or work experience totaling a minimum of 40 hours) should be in two different types of physical therapy clinical practice settings. Examples of physical therapy settings include outpatient orthopedics, pediatrics (outpatient, home health, inpatient rehab), geriatrics (home health, skilled nursing facility, rehabilitation center), and acute care. Thirty (30) of these hours should be completed prior to application.
- The third experience (volunteer experience totaling a minimum of 20 hours) should be as an active participant in a service or community project. Examples of the service volunteer experience include working in an after-school program, volunteering with a food bank or shelter, or engaging in community improvement projects (locally, nationally, or internationally). Ten (10) of these hours should be completed prior to application.
- Applications are reviewed on a rolling basis; see Doctor of Physical Therapy Program's website for priority and final application deadlines.
- The most qualified applicants will be invited to visit the Department of Physical Therapy for an interview.
- Applicants selected for admission into Mercer's Doctor of Physical Therapy Program are required to make a first non-refundable tuition deposit of \$750 to confirm their position in the entering class. A second non-refundable tuition deposit of \$750 is required and due by March 15. Upon enrollment in the Doctor of Physical Therapy Program, \$1,475 will be applied toward the student's first semester's tuition, while the remaining \$25 will satisfy the University's matriculation fee.
- Submission of final official transcripts from all colleges/universities attended prior to enrollment is required. Accepted students must also meet the Program's Abilities and Attributes (available at www.chp.mercer.edu/admissions/admissions-requirements/physical-therapy/) and comply with requirements regarding health, immunizations, background checks, and drug screenings prior to their enrollment in the Program. Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded.

Prospective students may request information through the email address dpt@mercer.edu.

Accelerated Special Consideration Program for Physical Therapy at the Mercer University College of Health Professions

Mercer University's Accelerated Special Consideration Programs (ASCP) for Physical Therapy (PT) offer high-achieving, first-time students with a Math Index of 980 or higher, enrolled in either the College of Liberal Arts and Sciences (CLAS) or the College of Health Professions (CHP), the opportunity to earn the Bachelor of Science in Health Science degree (BSHS) from the CLAS, the Bachelor of Science in Public Health degree (BSPH) from the CHP, or the Bachelor of Science in Kinesiology (BSK) from the CHP and the Doctor of Physical Therapy (DPT) degree in a six-year time frame. Students who meet all of the ASCP criteria will be offered an interview with the professional DPT Program offered by the College of Health Professions on the Atlanta campus. See details description of ASCP criteria in the Macon campus catalog in the ACADEMIC INFORMATION section under Accelerated Special Consideration Programs.

Transfer Students / Advanced Standing

A transfer student is any person who has ever been enrolled in another Doctor of Physical Therapy (DPT) Program. The Mercer Doctor of Physical Therapy Program does not grant advanced standing nor accept transfer credit from other Physical Therapy programs.

Tuition, Required Fees, and Other Estimated Expenses

Tuition (per semester)	\$11,105
Facilities and Technology Fee (per semester)	\$ 150
First semester equipment and clinical practice track fee	\$ 900
Fourth semester laboratory and clinical practice track fee	\$ 775
Fifth semester clinical practice track fee	\$ 200

Total estimated cost for students entering the Doctor of Physical Therapy Program in August 2022	\$91,915
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These fees are subject to change each year after the Board of Trustees meeting in April. There also is an increase in tuition each year (2-3% in recent years). These fees are an estimation and do not include other expenses (i.e. books, equipment, housing, transportation, etc.). Students are encouraged to budget additional funds to cover travel and housing expenses associated with the 36 weeks of full-time clinical education in the final three semesters of the program.

Background Checks and Drug Screenings

Drug and background checks are required for all DPT students as part of their participation in service-learning, integrated clinical experiences, and full-time clinical education. Once admitted to the program, the students are required to have a drug screen and background check prior to New Student Orientation. If either test is deemed positive by the verification company, the matter will be brought before the DPT Program Recruitment and Admissions Committee for review. The student's acceptance could possibly be reversed and the student not allowed to matriculate based on the results of these evaluations. Neither the University nor the Doctor of Physical Therapy Program will be held liable for a student's failure to graduate or obtain a state license due to a positive criminal background check and/or failed drug screen. Repeat criminal background checks and drug screens may be required as determined by the DPT Program or clinical site. Future concerns related to background checks and drug screens will be handled per the Clinical Education manual. The DPT Program will identify an acceptable verification company for students to use prior to matriculation.

Health and Immunizations

Students will complete the Student Record of Immunizations and Health Screening prior to matriculation in the program. If any series of immunizations are in progress (i.e. hepatitis B series), timely completion with notification to the Clinical Coordinator is required. Annual tuberculosis and health screenings are required to continue in the clinical practice track courses.

Students are responsible to keep track of due dates for annual physical examinations, future immunization requirements (i.e. tetanus boosters), and TB screenings. Appropriate planning for appointment times is required by the student to meet these requirements.

Any concerns related to safety of the immunizations or screenings related to your specific health issues (medical conditions, pregnancy, etc.) should be discussed with your personal physician. Failure to meet requirements due to these concerns may prohibit involvement in clinical practice track courses, thus stopping progression within the program. These situations will be handled on a case-by-case basis by the Director of

Clinical Education, the Director of the DPT Program, the Program's Advancement and Progression Committee, and in consultation with the College's Director of Admissions and Student Affairs.

Influenza Vaccination

All students in the DPT Program must receive an annual influenza vaccination during each fall semester. The CDC emphasizes to clinicians the urgency of vaccination for people who care for people at higher risk for influenza-related complications. The requirement is consistent with the CDC recommendation as during integrated clinical experiences, full-time clinical education, and service-learning, students are in contact with higher risk populations. Further, many clinic sites require students to have this vaccination before starting the clinical rotation. Students who are allergic to the vaccination will need to have medical documentation of this and may be required to follow other procedures to prevent transmission.

CPR: American Heart Association Basic Life Support for Healthcare Providers

Students must maintain certification in CPR throughout their matriculation in the program. No student will be allowed to participate in service-learning, integrated clinical experiences, or full-time clinical education courses without being certified in Basic Life Support for Healthcare Providers by the American Heart Association. Refer to the American Heart Association's Find A Course webpage to help find a class. Skills assessment is required initially and upon renewal.

Health Insurance

All students enrolled at Mercer University are automatically enrolled in a student health insurance program each semester and the premium is billed to your account. Information about the insurance program can be found at (<https://studentplan.corehealthbenefits.com/mercer>). If you have other health insurance, you may remove the premium fee by completing a waiver form through the above webpage. This waiver must be completed every semester to keep the premium from being billed to your account.

Academic Policies and Procedures

Attendance

Attendance is required for all scheduled classes, laboratory sessions, lectures, examinations, quizzes, service-learning, integrated clinical experiences, and full-time clinical education. Because of the interactive and collaborative nature of professional education and rigor of the professional DPT Program, regular class attendance is essential for successful learning. Repeated absences are violations of Professional Behaviors. Refer to the Departmental Policy and Procedure Manual for information regarding notification of absence, bereavement, and jury duty.

Standards of Performance

Each candidate for a Doctor of Physical Therapy degree must secure credit, in the approved courses of the curriculum, totaling 135 semester hours. In securing this credit, each candidate must have a cumulative grade point average (GPA) of at least 3.00. All Doctor of Physical Therapy courses require a minimum grade of "C" or an "S" for Satisfactory. Any course grade below a "C" or a "U" for "Unsatisfactory" will not count toward degree requirements and is considered failing, resulting in dismissal from the program. Should a course be repeated, both course grades are used in the computation of the grade point average.

Grade Appeal Procedure

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Refer to the Academic Grievances and Appeals Policies and Procedures in the University Student Handbook.

Academic Progression

Doctor of Physical Therapy academic progression is defined as:

- A minimum cumulative grade point average of 3.00; successful completion of all first year professional courses; and passing the Year One comprehensive examination are required for entry into the second professional year.
- A minimum cumulative grade point average of 3.00 and successful completion of all second year professional courses are required for entry into the third professional year.
- A minimum cumulative grade point average of 3.00 and successful completion of all third year professional courses are required in order to complete the academic obligations of the program.

Probation/Dismissal

A 3.00 cumulative GPA is required and must be maintained each semester in order to continue in the subsequent semester. If a student falls below a cumulative 3.00 GPA, s/he is placed on academic probation. Failure to achieve a cumulative GPA of 3.00 at the end of the following semester will result in the student being removed from the program. A student may only be on academic probation one time. No student will be allowed to go to a full-time clinical education experience while on academic probation.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of the Doctor of Physical Therapy curriculum (totaling 135 semester hours) with a passing grade in each course and a minimum 3.00 cumulative grade point average.
2. Successful demonstration of professional performance standards throughout the student's time in the Physical Therapy program.
3. Successful completion of the comprehensive examination.
4. Recommendation by the faculty of the Physical Therapy program with final verification by the Program Director.
5. Payment of all financial obligations to the University.

Course Schedule

The Mercer University Doctor of Physical Therapy (DPT) degree program spans eight (8) consecutive semesters and includes three, 12-week full-time clinical education courses.

Mercer University Doctor of Physical Therapy Program

DPT Year 1 Fall		Cr Hrs	DPT Year 1 Spring		Cr Hrs	DPT Year 1 Summer		Cr Hrs
PT 500	Gross Anatomy I	3	PT 530	Gross Anatomy II	3	PT 561	Movement Science	4
PT 501	Applied Anatomy I	3	PT 531	Applied Anatomy II	3	PT 563	Research II: Evidence-Based Practice	1
PT 502	Leadership Development I: Foundations	3	PT 535	Management of Patients/Clients with Cardiovascular and Pulmonary Conditions	3	PT 564	Psychosocial Considerations in Patient/Client Management	2
PT 503	Research I: Research Methods	3	PT 536	Clinical Examination and Interventions I	4	PT 565	Management of Patients/Clients with Integumentary Conditions	3
PT 504	Health Promotion Across the Lifespan	1	PT 539	Integrated Clinical Experience I	1	PT 566	Clinical Examination and Interventions II	4
PT 508	Service-Learning I	3	PT 540	Foundational Musculoskeletal Sciences	3	PT 568	Service-Learning II	1
PT 510	Pharmacology and Systems Pathophysiology	3	PT 550	Neuroscience	3	PT 571	Medical Screening and Differential Diagnosis	1
		19			20			16
DPT Year 2 Fall			DPT Year 2 Spring			DPT Year 2 Summer		
PT 603	Research III: Critical Inquiry and Appraisal	2	PT 632	Leadership Development II: Health Policy	3	PT 669	Full-time Clinical Education I (12 weeks)	12
PT 604	Geriatric Considerations in Patient/Client Management	3	PT 633	Research IV: Research Intensive	2			
PT 605	Management of Patients/Clients with Musculoskeletal Conditions I	4	PT 634	Pediatric Considerations in Patient/Client Management	4			
PT 606	Interventions for Patients/Clients with Neuromusculoskeletal Conditions I	2	PT 635	Management of Patients/Clients with Musculoskeletal Conditions II	4			
PT 609	Integrated Clinical Experience II	1	PT 636	Interventions for Patients/Clients with Neuromusculoskeletal Conditions III	2			
PT 615	Management of Patients/Clients with Neuromuscular Conditions I	4	PT 638	Service-Learning III	1			
PT 616	Interventions for Patients/Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics	2	PT 645	Management of Patients/Clients with Neuromuscular Conditions II	4			
		18			20			12
DPT Year 3 Fall			DPT Year 3 Spring					
PT 702	Leadership Development III: Management	2	PT 732	Leadership Development IV: Life-long Leadership	2			
PT 703	Research V: Translation	1	PT 739	Full-time Clinical Education III (12 weeks)	12			
PT 709	Full-time Clinical Education II (12 weeks)	12	PT 747	Physical Therapy Elective	1			
		15			15	Total: 135 Credit Hours		

Doctor of Physical Therapy / Master of Public Health Combined Degree Program

Program Description

Mercer University's College of Health Professions offers the Doctor of Physical Therapy/Master of Public Health (DPT/MPH) combined degree program. The role of the physical therapist in health promotion and wellness is increasing, as is the role of the public health practitioner in addressing societal health concerns, and evaluating community-based programming. Sharing the goals of promoting health and wellness, advocating for improved health of individuals and society, reducing health disparities, and improving the quality of life for families and communities, students in the DPT/MPH combined degree program will be challenged to confront complex health issues, such as improving access to health care, and reducing environmental hazards and injury.

Graduates of this program will be empowered to serve the needs of humankind on an individual and societal level. The accrediting agencies for both programs, the Commission on the Accreditation of Physical Therapy Education (CAPTE) and the Council on Education in Public Health (CEPH), have approved this venture.

Students admitted to the DPT/MPH program will complete both degrees in 4 years, completing 33 credits of the 42 credit MPH program in year 1 (Fall and Spring semester), followed by the required 135 credits in the 3-year, 8 consecutive semesters, DPT program. Three courses required for the MPH degree (two elective courses and the Public Health Applied Practice) will be fulfilled by selected courses in the DPT program. Students will have opportunities to complete one 12-week, full-time clinical education course in a public health setting. Students must also complete 40 hours of public health service.

Program Outcomes

The outcomes and learning objectives for the DPT and MPH programs will remain unchanged, as the student will complete both programs in series, with only minor adaptations.

The student learning objectives for the DPT include developing practitioners who:

1. Provide effective and efficient patient/client-centered care to diverse populations across the lifespan.
2. Incorporate sound clinical reasoning and problem solving to make evidence-based practice decisions and recommendation in all aspects of patient/client management.
3. Adhere to professional and ethical standards of conduct in compliance with the APTA and to the laws and guidelines that regulate the practice of physical therapy.
4. Participate as providers and advocates for the health and wellness of individuals and society.
5. Manage available human, financial, material, and/or technological resources in a variety of traditional and nontraditional settings.
6. Pursue lifelong professional development regarding clinical excellence, service, and scholarship.
7. Collaborate effectively as a member and leader of an interprofessional team to provide evidence-based and patient-centered care.

The foundational competencies and public health knowledge learning objectives for the MPH program include:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practices.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health and Healthcare Systems

5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning and Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing, and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

Diverse Populations and Health Equity

23. Analyze theoretical frameworks for disparity causation.
24. Describe actions needed to build internal infrastructure to advance health equity in organizations.
25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations.
26. Develop community capacity for leadership among diverse populations.
27. Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities.

MPH Foundational Public Health Knowledge (Learning Objectives)

Profession and Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affects a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Admission Requirements and Procedure

Applicants must apply to each program according to the guidelines in the Admissions Process and Requirements section for the MPH and DPT programs.

After successful admission to the Doctor of Physical Therapy program, the student with a strong academic record and demonstrated interest in community-based health promotion and injury prevention will apply separately to the MPH program via SOPHAS Express for combined degrees. The admissions requirements for the combined degree are the same as for each individual degree.

Program Requirements

MPH Year 1

Fall (18 hours)

- MPH 611 Principles of Epidemiology
- MPH 621 Biostatistics and Health Measures
- MPH 631 Environmental Health
- MPH 641 Disease Prevention and Health Promotion
- MPH 652 Public Health Systems, Services, and Management
- MPH 713 Health Systems and Policy

Spring (15 hours)

- MPH 675 Community Health Needs Assessment
- MPH 721 Grant Proposal Writing and Development
- MPH 730 Introductory Program Evaluation
- MPH 739 Diverse Populations
- MPH 740 Health Equity

The MPH program reserves the right to modify the sequence of courses

DPT Year 2 (DPT degree is 135 hours; all courses are required)

Fall

- PT 500 Gross Anatomy I
- PT 501 Applied Anatomy I
- PT 502 Leadership Development I: Foundations
- PT 503 Research I: Research Methods
- PT 504 Health Promotion Across the Lifespan
- PT 508 Service-Learning I
- PT 510 Pharmacology and Systems Pathophysiology

Spring

- PT 530 Gross Anatomy II
- PT 531 Applied Anatomy II
- PT 535 Management of Patients/Clients with Cardiovascular and Pulmonary Conditions
- PT 536 Clinical Examination and Interventions I
- PT 539 Integrated Clinical Experience I
- PT 540 Foundational Musculoskeletal Sciences
- PT 550 Neuroscience

Summer

- PT 561 Movement Science
- PT 563 Research II: Evidence-Based Practice
- PT 564 Psychosocial Considerations in Patient/Client Management
- PT 565 Management of Patients/Clients with Integumentary Conditions
- PT 566 Clinical Examination and Interventions II
- PT 568 Service-Learning II
- PT 571 Medical Screening and Differential Diagnosis

DPT Year 3

Fall

- PT 603 Research III: Critical Inquiry and Appraisal
- PT 604 Geriatric Considerations in Patient/Client Management
- PT 605 Management of Patients/Clients with Musculoskeletal Conditions I
- PT 606 Interventions for Patients/Clients with Neuromusculoskeletal Conditions I
- PT 609 Integrated Clinical Experience II
- PT 615 Management of Patients/Clients with Neuromuscular Conditions I
- PT 616 Interventions for Patients/Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics

Spring

- PT 632 Leadership Development II: Health Policy
- PT 633 Research IV: Research Intensive
- PT 634 Pediatric Considerations in Patient/Client Management
- PT 635 Management of Patients/Clients with Musculoskeletal Conditions II
- PT 636 Interventions for Patients/Clients with Neuromusculoskeletal Conditions III
- PT 638 Service-Learning III
- PT 645 Management of Patients/Clients with Neuromuscular Conditions II

Summer

- PT 669 Full-time Clinical Education I (12 weeks)

DPT Year 4

Fall

- PT 702 Leadership Development III: Management
- PT 703 Research V: Translation
- PT 709 Full-time Clinical Education II (12 weeks)

Spring

- PT 732 Leadership Development IV: Life-long Leadership
- PT 739 Full-time Clinical Education III (12 Weeks)
- PT 747 Physical Therapy Elective

Tuition

Students will pay the DPT semester tuition for each semester.

Academic Advisement

Students are assigned advisors in both programs upon admission into the combined degree program.

Doctor of Physical Therapy/Master of Business Administration Combined Degree Program

Program Description

Mercer University's College of Health Professions and the School of Business offer the Doctor of Physical Therapy/Master of Business Administration (DPT/MBA) combined degree program. The role of the physical therapist in administrative and business aspects of practice is increasing. Particularly in the private practice sector, clinic managers and directors have the responsibility for the administration and financial health of the practice. In addition, with doctoral-level training, physical therapists are well positioned to assume

administrative responsibilities in many healthcare organizations. An MBA would greatly enhance the physical therapist's ability to effectively perform these roles.

Graduates of this program will be empowered to serve the needs of individuals and society while being well positioned to understand the current administrative and leadership environment in which they will engage. Sharing the goal of ethical business and practice, this combined degree program will strengthen the knowledge and ability of graduates to function in a global health care market.

Program Outcomes

The outcomes and learning objectives for the MBA and DPT programs will remain unchanged, as the student will complete both programs in series, with only minor adaptations.

The student learning objectives for the DPT include developing practitioners who:

1. Provide effective and efficient patient/client-centered care to diverse populations across the lifespan.
2. Incorporate sound clinical reasoning and problem solving to make evidence-based practice decisions and recommendation in all aspects of patient/client management.
3. Adhere to professional and ethical standards of conduct in compliance with the APTA and to the laws and guidelines that regulate the practice of physical therapy.
4. Participate as providers and advocates for the health and wellness of individuals and society.
5. Manage available human, financial, material, and/or technological resources in a variety of traditional and nontraditional settings.
6. Pursue lifelong professional development regarding clinical excellence, service, and scholarship.
7. Collaborate effectively as a member and leader of an interprofessional team to provide evidence-based and patient-centered care.

The student learning objectives for the MBA include:

1. Understand the role of ethics in business decision-making.
2. Demonstrate proficiency in communications, both oral and written.
3. Demonstrate a broad knowledge of business concepts.
4. Make decisions which demonstrate interdisciplinary business considerations.
5. Assess risks and opportunities in global markets.

Admission Requirements

Applicants must apply to each program according to the Admissions Process and Requirements for the DPT and MBA programs, respectively.

After successful admission to the DPT program, the student with a strong academic record and demonstrated interest in business management will apply to the MBA program. The admissions requirements for the combined degree are the same as for each individual degree.

Program Requirements

The combined degree student will complete 27 credit hours of the 36-credit hour Specialized Master of Business Administration (MBA) in the Summer, Fall, and Spring of

Year 1. The remaining 9 credit hours of MBA coursework includes selected courses taken during the student's time in the DPT program (Years 2-4). Three courses, totaling 7 credit hours, in the DPT program (PT 632: Leadership Development II: Health Policy; PT 702: Leadership Development III: Management; and PT 732: Leadership Development IV: Lifelong Leadership), will apply toward the elective requirements in the MBA program. The additional two credit hours will come from business-related experiences and activities that occur within one of the three required physical therapy full-time clinical education courses (PT 669, PT 709, PT 739).

MBA Program (Year 1)

Core Courses

BUS 601 Global Managerial Economics (3 hours)

BUS 603 Accounting for Managers (3 hours)

BUS 605 Marketing Decision Making (3 hours)

BUS 609 Financial Decision Making (3 hours)

BUS 602 Human Capital Management (3 hours)

BUS 613 Ethical Leadership (3 hours)

BUS 606 Decision Making and Decision Analytics (3 hours) OR BUS 611 Supply Chain and Logistics Management (3 hours)

BUS 699 Strategy/Capstone (3 hours)*

*The Capstone course provides students with the opportunity to correlate, integrate, and apply the concepts and principles that have been learned in the MBA program. The course must be taken at Mercer after all other core courses have been successfully completed. It is usually taken as the final course in the MBA program.

Students must also complete one of the following courses:

BUS 681 Legal Environment of Business and Management Law (3 hours)

BUS 682 Legal Environment of Business and Marketing Law (3 hours)

BUS 683 Legal Environment of Business and Finance Law (3 hours)

BUS 684 Legal Environment of Business and Healthcare Law (3 hours)

DPT Year 2 (DPT degree is 135 hours; all courses are required)

Fall

PT 500 Gross Anatomy I

PT 501 Applied Anatomy I

PT 502 Leadership Development I: Foundations

PT 503 Research I: Research Methods

PT 504 Health Promotion Across the Lifespan

PT 508 Service-Learning I

PT 510 Pharmacology and Systems Pathophysiology

Spring

PT 530 Gross Anatomy II

PT 531 Applied Anatomy II

PT 535 Management of Patients/Clients with Cardiovascular and Pulmonary Conditions

PT 536 Clinical Examination and Interventions I

PT 539 Integrated Clinical Experience I

PT 540 Foundational Musculoskeletal Sciences

PT 550 Neuroscience

Summer

PT 561 Movement Science
PT 563 Research II: Evidence-Based Practice
PT 564 Psychosocial Considerations in Patient/Client Management
PT 565 Management of Patients/Clients with Integumentary Conditions
PT 566 Clinical Examination and Interventions II
PT 568 Service-Learning II
PT 571 Medical Screening and Differential Diagnosis

DPT Year 3 (All courses are required)**Fall**

PT 603 Research III: Critical Inquiry and Appraisal
PT 604 Geriatric Considerations in Patient/Client Management
PT 605 Management of Patients/Clients with Musculoskeletal Conditions I
PT 606 Interventions for Patients/Clients with Neuromusculoskeletal Conditions I
PT 609 Integrated Clinical Experience II
PT 615 Management of Patients/Clients with Neuromuscular Conditions I
PT 616 Interventions for Patients/Clients with Neuromusculoskeletal Conditions II:
 Prosthetics and Orthotics

Spring

PT 632 Leadership Development II: Health Policy
PT 633 Research IV: Research Intensive
PT 634 Pediatric Considerations in Patient/Client Management
PT 635 Management of Patients/Clients with Musculoskeletal Conditions II
PT 636 Interventions for Patients/Clients with Neuromusculoskeletal Conditions III
PT 638 Service-Learning III
PT 645 Management of Patients/Clients with Neuromuscular Conditions II

Summer

PT 669 Full-time Clinical Education I (12 weeks)

DPT Year 4 (All courses are required)**Fall**

PT 702 Leadership Development III: Management
PT 703 Research V: Translation
PT 709 Full-time Clinical Education II (12 weeks)

Spring

PT 732 Leadership Development IV: Life-long Leadership
PT 739 Full-time Clinical Education III (12 Weeks)
PT 747 Physical Therapy Elective

Tuition

Students will pay the MBA tuition for year 1 and DPT tuition for years 2-4. Students may take advantage of block billing for the MBA prerequisite courses.

Academic Advisement

Students participating in the DPT/MBA combined degree program will be assigned an academic advisor from both Programs.

Course Descriptions

PT 500. Gross Anatomy I (3 hours)

Gross Anatomy I, a combined lecture/laboratory course, will provide the student with an understanding of basic and clinical human anatomy. Detailed regional analysis of the lower and upper extremities will be performed. Emphasis will be placed on relationships between osteology, arthrology, myology, neurology, and vasculature of these regions.

PT 501. Applied Anatomy I (3 hours)

Applied Anatomy I, a laboratory intensive course, will provide the student with an understanding of the basic physical therapy examination of the upper and lower body. The student will develop and demonstrate proficiency in the assessment of joint structure and function, joint range-of-motion, manual muscle testing, and orthopedic special tests for the upper and lower extremities. The student will develop and utilize palpation as a skill for the clinical assessment of tissues.

PT 502. Leadership Development I: Foundations (3 hours)

The first in a four-course Leadership Development series, Foundations, will develop the student's professional practice knowledge, skills, and behaviors as an entry-level doctor of physical therapy. This course will focus on foundational aspects of the profession and professional interaction including the history of the profession, core values, ethics and jurisprudence, communication skills and strategies, history taking, documentation, and cultural competence.

PT 503. Research I: Research Methods (3 hours)

The first in a five-course series, Research I will introduce the student to basic concepts of research methodology to prepare them to use research literature to inform clinical practice and to conduct research in the clinical environment. This course will focus on foundational aspects of research methodology including research design, research methods, outcome measures, research validity, statistical analysis, and ethical considerations and challenges of research.

PT 504. Health Promotion Across the Lifespan (3 hours)

Health Promotion Across the Lifespan will prepare the student to provide prevention, wellness, fitness, and disease management services as an entry-level doctor of physical therapy. This course will focus on exercise physiology, foundational knowledge, and clinical skills to select, perform, and interpret selected tests and measures, and to design appropriate plans of care to improve health, wellness, and fitness across the lifespan.

PT 508. Service-Learning I (1 hour)

This is the first of three service-learning courses in the curriculum. Incorporating service-learning principles of preparation, provision of community service, and subsequent reflection, the student will participate in community-based activities related to prevention, health promotion, fitness, and/or wellness to participants in one of three lifespan categories (pediatric, adult, geriatric). Through these service activities, the student will achieve goals related to professional practice expectations (accountability, altruism, compassion/caring, communication, cultural competence) and patient/client management expectations (prevention, health promotion, fitness, and wellness, consultation, and social responsibility, and advocacy).

PT 510. Pharmacology and Systems Pathophysiology (3 hours)

This course will explore the pathophysiology of medical and surgical conditions frequently encountered in physical therapy practice, focusing on disorders of the gastrointestinal, genitourinary, endocrine, metabolic, hepatic, biliary, hematologic, and immune systems. The impact of selected acute and chronic medical and surgical conditions on the delivery

of physical therapy services will be emphasized. Principles of pharmacology and lab values will be developed during, and integrated into patient/client management coursework. The student will be introduced to medical terminology and relevant components of history taking. The student will learn to perform a review of systems and a systems review.

PT 530. Gross Anatomy II (3 hours)

Gross Anatomy II, a combined lecture/laboratory course, will provide the student with an understanding of basic and clinical human anatomy. Detailed regional analysis of the head, spine, pelvis, and thoracic and abdominal/pelvic cavities will be performed. Emphasis will be placed on relationships between osteology, arthrology, myology, neurology, and vasculature of these regions.

PT 531. Applied Anatomy II (3 hours)

Applied Anatomy II, a laboratory intensive course, will provide the student with an understanding of the basic physical therapy examination of the spine, pelvis, and temporomandibular joint. The student will develop and demonstrate proficiency in the assessment of joint structure and function, joint range-of-motion, manual muscle testing, and orthopedic special tests for the spine, pelvis, and temporomandibular joint. The student will develop and utilize palpation as a skill for the clinical assessment of tissues. A full body postural assessment will be introduced.

PT 535. Management of Patients/Clients with Cardiovascular and Pulmonary Conditions (3 hours)

This course will provide the student with the anatomic and physiologic basis of cardiovascular and pulmonary conditions commonly seen in physical therapist practice. The student will learn examination, evaluation, diagnosis, prognosis, and management strategies including therapeutic interventions, which may be utilized by the physical therapist and other health professionals in management of individuals with cardiovascular and pulmonary pathologies. The spectrum of cardiovascular and pulmonary diseases from primary, secondary, and tertiary prevention to long-term rehabilitation will be covered.

PT 536. Clinical Examination and Interventions I (4 hours)

This course will develop the student's patient management skills for patients/clients with activity limitations and participation restrictions related to functional mobility and locomotion. Patient/client management for a variety of medical conditions in the context of positioning, posture, bed mobility, transfers, wheelchair mobility, and gait will be emphasized. The student will demonstrate skills necessary for effective prescription, fitting, and training of assistive devices. Students will be introduced to basic therapeutic exercise in the context of functional mobility training. Discharge planning for patients/clients across the continuum of care will be introduced.

PT 539. Integrated Clinical Experience I (1 hour)

The first of two integrated clinical education courses, Integrated Clinical Experience I will introduce the student to the variety of settings in which physical therapists practice and provide opportunities for the student to apply foundational classroom learning. Potential environments include acute and/or intensive care, sub-acute care, long-term care, home health, outpatient clinics (neurologic, orthopedic, pediatric), inpatient rehabilitation, specialty clinics, and schools. Over the series of the two courses, the student will experience a minimum of three settings.

PT 540. Foundational Musculoskeletal Sciences (3 hours)

This course will focus on human tissue biomechanics and the response of bone, joint, muscle, and other soft tissue to stress, injury, and disease. The normal repair process and the effects of rest, stress, immobilization, nutrition, aging, and exercise will be

discussed. Clinical examples will be used throughout this course to illustrate the relationship between basic musculoskeletal sciences and clinical practice. Clinical reasoning strategies will be introduced to integrate foundational musculoskeletal sciences into elements of patient/client management. The effects of physical agents on tissue recovery from injury will be emphasized and applied in laboratory experiences.

PT 550. Neuroscience (3 hours)

This course will provide the student with an understanding of the human nervous system with a focus on central nervous system structure and function. The peripheral nervous system, autonomic nervous system, and concepts of neuroplasticity will be presented. The student will be introduced to the basic neurologic examination.

PT 561. Movement Science (4 hours)

This course will investigate the mechanics and pathomechanics of human movement through the lifespan. The typical course of human development of gross motor and fine motor skills will be presented. The student will also be introduced to theories of motor control and learning as they relate to biomechanical principles of human posture and movement. Observational analysis of functional movement tasks, normal and abnormal gait, and commonly seen movement impairments in physical therapist practice will be investigated.

PT 563. Research II: Evidence-Based Practice (1 hour)

This course builds on the foundation of research methods learned in PT 503 to develop skilled and discriminating consumers of evidence for the purpose of providing evidence-based physical therapy services. The student will learn to develop clinical questions, develop search strategies to access best available evidence, begin to appraise selected literature, and utilize information to facilitate clinical-decision making. This course provides the foundation of implementation of evidence-based practice in clinical courses and during clinical internships.

PT 564. Psychosocial Considerations in Patient/Client Management (2 hours)

In this course, the student will gain understanding of the concepts and principles essential to the successful comprehensive management of the patient/client living with a chronic illness, pain, and/or disability. Characteristics of the patient's/client's personal, family, socioeconomic, culture, environment, and activities will be considered. Psychiatric conditions and disabilities will also be discussed.

PT 565. Management of Patients/Clients with Integumentary Conditions (3 hours)

In this course, the student will develop skills in the delivery of physical therapy for the prevention and management of issues related to the integumentary system. This course will emphasize physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes for the integumentary system. Interventions include wound care, hydrotherapy, and electrotherapeutic modalities.

PT 566. Clinical Examination and Interventions II (4 hours)

In this course, the student will develop patient management skills in the areas of orthopedic examination, therapeutic exercise intervention, and soft tissue mobilization intervention across the lifespan. This course will focus on examination and intervention skills necessary to address a variety of impairments, activity limitations, and participation restrictions across a variety of patient/client populations, with emphasis on musculoskeletal system dysfunction. Effective management strategies, focusing on therapeutic exercise and soft tissue mobilization, will be facilitated by developing clinical reasoning and evidence-based practice skills. The student will select, perform, and interpret selected tests and measures,

and design appropriate plans of care to improve range of motion, muscle performance, balance, agility, and occupational and recreational function.

PT 568. Service-Learning II (1 hour)

This is the second of three service-learning courses in the curriculum. Incorporating service-learning principles of preparation, provision of community service, and subsequent reflection, the student will participate in community-based activities related to prevention, health promotion, fitness, and/or wellness to participants in one of three lifespan categories (pediatric, adult, geriatric). Through these service activities, the student will achieve goals related to professional practice expectations (accountability, altruism, compassion/caring, communication, cultural competence) and patient/client management expectations (prevention, health promotion, fitness, and wellness, consultation, and social responsibility, and advocacy).

PT 571. Medical Screening and Differential Diagnosis (1 hour)

This course will build on principles of medical screening and differential diagnosis with an emphasis on systems review and review of systems that may warrant a medical referral. Patient/client referral to other healthcare professionals will be introduced and emphasis will be placed on clinical decision-making by the physical therapist and effective interprofessional communication.

PT 603. Research III: Critical Inquiry and Appraisal (2 hours)

This course builds on the principles of PT 503 Research Methods and PT 563 Evidence-Based Practice. The student will participate in critical appraisal of research articles representing various aspects of the patient/client management model and discuss the clinical applicability of the research appraised.

PT 604. Geriatric Considerations in Patient/Client Management (3 hours)

This course will focus on the aging adult. Emphasis will be placed on physical, psychological, social, legal, and ethical considerations in interacting with an aging adult patient/client, the individual's family, and other people important to that patient/client. Gains, losses, grief, and death and dying will be considered from theoretical and psychosocial perspectives. Age-related physiologic system changes will be explored, as will pathologies common to this patient/client population in regard to physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes.

PT 605. Management of Patients/Clients with Musculoskeletal Conditions I (4 hours)

This course will provide the student with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the lower half of the body in a variety of practice settings. Additionally, the student will incorporate health promotion, wellness, and fitness models in this patient/client population and will further reinforce knowledge in differentiating musculoskeletal conditions in the lumbar spine, pelvis, hip, knee, foot, and ankle. The student will synthesize the concepts of clinical reasoning and clinical decision making while incorporating evidence-based practice principles. With these skills, the student will refine their ability to differentially diagnose and screen for medical disease, which may warrant a referral to other health care practitioners. Diagnostic imaging procedures will also be discussed as tools to guide and direct management of musculoskeletal conditions.

PT 606. Interventions for Patients/Clients with Neuromusculoskeletal Conditions I (2 hours)

This course will provide the student with intervention strategies for managing a plan of care for diverse populations of patients/clients with neuromuscular and musculoskeletal

conditions, integrating the information presented in PT 605 and PT 615. There will be an emphasis on those intervention approaches that cross both practice patterns in both patient populations in a variety of settings across the lifespan.

PT 609. Integrated Clinical Experience II (1 hour)

This second of two integrated clinical education courses, Integrated Clinical Experience II, will introduce the student to the variety of settings in which physical therapists practice and provide opportunities for the student to apply foundational classroom learning. Potential environments include: acute and/or intensive care, sub-acute care, long-term care, home health, outpatient clinics (neurologic, orthopedic, pediatric), inpatient rehabilitation, specialty clinics, and schools. Over the series of the two courses, the student is expected to experience a minimum of three settings.

PT 615. Management of Patients/Clients with Neuromuscular Conditions I (4 hours)

This course will provide the clinical knowledge and skills in examination, evaluation, diagnosis, prognosis and assessment of outcomes for diverse patient/client populations with neurologic conditions in a variety of practice settings. Emphasis will be on conditions commonly encountered by physical therapists that are associated with impaired motor function and sensory integrity such as multiple sclerosis, CVA, traumatic brain injury, cerebellar dysfunction and brain tumors. Additionally, the student will learn the etiology, pathophysiology, pharmacologic, and surgical management of these conditions to facilitate effective clinical decision making in the selection and application of examination and intervention strategies.

PT 616. Interventions for Patients/Clients with Neuromusculoskeletal Conditions II: Prosthetics and Orthotics (2 hours)

This course will cover biomechanical principles for the design and function of upper and lower extremity prosthetics and orthotics. Specific emphasis will be placed on normal and pathologic gait analysis with prosthetic and orthotic devices. The student will learn to relate limitations of orthotic/prosthetic devices to physical therapy management and functional retraining. Clinical examples will be used to illustrate the relationship between basic movement sciences, prosthetics, orthotics, and clinical practice. The student will learn the skills needed to evaluate the need for orthotics or prosthetics, prescribe an appropriate device, evaluate the fit and function of the device, and implement an appropriate plan of care.

PT 632. Leadership Development II: Health Policy (3 hours)

The second course in the Leadership Development series, Health Policy, will support the student's development as a leader in meeting the professional practice expectations across service-delivery systems as an entry-level doctor of physical therapy. The course will focus on the dynamic influences of healthcare legislation, policy, and payment for physical therapist practice. The course will emphasize documentation, outcomes, risk management, quality improvement, and advocacy at state, federal, and professional association levels.

PT 633. Research IV: Research Intensive (2 hours)

This course will build on the principles of PT 503 Research Methods, PT 563 Evidence-Based Practice, and PT 603 Critical Inquiry and Appraisal. The student will continue with active engagement in critical appraisal and patient/client application of research by participating in various clinically relevant activities using appraisal of evidence to advance the practice of evidence-based care.

PT 634. Pediatric Considerations in Patient/Client Management (4 hours)

Pediatric Considerations in Patient/Client Management will provide the student with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for children with neuromuscular, musculoskeletal and cardiopulmonary conditions in a variety of practice settings. This course will focus on patient/client management and clinical decision-making for common pediatric clinical diagnoses. Patient/client management is focused in terms of a family-centered, culturally-competent, evidence-based team approach.

PT 635. Management of Patients/Clients with Musculoskeletal Conditions II (4 hours)

This course will provide the student with clinical knowledge and skills in examination, evaluation, diagnosis, prognosis, and assessment of outcomes for diverse patient/client populations with musculoskeletal conditions (both surgical and non-surgical) of the upper half of the body in a variety of practice settings. Additionally, the student will incorporate health promotion, wellness, and fitness models in this patient/client population and further reinforce knowledge in differentiating musculoskeletal conditions in the cervical and thoracic spine, rib cage, shoulder girdle, elbow and forearm, and the wrist and hand. The student will synthesize the concepts of clinical reasoning and clinical decision making while incorporating evidence-based practice principles. With these skills they will refine their ability to differentially diagnose and screen for medical disease, which may warrant a referral to other health care practitioners. Diagnostic imaging will also be discussed as tools to guide and direct management of musculoskeletal conditions.

PT 636. Interventions for Patients/Clients with Neuromusculoskeletal Conditions III (2 hours)

This course will provide the student with strategies for managing a plan of care for diverse populations of patients/clients with neuromuscular and musculoskeletal conditions, integrating the information presented in PT 635 and PT 645. There will be an emphasis on those intervention approaches that cross both practice patterns in both patient populations in a variety of settings across the lifespan.

PT 638. Service-Learning III (1 hour)

This is the third of three service-learning courses in the curriculum. Incorporating service-learning principles of preparation, provision of community service, and subsequent reflection, the student will participate in community-based activities related to prevention, health promotion, fitness, and/or wellness to participants in one of three lifespan categories (pediatric, adult, geriatric). Through these service activities, the student will achieve goals related to professional practice expectations (accountability, altruism, compassion/caring, communication, cultural competence) and patient/client management expectations (prevention, health promotion, fitness, and wellness, consultation, and social responsibility, and advocacy).

PT 645. Management of Patients/Clients with Neuromuscular Conditions II (4 hours)

This course will provide the clinical knowledge and skills in examination, evaluation, diagnosis, prognosis and assessment of outcomes for diverse patient/client populations with neurologic conditions in a variety of practice settings. Emphasis will be on conditions commonly encountered by physical therapists that are associated with impaired motor function and sensory integrity such as Parkinson's disease, Guillain-Barre Syndrome, ALS, spinal cord injury, Huntington's disease, post-polio syndrome, and vestibular dysfunction. Additionally, the student will learn the etiology, pathophysiology, pharmacologic, and surgical management of these conditions to facilitate effective clinical

decision making in the selection and application of examination and intervention strategies.

PT 669. Full-time Clinical Education I (12 hours)

The first in a three-course series, Full-time Clinical Education I, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. Over the series, the student will successfully complete three full-time clinical education experiences in a variety of clinical practice areas and manage patients/clients across the lifespan. The student will be expected to show improvement in the level of performance across the series. The minimum expected level of performance at the conclusion of Full-time Clinical Education I will be "Intermediate" as defined by the APTA's Clinical Performance Instrument.

PT 702. Leadership Development III: Management (2 hours)

The third course in the Leadership Development series, Management, will focus the student on their role as an effective and efficient provider through an understanding of business operations and management across the spectrum of physical therapist practice.

PT 703. Research V: Translation (1 hour)

Research translation is the culmination of the student's active engagement in the five-course research series involving the student preparing a case study or case series from Full-time Clinical Education I and/or II. The student will present the results of their case research project at a Department Research Symposium and will be encouraged to prepare their case report for dissemination at a local, state, or national meeting and/ or prepare their findings in a manuscript format for peer review.

PT 709. Full-time Clinical Education II (12 hours)

The second full-time clinical education experience, Full-time Clinical Education II, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. Over the series, the student will successfully complete three full-time clinical education experiences in a variety of clinical practice areas and manage patients/clients across the lifespan. The student will be expected to show improvement in the level of performance across the series. The minimum expected level of performance at the conclusion of Full-time Clinical Education II will be "Advanced Intermediate" as defined by the APTA's Clinical Performance Instrument.

PT 732. Leadership Development IV: Life-long Leadership (2 hours)

As the final course in the Leadership Development series, this course will emphasize personal and postprofessional development planning for the emerging graduate to support their role as a leader in practice, in the professional association, and with community organizations.

PT 739. Full-time Clinical Education III (12 hours)

The third in a three-course series, Full-time Clinical Education III, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. Over the series, the student will successfully complete three full-time clinical education experiences in a variety of clinical practice areas and manage patients/clients across the lifespan. The student will be expected to show improvement in the level of performance across the series. The minimum expected level of performance at the conclusion of Full-time Clinical Education III will be "Entry-level" as defined by the APTA's Clinical Performance Instrument.

PT 747. Physical Therapy Elective (1 hour)

Selecting from faculty-identified topics, this course provides students an opportunity to address specific foci related to physical therapy. One standing topic will be a board

examination and skills review course. Other topics and/or experiences will be offered, and these may change annually. Enrollment in sections may be limited. Each student in the Doctor of Physical Therapy Program is required to successfully complete this course to graduate.

Post-Graduate Training Programs

Physical Therapy Residencies

Residency in Orthopaedic Physical Therapy

The Department of Physical Therapy offers a post-professional residency in orthopaedic physical therapy. The 13-month residency is accredited by the American Board of Physical Therapy Residency and Fellowship Education, and is based upon the criteria set forth by the American Physical Therapy Association and the Orthopaedic Physical Therapy Description of Residency Practice.

The clinical residency program enables the physical therapist to accelerate his/her expertise in evaluation, examination, diagnosis, prognosis, intervention, and management of patients with orthopaedic dysfunction. Developed for new professionals and physical therapists with one or more years of practice who are interested in significantly advancing their preparation as a provider of orthopaedic patient care, this program combines contemporary, evidence-based coursework with highly individualized, advanced clinical mentoring under the supervision of experienced clinicians.

To apply to the residency program, follow instructions found at: <https://chp.mercer.edu/academics-departments/physical-therapy/postprofessional-programs/orthopaedic-physical-therapy/>.

Mercer/Shepherd Residency in Neurologic Physical Therapy

Through a collaborative relationship, the Department of Physical Therapy and the Shepherd Center offer a post-professional residency in neurologic physical therapy. The 13-month residency is accredited by the American Board of Physical Therapy Residency and Fellowship Education, and is based upon the criteria set forth by the American Physical Therapy Association and the Neurologic Physical Therapy Description of Residency Practice.

The clinical residency program enables the physical therapist to accelerate his/her expertise in evaluation, examination, diagnosis, prognosis, intervention, and management of patients with neurologic dysfunction. Developed for new professionals and physical therapists with one or more years of practice who are interested in significantly advancing their preparation as a provider of neurologic patient care, this program aims to develop physical therapists who demonstrate advanced competencies and evidence-based clinical skills in neurologic physical therapy practice.

To apply to the residency program, follow instructions found at: <https://chp.mercer.edu/academics-departments/physical-therapy/postprofessional-programs/neurologic-physical-therapy/>.

Residency in Cardiovascular and Pulmonary Physical Therapy

The Department of Physical Therapy offers a post-professional residency in cardiovascular and pulmonary physical therapy. The 12-month residency is accredited by the American Board of Physical Therapy Residency and Fellowship Education, and is based upon the criteria set forth by the American Physical Therapy Association and the Cardiovascular and Pulmonary Physical Therapy Description of Residency Practice.

The clinical residency program enables the physical therapist to accelerate his/her expertise in evaluation, examination, diagnosis, prognosis, intervention, and management of patients with cardiovascular and/or pulmonary dysfunction. Developed for new professionals and physical therapists with one or more years of practice who are interested

in significantly advancing their preparation as a provider of cardiovascular and pulmonary patient care, the intent of this program is to improve the ability of physical therapists to provide the highest quality, evidenced-based, patient-centered care for clients with cardiovascular and pulmonary disorders.

To apply to the residency program, follow instructions found at: <https://chp.mercer.edu/academics-departments/physical-therapy/postprofessional-programs/cardiovascular-pulmonary-physical-therapy/>.

Fellowship in Orthopaedic Manual Physical Therapy

The Department of Physical Therapy offers a post-professional fellowship in orthopaedic manual physical therapy. This 24-month fellowship is accredited by the Accreditation Council on Orthopaedic Manual Physical Therapy Education, and is based upon the criteria set forth in the Description of Advanced Specialty Practice set forth by the American Academy of Orthopaedic Manual Physical Therapists.

The Fellowship in Orthopaedic Manual Physical Therapy further develops orthopaedic clinical specialists or residency-trained physical therapists through advanced didactic and clinical training in the subspecialty practice of orthopaedic manual physical therapy. Fellowship graduates are able to practice as master clinicians; serve as consultants, educators, clinical instructors, and advocates for patients and the profession; and contribute the physical therapy scientific literature.

Additional information on the orthopaedic manual physical therapy fellowship program can be found online at: <https://chp.mercer.edu/physical-therapy/postprofessional-programs/orthopaedic-manual-physical-therapy/>.

DEPARTMENT OF CLINICAL PSYCHOLOGY

Craig D. Marker, *Chair and Professor*

Gail Kemp, *Assistant Professor*

Rebecca D. Lakind, *Assistant Professor*

Michelle Robbins, *Clinical Associate Professor*

Mark A. Stillman, *Clinical Associate Professor, Director of Clinical Training*

Accreditation

The Doctor of Psychology (PsyD) at Mercer University is Accredited, On Contingency by the American Psychological Association (APA) Commission on Accreditation. The Program will have this accreditation status until July 22, 2023. Questions related to accreditation may be directed to the Office of Program Consultation and Accreditation, American Psychological Association; 750 1st St., NE, Washington, DC 20002; Phone: 202-336-5979 / E-mail: apaaccred@apa.org; Website: www.apa.org/ed/accreditation.

Doctor of Psychology

Program Description

The Doctor of Psychology (PsyD) in Clinical Psychology prepares psychologists to become integrated healthcare leaders who reflect the Mercer traditions of liberal learning, professional knowledge, discovery, service, and community in medical settings. The program is full-time and involves 4 years (12 semesters) of coursework and 1 year of clinical internship.

Required courses involve 100 credit hours. Upon successful completion of their respective programs of study, students are awarded the PsyD degree.

Profile of the Doctor of Psychology Graduate

The Mercer University Doctor of Psychology graduate will demonstrate:

1. Foundational knowledge of the core domains of the science of psychology, including affective, biological, cognitive, developmental, and social aspects of behavior, and history and systems of the discipline.
2. An understanding of psychological science, the research methodology involved in generating knowledge, and the scientific foundations of the practice of psychology.
3. Knowledge, relational skills, and technical skills involved in evidence-based assessment, diagnosis, intervention, and consultation.
4. The ability to impart knowledge and skill to other trainees and to fellow professionals along with the ability to assess the acquisition of such knowledge and skills.
5. Research and clinical practice skills within a context of ethical and professional attitudes, values, and standards that include self-reflection, self-assessment, and self-care.
6. An understanding of dimensions of diversity that impact personal and professional interactions with diverse individuals, groups, and communities in clinical and research contexts.
7. An awareness of the perspectives of other disciplines and an ability to manage clinical and research activities to promote individual, institutional, and/or systems level change.

Admissions Process and Requirements

To be considered for admission into the Doctor of Psychology (PsyD), the following must be received:

- An online admission application through PSYCAS, the centralized application service for graduate psychology (<https://psycas.liaisoncas.com/applicant-ux/#/login>).
- Completion of a bachelor's degree from a regionally accredited U.S. institution or recognized international institution.
- An undergraduate major in psychology or a minimum of 12 semester hours taken among psychology coursework.
- Official GRE General Test scores (required) sent directly from ETS to PSYCAS using Institutional Code: 2019. Completion of the GRE Psychology Subject Area Test is recommended, particularly for non-psychology majors.
- Interviews with Mercer PsyD Program faculty.
- Official transcripts, sent directly from the institution to PSYCAS, for all undergraduate and graduate work.
- Three letters of recommendation, one preferred from an individual in the field of psychology.
- A personal statement describing educational and career goals in psychology.
- A curriculum vitae/resume.

Competitive qualifications include:

- A minimum 3.0 GPA (on a 4-point scale)
- A GRE General Test minimum combined score of 299.

International applicants must comply with the College's policy regarding foreign coursework and TOEFL scores. This information is available on the College's website.

Applicants selected for admission into Mercer's Doctor of Psychology Program are required to make a first non-refundable tuition deposit of \$300 to confirm their position in the entering class. Upon enrollment in the Doctor of Psychology Program, \$275 will be applied toward the student's first semester's tuition, while the remaining \$25 will satisfy the University's matriculation fee.

Submission of final official transcripts from all colleges/universities attended must be received prior to enrollment. Accepted students must also comply with requirements regarding health, immunizations, background checks, and drug screenings prior to their enrollment in the program. Failure to submit any items required for enrollment by the deadline will result in the offer of admission being rescinded. Prospective students may request information through our email address psyd@mercer.edu.

Transfer Students / Advanced Standing

A transfer student is any person who has ever been enrolled in a graduate program in psychology. Course credit for as many as nine (9) semester hours of prior graduate psychology courses may be awarded. Transfer credits will be awarded when the course being evaluated meets all the following criteria:

1. All transfer credit must be awarded during the student's first academic year in the doctoral program

2. Only courses that meet the criteria defined by the APA Standards of Accreditation as discipline-specific knowledge will be considered for transfer. Specifically, these are: biological bases of behavior, cognitive-affective bases of behavior, social psychology and social neuroscience, history and systems, lifespan and developmental psychology, research methods, psychometrics, and statistical methods. Credits will not be awarded for electives.
3. It was completed no longer than five years before the student's first enrollment in the program.
4. A grade of B or higher was received. A grade of P (pass) or CR (credit) or other such grades cannot be accepted as equivalent.
5. The course is not offered solely in an online format.

Accelerated Special Consideration Program: Bachelor of Science in Public Health and Doctor of Psychology

Mercer University's Accelerated Special Consideration Program (ASCP) offers high achieving students in the College of Health Professions (CHP) the opportunity to earn both a Bachelor of Science in Public Health (BSPH) degree and a Doctor of Psychology (PsyD) degree in an eight-year time frame. Students who meet all criteria of the ASCP will be offered an interview with the PsyD program. See details description of ASCP criteria in the Macon campus catalog in the ACADEMIC INFORMATION section under Accelerated Special Consideration Programs.

Accelerated Special Consideration Program: Bachelor of Science in Health Sciences and Doctor of Psychology

Mercer University's Accelerated Special Consideration Program (ASCP) offers high-achieving students in the College of Liberal Arts and Sciences (CLAS) the opportunity to earn both a Bachelor of Science in Health Sciences degree and a Doctor of Psychology (PsyD) degree from the College of Health Professions in an eight-year time frame. Students who meet all criteria of the ASCP will be offered an interview with the PsyD program. See details description of ASCP criteria in the Macon campus catalog in the ACADEMIC INFORMATION section under Accelerated Special Consideration Programs.

Participation in the ASCP does not guarantee admission in the professional program.

Tuition, Required Fees, and Other Estimated Expenses

Tuition (per credit hour)	\$ 1,079
Facilities and Technology Fee (per semester)	\$ 150
Total estimated cost for students PsyD Programs in August 2022	\$ 109,700

These fees are subject to change each year after the Board of Trustees meeting in April. There also may be an increase in tuition each year (2-3% in recent years). These fees are an estimate and do not include other expenses (books, equipment, housing, transportation).

Background Checks and Drug Screenings

Drug and background checks are required for all PsyD students as part of their participation in service-learning, clinical experiences, and clinical internships. Students will incur charges associated with the background and drug check(s). Once admitted to

program, the students are required to have a drug screen and background check prior to New Student Orientation. If either test is deemed positive by the verification company, the matter will be brought before the Admissions Committee for review. The student's acceptance could be reversed and the student not allowed to matriculate based on the results of these evaluations. Neither the University nor the Doctor of Psychology Program will be held liable for a student's failure to graduate or obtain a state license due to a positive criminal background check and/or failed drug screen. Repeat criminal background checks and drug screens may be required as determined by the PsyD Program or clinical site. The PsyD Program will identify an acceptable verification company for students to use prior to matriculation.

Health and Immunizations

Students will complete the Student Record of Immunizations and Health Screening prior to matriculation in the program. If any series of immunizations are in progress (i.e. hepatitis B series), timely completion with notification to the Campus Health Center on the Atlanta campus (<http://studentaffairs.mercer.edu/studenthealthcenter/>) and the Department of Clinical Psychology Program Specialist. Annual tuberculosis screening is required to continue in the integrated clinical education courses. Students are responsible to keep track of due dates for annual physical examinations, future immunization requirements (i.e. tetanus boosters), and TB screenings. Appropriate planning for appointment times is required by the student to meet these requirements.

Any concerns related to safety of the immunizations or screenings related to specific health issues (medical conditions, pregnancy, etc.) should be discussed with your personal physician. Failure to meet requirements due to these concerns may prohibit involvement in clinical practice series courses, thus stopping progression within the program. These situations will be handled on a case-by-case basis by the Department Chair, the Director of Clinical Training, and the Program's Advancement and Progression Committee, and in consultation with the College's Associate Dean.

Influenza Vaccination

All students in the PsyD Program receive an annual influenza vaccination during each fall semester. The CDC emphasizes to clinicians the urgency of vaccination for people who care for people at higher risk for influenza-related complications. The requirement is consistent with the CDC recommendation as during clinical experiences and internships, and service-learning, students are in contact with higher risk populations. Further, an increasing number of clinic sites require students to have this vaccination before starting the clinical rotation. Students who are allergic to the vaccination will need to have medical documentation of this and may be required to follow other procedures to prevent transmission.

CPR: American Heart Association Basic Life Support for Healthcare Providers

Students must maintain certification in CPR throughout their matriculation in the program. No student will be allowed to participate in any integrated clinical education course without being certified in Basic Life Support for Healthcare Providers by the American Heart Association. Skills assessment is required initially and upon renewal. Classes may be located on the Find A Course webpage of the AHA.

Health Insurance

All students enrolled at Mercer University are automatically enrolled in a student health insurance program each semester and the premium is billed to your account. Information about the insurance program can be found at (<https://studentplan.corehealthbenefits.com/mercer>). Students are provided the opportunity to waive the student insurance coverage and have this charge removed from their Mercer bill each semester if satisfactory evidence is submitted proving that primary coverage exists. Information on how to

complete the insurance waiver process and deadlines for the process is available on the Mercer website: <http://bursar.mercer.edu/studentinsurance/>.

Academic Policies and Procedures

Attendance

Attendance is required for all scheduled classes, laboratory sessions, lectures, examinations, quizzes, service-learning, clinical experiences, and clinical internships. Because of the interactive and collaborative nature of professional education and rigor of doctoral training, regular class attendance is essential for successful learning. Repeated absences are violations of Professional Behaviors.

Standards of Performance

Each candidate for a Doctor of Psychology degree must secure credit, in the approved courses of the curriculum, totaling 100 semester hours. In securing this credit, each candidate must have a grade point average (GPA) of at least 3.00. All Clinical Psychology courses require a minimum grade of "B" or "S" for Satisfactory. In addition, students may earn no more than two grades of "C", "C+", or "U" in their coursework. Students not meeting minimum academic standards are placed on academic warning, academic probation, or academic exclusion, as defined below. A student may repeat a maximum of two courses to improve a letter grade of "C" or "C+" to "B" or higher, or "U" to "S".

Any course grade below "C" is considered failing, will not count toward degree requirements, and will result in dismissal from the program. Should a course be repeated, all grades received in that course are used in the computation of the grade point average.

A student seeking the Doctor of Psychology degree must complete all program requirements within seven years from the start of the program. The time requirements begin when a student formally enrolls in his or her first graduate course. Any student not enrolled in courses is withdrawn from the graduate program, unless prior approval for a leave of absence has been obtained from the Program Director. According to Mercer University policy, absence for more than one semester requires readmission to the university.

Grade Appeal Procedure

A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Full procedures for student grievances are outlined in the Mercer University Student Handbook.

Academic Progression

Satisfactory progression in the PsyD Program for each year of enrollment is defined as a minimum cumulative grade point average of 3.00 as well as:

- By the end of Year 1, successful completion of all first year courses and demonstration of student knowledge, clinical and interpersonal skills, and attitudes required to participate in an initial (Year 2) practicum experience.
- By the end of Year 2, successful completion of all first and second year professional courses and demonstration of student knowledge, interpersonal skills, attitudes, and clinical assessment and/or intervention skills for entry into a further year of practicum.
- By the end of Year 3, successful completion of all first through third year courses and practica, as well as content area and clinical competencies examinations required for admission to doctoral candidacy and eligibility to apply for internship placement in the coming year.

- By the end of Year 4, successful completion of all coursework, practica, and research activities required to begin internship, with the exception of the doctoral dissertation.
- By the end of Year 5, successful completion of all coursework, practica, internship, and research activities including the doctoral dissertation.

Admission to Doctoral Candidacy

A student is admitted to doctoral candidacy after achieving a cumulative passing score on Content Area Examinations, successful completion of the Clinical Competencies Examination, and successful defense of a dissertation prospectus before a committee composed of the dissertation chair and at least one other PsyD Program core faculty member.

Clinical Internship

Students complete one full year (or its equivalent) of internship in a clinical internship approved by the Director of Clinical Training for the Mercer PsyD program. The clinical internship consists of no fewer than 2,000 clock hours typically completed in a training program approved by the American Psychological Association (APA), one of over 600-member internship training programs of the Association of Psychology Postdoctoral and Internship Centers (APPIC), or a site approved by the Director of Clinical Training. If approved by the Director of Clinical Training, a 2 year/half-time internship may be considered the equivalent of a full-year internship.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Requirements

1. Completion of the Doctor of Psychology curriculum (totaling 100 semester hours) with grades of at least "B" or "U" in each course and a minimum 3.00 cumulative GPA.
2. Successful demonstration of professional performance standards throughout the student's career in the PsyD doctoral program.
3. Successful completion of practica, content area and clinical competencies examinations, internship, and dissertation.
4. Recommendation by the faculty of the PsyD program with final verification by the Department Chair.
5. Payment of all financial obligations to the University.

Course Schedule and Enrollment

The Mercer University Doctor of Psychology degree programs span a minimum of 12 consecutive semesters. Following satisfactory completion of all coursework except the dissertation, students enroll in a one-year internship or the equivalent. Full-time enrollment follows a recommended program sequence for each matriculating class and is defined as a minimum of 6 credit hours per term. Matriculating students are expected to maintain full-time enrollment during the academic year, consisting of fall, spring, and summer semesters.

Doctor of Psychology Curriculum

Biological, Methodological, and General Psychology Requirements (25 hours)

CPSY 701	Psychometric Theory and Assessment (3)
CPSY 702	Lifespan Developmental Psychology (3)
CPSY 703	Biological Bases of Behavior (3)
CPSY 710	Cognition and Affective Processes (3)
CPSY 711	Social Psychology and Social Neuroscience (3)
CPSY 712	Research Design (3)
CPSY 714	Statistical Methods (3)
CPSY 715	Advanced Statistical Methods (3)
CPSY 812	History and Systems of Psychology (1)

Ethics, Professional Values, and Cultural Diversity (7 hours)

CPSY 716	Professional Values (1)
CPSY 717	Ethics and Professional Issues (3)
CPSY 718	Individual and Cultural Diversity (3)

Assessment Requirements (21 hours)

CPSY 708	Psychopharmacology (3)
CPSY 721	Psychopathology (4)
CPSY 731	Personality Assessment (4)
CPSY 732	Cognitive Assessment (4)
CPSY 833	Neuropsychological Assessment (3)
CPSY 865	Child Psychopathology (3)

Intervention Requirements (14 hours)

CPSY 733	Clinical Interviewing (4)
CPSY 743	Evidence-based Assessment and Therapy I (4)
CPSY 745	Evidence-based Assessment and Therapy II (3)
CPSY 874	Child and Family Behavior Therapy (3)

Consultation, Supervision, and Health Psychology Requirements (14 hours)

CPSY 704	Integrated Primary Healthcare (3)
CPSY 726	Health Psychology I (3)
CPSY 835	Psycho-oncology (3)
CPSY 861	Health Psychology II (3)
CPSY 960	Consultation and Supervision (2)

Practicum and Internship Requirements (12 hours)

CPSY 893	Practicum (1) taken for at least 6 credits
CPSY 993	Internship (taken for 6 credits)

Dissertation (7 hours)

CPSY 971	Clinical Dissertation (taken for at least 7 credits)
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Electives

CPSY 880	Special Topics (Subtitle) (1-3)
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Program Outcomes

The mission of Mercer's PsyD program in Clinical Psychology is to prepare psychologists as integrated health care practitioners who contribute to and apply scientific knowledge of human behavior to benefit individuals, systems, and society.

To this end, we aim to produce:

1. Graduates with broad and general training in the science of psychology grounded in the biopsychosocial model. This aim reflects discipline-specific knowledge of history and systems of psychology, basic content areas in scientific psychology research and quantitative methods, and advanced integrative knowledge in scientific psychology.
 - a. Competency: Substantial discipline-specific knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
 - b. Competency: Substantial knowledge of history and systems of psychology.
 - c. Competency: Substantial understanding and competence in advanced integrative knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
 - d. Competency: Substantial understanding and competence in research methods.
 - e. Competency: Substantial understanding and competence in quantitative methods.
 - f. Competency: Substantial understanding and competence in psychometrics.
2. Graduates who understand that the competent practice of psychology occurs in broad contexts that encompass diverse cultures, ethical/legal standards, and professional attitudes and values. This aim reflects profession-wide competencies.
 - a. Competency: Research - Demonstrate the integration of science and practice in health service psychology.
 - b. Competency: Ethical and legal standards - Demonstrate ethical and legal standards in increasingly complex situations with a greater degree of independence across levels of training following the APA Ethical Principles of Psychologists and code of conduct, as well as relevant laws and regulations.
 - c. Competency: Individual and cultural diversity - Demonstrate sensitivity to human diversity and the ability to deliver high quality services to a diverse population.
 - d. Competency: Professional values and attitudes - Demonstrate professional values and attitudes in increasingly complex situations with a greater degree of independence across levels of training.
 - e. Competency: Communication and interpersonal skills - Demonstrate communication and interpersonal skills in increasingly complex situations with a greater degree of independence and across levels of training.
 - f. Competency: Assessment - Demonstrate evidence-based assessment with a greater degree of independence across levels of training.
 - g. Competency: Intervention - Demonstrate evidence-based intervention with a greater degree of independence across levels of training.
 - h. Competency: Supervision - Demonstrate knowledge of supervision models and practices.

- i. Competency: Consultation and interprofessional/interdisciplinary skills - Demonstrate knowledge and respect for the roles and perspectives of other professions.

Doctor of Psychology (PsyD) / Master of Public Health (MPH) Combined Degree Program

Program Description

Mercer University's College of Health Professions offers the PsyD/MPH combined degree program. This innovative combined degree program addresses the ongoing mental health care provider workforce shortage by preparing graduates to provide cost-effective, evidence-based mental health care to diverse populations within Georgia. This program is structured around one specific goal as stated in the Healthy People 2020 objective: "Improve mental health through prevention and by ensuring access to appropriate, quality mental health services". Innovative programs such as the PsyD/MPH combined degree program address issues within the health care delivery system that are essential on both local and national levels. The curriculum plan facilitates preparation of mental health care providers who are able to address public health concerns and evaluate community-based programming.

The traditional MPH program consists of 42 credit hours and occurs over 2 years; however, there is a fast track option available that allows students with the appropriate GPA to complete the program in three semesters. Students admitted to the PsyD/MPH program can complete both degrees in 5 years, completing 33 credits of the MPH while fulfilling courses in the PsyD program. Students may begin taking MPH courses as early as their first year of enrollment in the PsyD program. Three course (CPSY 712, CPSY 715, and three credits of the 6-credit CPSY 993 sequence) in the PsyD program will fulfill MPH elective requirements, and applied practice requirements. The PsyD program consists of 100 credit hours and remains unchanged with the combined degrees. Students who complete the program will be awarded a Doctor of Psychology (PsyD) and Master of Public Health (MPH).

Program Outcomes

The outcomes and learning objectives for the PsyD and MPH programs will remain unchanged, as the student will complete both programs, with only minor adaptations.

The PsyD program's mission is to prepare psychologists as integrated health care practitioners who contribute to and apply scientific knowledge of human behavior to benefit individuals, systems, and society.

To this end, we aim to produce:

1. Graduates with broad and general training in the science of psychology grounded in the biopsychosocial model. This aim reflects discipline-specific knowledge of history and systems of psychology, basic content areas in scientific psychology, research and quantitative methods, and advanced integrative knowledge in scientific psychology.
 - a. Competency: Substantial discipline-specific knowledge of affective, biological, cognitive, developmental, and social aspects of behavior
 - b. Competency: Substantial knowledge of history and systems of psychology
 - c. Competency: Substantial understanding and competence in advanced integrative knowledge of affective, biological, cognitive, developmental, and social aspects of behavior

- d. Competency: Substantial understanding and competence in research methods
 - e. Competency: Substantial understanding and competence in quantitative methods
 - f. Competency: Substantial understanding and competence in psychometrics
- 2. Graduates who understand that the competent practice of psychology occurs in broad contexts that encompass diverse cultures, ethical/legal standards, and professional attitudes and values. This aim reflects profession-wide competencies.
 - a. Competency: Research – Demonstrate the integration of science and practice in health service psychology
 - b. Competency: Ethical and legal standards – Demonstrate ethical and legal standards in increasingly complex situations with a greater degree of independence across levels of training following the APA Ethical Principles of Psychologists and Code of Conduct, as well as relevant laws and regulations
 - c. Competency: Individual and cultural diversity – Demonstrate sensitivity to human diversity and the ability to deliver high quality services to a diverse population
 - d. Competency: Professional values and attitudes – Demonstrate professional values and attitudes in increasingly complex situations with a greater degree of independence across levels of training
 - e. Competency: Communication and interpersonal skills – Demonstrate communication and interpersonal skills in increasingly complex situations with a greater degree of independence across levels of training
 - f. Competency: Assessment – Demonstrate evidence-based assessment with a greater degree of independence across levels of training
 - g. Competency: Intervention – Demonstrate evidence-based intervention with a greater degree of independence across levels of training
 - h. Competency: Supervision – Demonstrate knowledge of supervision models and practices
 - i. Competency: Consultation and interprofessional/interdisciplinary skills – Demonstrate knowledge and respect for the roles and perspectives of other professions

The Master of Public Health Foundational and Concentration Competencies are as follows:

Evidence-based Approaches to Public Health

- 1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
- 2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
- 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
- 4. Interpret results of data analysis for public health research, policy, or practice.

Public Health and Health Care Systems

5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

Planning and Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project, or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

Diverse Populations and Health Equity

23. Analyze theoretical frameworks for disparity causation.
24. Describe actions needed to build internal infrastructure to advance health equity in organizations.

25. Evaluate empowerment strategies for viability in diverse communities including disparate, rural, and aging populations.
26. Develop community capacity for leadership among diverse populations.
27. Engage stakeholders to develop the action model/change model schemas to build sustainable programs and systems in vulnerable communities.

MPH Foundational Public Health Knowledge (Learning Objectives)

Profession and Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affects a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Admission Requirements and Procedure

Applicants must apply to each program separately according to the guidelines in the Admissions Process and Requirements section of MPH and PsyD programs. After successful admission to the PsyD program via PSYCAS, the student with a strong academic record who demonstrates interest in community-based health promotion and mental healthcare practice will apply separately to the MPH program via SOPHAS Express for Combined Degrees. The admissions requirements for the combined degree are the same as for each individual degree.

Program Requirements

Doctor of Psychology (100 Hours Required)

Biological, Methodological, and General Psychology Requirements (25 hours)

CPSY 701	Psychometrics Theory and Assessment (3)
CPSY 702	Lifespan Developmental Psychology (3)
CPSY 703	Biological Bases of Behavior (3)
CPSY 710	Cognition and Affective Processes (3)
CPSY 711	Social Psychology and Social Neuroscience (3)
CPSY 712	Research Design (3)
CPSY 714	Statistical Methods (3)

CPSY 715	Advanced Statistical Methods (3)
CPSY 812	History and Systems of Psychology (1)

Ethics, Professional Values, and Cultural Diversity Requirements (7 hours)

CPSY 716	Professional Values (1)
CPSY 717	Ethics and Professional Issues (3)
CPSY 718	Individual and Cultural Diversity (3)

Assessment Requirements (21 hours)

CPSY 708	Psychopharmacology (3)
CPSY 721	Psychopathology (4)
CPSY 731	Personality Assessment (4)
CPSY 732	Cognitive Assessment (4)
CPSY 833	Neuropsychological Assessment (3)
CPSY 865	Child Psychopathology (3)

Intervention Requirements (14 hours)

CPSY 733	Clinical Interviewing (4)
CPSY 743	Evidence-Based Assessment and Therapy I (4)
CPSY 745	Evidence-Based Assessment and Therapy II (3)
CPSY 874	Child and Family Behavior Therapy (3)

Consultation, Supervision, and Health Psychology Requirements (14 hours)

CPSY 704	Integrated Primary Healthcare (3)
CPSY 726	Health Psychology I (3)
CPSY 835	Psycho-oncology (3)
CPSY 861	Health Psychology II (3)
CPSY 960	Consultation and Supervision (2)

Practicum and Internship Requirements (12 hours)

CPSY 893	Practicum (1) taken for at least 6 credits
CPSY 993	Internship (taken for 6 credits)

Dissertation (7 hours)

CPSY 971	Clinical Dissertation (taken for at least 7 credits)
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Electives (15 hours from among the courses below)

CPSY 880	Special Topics (Subtitle) (1-3)
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Master of Public Health (33 hours)

MPH 611	Principles of Epidemiology (3)
MPH 621	Basics Biostatistics and Health Measures (3)
MPH 631	Environmental Health (3)
MPH 641	Disease Prevention and Health Promotion (3)
MPH 713	Health Systems and Policy (3)
MPH 652	Public Health Systems, Services, and Management (3)
MPH 675	Community Health Needs Assessment (3)
MPH 721	Grant Proposal Writing and Development (3)
MPH 730	Introductory Program Evaluation (3)
MPH 739	Diverse Populations (3)
MPH 740	Health Equity (3)

Electives (6 hours)

CPSY 712 Research Design (3)

CPSY 715 Advanced Statistical Methods (3)

CPSY 993 Internship (3 credits of the 6 credits total count toward the MPH)

COURSE DESCRIPTIONS**CPSY 701. Psychometric Theory and Assessment (3 hours)**

The course provides an overview of psychometrics and its application to psychological assessment. Principles and methods underlying scaling techniques, rating instruments, psychological tests, and other forms of psychological measurement are addressed.

CPSY 702. Lifespan Developmental Psychology (3 hours)

This course examines normal transitions in development across infancy, childhood, adolescence, adulthood, and later adulthood. Cognitive, emotional, and social development are considered along with physical growth and development. Cultural, gender, and family influences are emphasized, and applications to clinical practice are considered.

CPSY 703. Biological Bases of Behavior (3 hours)

This course provides an introduction to the anatomy and the neurophysiology of the nervous system. Neurological foundations of human behavior are addressed along with an overview of endocrine processes. The impact of somatic systems on behavior and psychopathology is emphasized, and foundations of language, cognition, learning, and memory, and brain neurochemistry are examined.

CPSY 704. Integrated Primary Healthcare (3 hours)

This course focuses on contemporary cross-cutting issues in the practice of health psychology. The role of the psychologist in primary care is examined in the context of specific chronic illnesses along with considerations related to disease prevention and health promotion. Psychological factors associated with diagnosis, treatment, and treatment adherence are discussed, and cross-cutting issues related to consultation, adherence, pain management and stress and coping are introduced.

CPSY 708. Psychopharmacology (3 hours)

This course provides an introduction to psychotropic drugs, their neurochemical basis, mechanisms of action, and clinical applications. Principles of use and current controversies in psychopharmacology and an overview of major drugs of abuse are addressed.

CPSY 710. Cognitive and Affective Processes (3 hours)

This course presents current research and theory in cognitive science with a focus on both cognitive and affective processes. Topics including attention, memory, perception, decision making, language, and emotion are addressed with an emphasis on clinical application.

CPSY 711. Social Psychology and Social Neuroscience (3 hours)

This course provides an overview of representative social psychological theory and research as well as a focus on concepts and applications relevant to personality, human interaction, group dynamics, and behavior. Applications to contemporary clinical issues are considered.

CPSY 712. Research Design (3 hours)

This introductory course in the statistics and research methods sequence provides a survey of research design and methodologies. Correlational, experimental, quasi-experimental, and systematic single-subject designs are covered as well as basic

concepts underlying the use of various experimental research methods. The course focuses on the development of critical thinking and methodological skills required to evaluate and review published research. Ethical and diversity issues in psychological research are examined.

CPSY 714. Statistical Methods (3 hours)

This course includes an overview of quantitative research methods, basic concepts, and methods used in descriptive, correlational, and inferential statistics. Parametric and non-parametric statistical methods are examined with an emphasis on the requisite skills necessary for the design of rigorous and systematic quantitative research investigations.

CPSY 715. Advanced Statistical Methods (3 hours)

Advanced statistical methods for systematic inquiry are covered along with additional skills required for independent research. These include qualitative approaches, quantitative factor analytic, path analysis, and multivariate methods, as well as literature review skills emphasizing the integration and synthesis of findings appropriate to a dissertation proposal.

CPSY 716. Professional Values (1 hour)

Students will learn about important professional issues such as licensure, accreditation, practice versus research, supervision requirements, and relationships with other health professionals. This one-hour credit course is also designed to explore current topics in ethics. The American Psychological Association ethics codes are the framework of this course.

CPSY 717. Ethics and Professional Issues (3 hours)

This course explores ethical and legal issues related to professional conduct. Emphasis is placed on ethical reasoning, as well as the American Psychological Association ethical principles, and relevant state regulations. Issues related to assessment, therapy, forensics, consultation, and supervision are a primary focus.

CPSY 718. Individual and Cultural Diversity (3 hours)

This course examines cultural and racial stereotypes that influence assessment and intervention with various racial and ethnic populations in our society. An understanding of cultural differences and the unique medical and mental health needs of various populations are addressed. Group differences that impact the utilization of health promotion, disease prevention, and disease management activities are addressed.

CPSY 721. Psychopathology (4 hours)

This course focuses on the description, etiology, presentation, and treatment of psychiatric disorders that typically present in adulthood. It provides a broad theoretical foundation from which to view and understand the development of psychopathology by examining theories and accounts of the development of normal and abnormal personalities and behavior. A primary focus of the course is the current DSM classification system.

CPSY 726. Health Psychology I (3 hours)

This course provides an introduction to psychosocial assessment and intervention methods in the context of treatment of existing health problems, illness prevention, and health maintenance. Assessment of factors influencing quality of life in chronic illness is addressed.

CPSY 731. Personality Assessment (4 hours)

This course examines major approaches and techniques for objective personality assessment. Theory, principles, and issues in objective assessment as well as administration and interpretation are addressed. Emphasis is placed on producing coherent descriptions of personality process within the context of professional reports.

CPSY 732. Cognitive Assessment (4 hours)

This course introduces major approaches and instruments for assessing intellectual and cognitive functioning in children and adults. The history of intellectual assessment and theories of intelligence are addressed with particular attention given to test administration, interpretation, and report writing skills. Laboratory sessions focusing on skill development are included.

CPSY 733. Clinical Interviewing (4 hours)

This course focuses on training in basic listening and interviewing skills, with emphasis on the clinical interview in the context of a comprehensive initial assessment. Students are exposed to directive and nondirective approaches to interviewing as well as related theoretical and empirical literature. Demonstrations, role-plays, and structured exercises allow development of skills in establishing the therapeutic relationship and collecting of relevant assessment information.

CPSY 743. Evidence-based Assessment and Therapy I (4 hours)

This course covers methods of assessment and intervention used in behavior analysis and cognitive behavior therapy. Emphasis is placed on varied measurement and data collection procedures central to this approach. Methods of systematically manipulating variables through single-case research designs also are introduced as means of establishing functional relationships, selecting treatment outcomes, and evaluating impact of change strategies.

CPSY 745. Evidence-based Assessment and Therapy II (3 hours)

The course provides a survey of varied approaches to psychotherapy and their common features. Topics may include interpersonal, psychodynamic, and group psychotherapy, and integrative approaches to therapy.

CPSY 812. History and Systems of Psychology (1 hour)

This course provides an overview of the historical and philosophical precursors as well as major figures contributing to modern psychology. The differentiation of psychology from philosophy is examined, and particular attention is paid to the historical development of various theories of personality.

CPSY 833. Neuropsychological Assessment (3 hours)

This course covers the scientific basis of neuropsychology and neuropsychological assessment. Brain-behavior relationship, neuropsychological assessment techniques, and the uses of neuropsychological evaluation are covered. Students develop skills in the use of basic neuropsychological screening and assessment instruments through administration and interpretation.

CPSY 835. Psycho-oncology (3 hours)

This course introduces the student to the field of psycho-oncology, also referred to as psychosocial oncology. The student will learn about the application of behavioral science knowledge and methodology to the understanding and management of cancer patients and their families as well as the individual at high risk for cancer. The role of psychosocial factors in the etiology, prevention, detection, treatment, and rehabilitation of cancer will be explored. Emphasis will be placed upon the interaction of biological, psychological, and social factors throughout the course of malignant disease. This course will focus on adult oncology.

CPSY 861. Health Psychology II (3 hours)

This course focuses on contemporary cross-cutting issues in the practice of health psychology. The role of the psychologist in primary care is examined in the context of specific chronic illnesses along with considerations related to disease prevention and

health promotion. Psychological factors associated with diagnosis, treatment, and treatment adherence are discussed, and cross-cutting issues relating to consultation, adherence, pain management, and stress and coping are introduced.

CPSY 865. Child Psychopathology (3 hours)

This course introduces students to the theories, models, concepts, and terminology of developmental psychopathology. Etiologies of childhood disorders and their continuity across childhood, adolescence, and adulthood are considered. Methods for cognitive, personality, and neuropsychological assessment are addressed as well as implications for working with diverse populations of children and adolescents.

CPSY 874. Child and Family Behavior Therapy (3 hours)

Behavioral assessment and treatment approaches to the major disorders of childhood are surveyed. Specific strategies for intervention in dysfunctional parent-child interaction, as well as parent-adolescent and parental discord, are covered. Attention is directed to working with diverse populations of children and families.

CPSY 880. Special Topics (Subtitle) (1-3 hours)

This course provides opportunities to address selected topics of specific faculty expertise or student interest. Topics may be offered to students in small groups or on an individual basis.

CPSY 893. Practicum (1-3 hours)

The six-course practicum series involves supervised clinical field experiences with primary foci on assessment and therapy to develop the requisite knowledge and skills of the core competencies. Students will demonstrate increasing knowledge and skills over the series of courses. In addition to required hours at the assigned training site, students meet weekly in a practicum seminar led by a faculty member. Beginning in the Fall semester of year two, students will progress through at least six semesters of practicum experiences.

CPSY 960. Consultation and Supervision (2 hours)

This course incorporates theory, research, and practices relating to clinical supervision and consultation within ethical, multicultural and interdisciplinary contexts. It explores the manner in which psychologists function as supervisors and consultants in community, educational, and healthcare settings.

CPSY 971. Clinical Dissertation (1-3 hours)

Following admission to doctoral candidacy, PsyD students undertake independent clinical research such as a methodologically-based literature review, program evaluation, development and pilot data on a clinical assessment or intervention protocol. The project is undertaken under the guidance of their doctoral dissertation chair and committee. Students will enroll in CPSY 971 during multiple semesters, with a minimum of 7 credit hours.

CPSY 874. Child and Family Behavior Therapy (3 hours)

Behavioral assessment and treatment approaches to the major disorders of childhood are surveyed. Specific strategies for intervention in dysfunctional parent-child interaction, as well as parent-adolescent and parental discord, are covered. Attention is directed to working with diverse populations of children and families.

CPSY 993. Internship (1-2 hours)

This course entails enrollment at the start of a 1 or 2-year internship, with repeated enrollment for the duration of internship. The total number of credits awarded for internship is fixed at 6.

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Lana Chase, *Associate Professor Emerita*; Diploma, Hospital of the University of Pennsylvania School of Nursing, 1969; B.S.N., University of Pennsylvania, 1972; M.N., Emory University, 1977.

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Professional Staff

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School of Business

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William Carl Joiner (1974) *Professor of Management, Emeritus;* B.S.I.M., Georgia Institute of Technology, 1964; M.B.A., Georgia State University, 1970; Ph.D., University of Alabama, 1978.

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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.

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Jeremy Bennett, (2021), Associate Dean/Associate Professor, B.A. Sociology, The University of Georgia, 2005, M.S. Organizational Change and Development, 2008, Georgia State University, M.B.A. Human Resources, Georgia State University, 2008, Ph.D., Sociology, Georgia State University, 2014.

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- Andres Marroquin** (2018) *Associate Professor of Economics*; B.A. Universidad Francisco Marroquin, 2001; M.A. George Mason University, 2004; Ph.D. George Mason University, 2006.
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- Stephanie B. Morris** (2006) *Senior Lecturer of Accounting*; B.B.A., Mercer University, 1998; M.Acc., University of Georgia, 2001.
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- Arnab Nayak**, (2015), *Associate Professor of Economics*, B.A. Economics and Mathematics, Jadavpur University, (India) 2002, M.A., Economics, Jadavpur University (India), 2004, M.A. Economics, Purdue University, 2007, Ph.D., Economics, Purdue University, 2011.
- Myriam Quispe-Agnoli** (2015), *Associate Professor of Economics*, B.S.S., Economics, Pontifical Catholic University of Peru, 1984, M.A., Vanderbilt University, 1986, Ph.D., Economics, University of North Carolina at Chapel Hill, 1997.
- Robi Ragan** (2016), *Associate Professor of Economics*; B.B.A. in Economics, The University of Georgia, 1999; M.A. in Political Science, The University of Georgia, 2007; Ph.D. in Economics, The University of Georgia, 2009.
- Antonio Saravia** (2013) *Associate Professor of Economics*; B.S., 1996, Bolivian Catholic University; M.A., Georgetown University, 1998; M.S., Ph.D., Arizona State University, 2000, 2003.
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College of Education

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- Carol A. Isaac** (2013) *Associate Professor of Education*; B.M.E., University of Kansas, 1980; B.H.S., M.Ed., Ph.D., University of Florida, 1988, 2002, 2006.
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- Margie Jones** (2006) *Associate Professor of Education*; B.S., Medical College of Georgia, 1983; M.Ed., Georgia State University, 1997; Ed.S., State University of West Georgia, 2002; Ed.D., Georgia Southern University, 2005.
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- Sybil Anne Keesbury** (2010) *Associate Professor of Education*; B.A. Gustavus Adolphus College, 1996; M.S. Mankato State University, 1997; Ed.D. Gardner-Webb University, 2010.
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- Sara Luke** (2018) *Assistant Professor of Special Education*, B.S., Clearwater Christian College, 2003; M.Ed., Georgia State University, 2006; Ed.S., Lincoln Memorial University, 2009; Ph.D., University of Georgia, 2014.
- Vicki L. Luther** (2016) *Associate Professor of Education*; B.S., Southern Wesleyan University, 1992; M.Ed., Ed.D., Wilmington University, 2003, 2006.
- Susan C. Malone** (2004) *Vice Provost for Institutional Effectiveness/Janie F. New Baptist Professor of Education*; B.A., University of South Alabama, 1975; M.Ed., Ed.D., Vanderbilt University, 1984, 1994.
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- Leah Panther** (2018) *Assistant Professor of Education*; B.A., Augustana College, 2008; M.Ed., Park University, 2012; Ph.D., University of Missouri Kansas City, 2018.
- Katherine Perrotta** (2019) *Assistant Professor of Education*; B.S., State University of New York College at Oneonta, 2006; M.A., City University of New York College of Staten Island, 2009; Ph.D., Georgia State University, 2016.
- Kelly Reffitt** (2008) *Professor of Education*, B.A., University of Georgia, 1992; M.Ed., Mercer University, 2000; Ph.D., Michigan State University, 2008.
- Loleta D. Sartin** (2020) *Associate Dean/Associate Professor of Education*; B.A. Southern University at New Orleans; M.Ed. Drury University; Ph.D. Saint Louis University.
- Meenakshi Sharma** (2018) *Assistant Professor of Science Education*; B.Sc., B.Ed., M.Sc., Gur Nanak Dev University, 1997, 2000, 1999; M.A.T., Tufts University, 2009; Ph.D., Michigan State University, 2018.
- Matthew Sroka** (2022) *Assistant Professor of Literacy Education*; B.A., Liberty University, 2008; M.Ed., Ed.D., Salisbury University, 2016, 2021.
- Sheila Thompson** (2018) *Instructor of Early Learning and Development*; B.S., M.Ed., Mercer University, 2009, 2011.
- Elaine Hall Thurmond** (2017) *Assistant Professor of Clinical Practice*; B.S., Fort Valley State University, 1986; M.Ed., Ed.S, Brenau University, 1991, 1994; Ed.D., Nova Southeastern University, 2004.
- Michelle Vaughn** (2013) *Associate Professor of Education*; B.S., Thomas University, 2001; M.Ed., University of North Carolina at Pembroke, 2007; Ed.S., Ed.D., University of West Florida, 2011, 2012.
- James Vander Putten** (2021) *Associate Professor of Higher Education*; B.S., University of Wisconsin-Stout; 1984; M.S. Indiana University-Bloomington; 1986; Ph.D., University of Michigan, 1998.
- N. Jean Walker** (2015) *Assistant Professor of Clinical Practice*; B.S., Kent State University, 1975; M.S., Ed., Ed.S., Georgia State University, 1989, 1996; Ph.D., Mercer University, 2009.
- Jane West** (2009) *Associate Professor of Education*; B.S. Mississippi College, 1982; M.A., 1988, Louisiana State University; Ed.D., The University of Georgia, 1994.
- Tracey Wofford** (2021) *Instructor of Higher Education Leadership*; B.S., M.A., Shorter College, 1994, 2004; Ph.D., Mercer University. 2014.

College of Professional Advancement

Emeriti

- Duane E. Davis** (1973) *Professor Emeritus of Religion and Philosophy*; B.A., Baylor University, 1961; B.D., Southern Baptist Theological Seminary, 1967; Ph.D., Emory University, 1973.
- J. Colin Harris** (1977) *Professor Emeritus of Religious Studies*; B.A., Mercer University, 1965; M.Div., Southeastern Baptist Theological Seminary, 1968; Ph.D., Duke University, 1974.
- Ian C. Henderson** (1991) *Professor Emeritus of Communication*; B.A.,

- Birmingham University, 1980; P.G.C.E., Manchester University, 1981; M.S., Ph.D., Southern Illinois University, 1986, 1991.
- Karen O'Neill Lacey** (2004) *Associate Professor Emerita of English*; B.A., Georgia State University, 1988; M.T.S., Ph.D., Emory University, 1991, 2000.
- Laurie L. Lankin** (1988) *Professor Emerita of Counseling and Human Sciences*; B.J., University of Missouri, 1969; M.Ed., Ph.D., University of Pittsburgh, 1974, 1982; L.P.C.
- Kyra L. Osmus** (1987) *Professor Emerita of Human Services*; B.S., M.S., University of Alabama, 1967, 1970; Ed.D., Memphis State University, 1980.
- Charles H. Roberts** (2001) *Professor Emeritus of Mathematics*; B.S., Mercer University, 1969; M.A., Ph.D., Michigan State University, 1973, 1994.
- Arthur J. Williams** (1993) *Professor Emeritus of Counseling and Human Sciences*; B.A., Augusta College, 1972; M.Ed., Ph.D., Georgia State University, 1977, 1992; L.P.C.
- Faculty**
- Priscilla Ruth Danheiser** (2005) *Dean and Professor of Psychology*; B.A., M.S., Ph.D., University of Georgia, 1973, 1976, 1979.
- Wesley N. Barker** (2013) *Associate Professor of Religious Studies*; B.A., Emory University, 2000; M.T.S., Duke University, 2003; Ph.D., Emory University, 2012.
- Nadia G. Barnett** (2017) *Assistant Professor of Human Services*; B.S., Howard University, 2002; M.S., Ph.D., Mercer University, 2005, 2015; L.P.C.
- Vikraman Baskaran** (2013) *Associate Professor of Health Informatics*; B.S., Institution of Engineers, 1991; M.S., Ph.D., Coventry University, 2002, 2009.
- Greg A. Baugher** (2005) *Associate Professor of Mathematics*; B.S., Tennessee Temple University, 1983; M.S.T., State University of New York at Binghamton, 1999; Ph.D., Mercer University, 2012.
- Awatef Ben Ramadan** (2017) *Assistant Professor of Health Informatics*; M.B.B.S., Al Fateh University, 1996; M.P.H., Ph.D., University of Missouri, 2011, 2017.
- Arla G. Bernstein** (2016) *Assistant Professor of Communication*; B.A., Florida Atlantic University, 1977; M.A., Florida Atlantic University 1982; Ph.D., Florida Atlantic University, 1998.
- J. Thompson Biggers** (2002) *Associate Professor of Communication*; B.S., Austin Peay State University, 1968; M.A., University of Central Florida, 1979; Ph.D., Florida State University, 1981.
- Fred W. Bongiovanni** (1985) *Professor of Sociology and Religious Studies*, B.A., Towson State University, 1975; M.Div., Ph.D., Southern Baptist Theological Seminary, 1978, 1984.
- Caroline M. Brackette** (2009) *Associate Professor of Counseling*; B.A., M.Ed., Ph.D., University of Toledo, 1994, 1998, 2000, 2007; L.P.C.
- Marna L. Burns** (1993) *Associate Professor of Human Services*; B.S., Armstrong State College, 1987; M.A., Georgia Southern College, 1991; Ph.D., Northcentral University, 2009.
- John J. Carroll** (2020) *Associate Professor of Organizational Development and Leadership*; B.A.,

- M.P.A., Ph.D., Florida Atlantic University, 1993, 1996, 2003.
- Jared N. Champion** (2018) *Assistant Professor of Interdisciplinary Studies*; B.A., Carson-Newman College, 2003; M.A., Florida State University, 2006; Ph.D., Boston University, 2013.
- Lynn W. Clemons** (2001) *Professor of Organizational Leadership*; B.A., University of Georgia, 1976; M.A., Pepperdine University, 1981; Ed.D., Nova Southeastern University, 2006.
- Timothy D. Craker** (1994) *Associate Professor of Comparative Literature and Philosophy*; B.A., Houghton College, 1981; M.A., Ph.D., State University of New York at Binghamton, 1987, 1991.
- Carrie L. Elder** (2021) *Assistant Professor of Counseling*; B.A., Berry College, 2002; M.S., Eastern Virginia Medical School, 2005; Ph.D., Mercer University, 2021.
- Margaret H. Eskew** (2004) *Professor of English*; B.A., University of New Orleans, 1966; M.A., Tulane University, 1970; Ph.D., Georgetown University, 1990.
- Forouzan L. Farnia** (2021) *Assistant Professor of Human Resources Development*; B.A., M.A., Allame Tabatabaee University, 2004, 2008; Ph.D., Texas A&M University, 2017.
- Rui Gong** (2021) *Assistant Professor of Mathematics*; B.A., Sichuan University, 2004; M.S., Otto-von-Guericke-University, 2008; M.S., Ph.D., Clemson University, 2017, 2021.
- Steve N. Hamilton** (2010) *Assistant Professor of Human Services*; B.S., John Jay College of Criminal Justice, 1993; M.A., St. John's University, 1996; Ph.D., American University, 2006.
- Kristina M. Henderson** (2013) *Assistant Professor of Counseling*; B.A., University of Kentucky, 1993; M.R.C., University of Kentucky, 1995; Ph.D., Kansas State University, 2009.
- Ming L. Hii** (2019) *Instructor of Human Services*; B.S., Georgia State University, 2009; M.S., Augusta University, 2012.
- Jason R. Holloway** (2015) *Instructor of Liberal and Historical Studies*; B.A., Wake Forest University, 2005. B.A., M.A., Edinboro University of Pennsylvania, 2009, 2010; M.A., Georgia State University, 2016.
- Gail W. Johnson** (2007) *Associate Dean and Assistant Professor of Organizational Leadership*; B.S., Park University, 1988; M.B.A., Mercer University, 1997; Ed.D., Nova Southeastern University, 2007.
- Hani Q. Khoury** (1994) *Professor of Mathematics*; A.A., Onondaga Community College, 1985; B.S., B.A., M.S., Ph.D., Syracuse University, 1987, 1987, 1989, 1995.
- Adriana C. Labarta** (2022) *Assistant Professor of Counseling*; B.S., M.Ed., Ed.S., University of Florida, 2014, 2016, 2016; Ph.D., Florida Atlanta University, 2022; LMHC.
- W. David Lane** (1995) *Professor of Counseling*; B.Ed., Troy State University, 1976; M.Ed., Ph.D., Georgia State University, 1981, 1992; L.P.C., L.M.F.T.
- Tri M. Le** (2017) *Assistant Professor of Mathematics and Computer Science*; B.S., M.S., Ho Chi Minh City University, 1999, 2002; M.A., Ph.D. University of Missouri, 2011, 2014.
- Feng Liu** (2005) *Professor of Informatics*; B.S., Ji Lin University of Technology, 1995; M.S., Ph.D., Georgia State University, 2000, 2005.
- Zhiling Long** (2021) *Assistant Professor of Computer Science*; B.E., M.E., Shanghai Jiao Tong University, 1994, 1997; M.S., Ph.D., Mississippi State University, 2001, 2007.

- Suneetha B. Manyam** (2013) *Professor of Counseling*; B.S., Acharya NG Ranga Agricultural University, 1995; M.S., Acharya NG Ranga Agricultural University, 1997; M.S., Georgia State University, 2007; Ph.D., Acharya NG Ranga Agricultural University, 2002.
- Richard H. Martin** (2010) *Professor of Public Safety*; B.S., Lipscomb University, 1962; M.S., Ed.D., Indiana University, 1967, 1981.
- Cameron A. Miller** (2014) *Associate Professor of Psychology*; B.S., University of Georgia, 2004; M.A., Western Carolina University, 2006; Ph.D., Georgia State University 2014.
- Steven J. Miller** (1993) *Assistant Professor of English*; B.A., Berry College, 1987; M.A., University of Wisconsin-Milwaukee, 1989.
- Merrin C. Oliver** (2017) *Assistant Professor of Psychology*; B.S., Kennesaw State University, 2011; M.S., Ph.D., Georgia State University, 2013, 2017.
- Melanie R. Pavich** (2009) *Associate Professor of Interdisciplinary Studies and History*; B.A., Agnes Scott College, 1993; M.A., Clemson University, 1996; Ph.D., University of Georgia, 2010.
- Hollis Phelps** (2017) *Associate Professor of Interdisciplinary Studies*; B.A., Mount Olive College, 2002; M.T.S., Duke University, 2004; Ph.D., Claremont Graduate University, 2011.
- Brittany L. Prioleau** (2021) *Assistant Professor of Counseling*; B.A. University of South Carolina, 2008; M.Ed., North Carolina State University, 2013; Ph.D., University of North Carolina, 2021.
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- Kenneth W. Revels** (2001) *Associate Professor of Information Systems*; B.B.A., State University of West Georgia, 1985; M.B.A., Keller Graduate School of Management, 1997; Ph.D., Nova Southeastern University, 2001.
- Morgan E. K. Riechel** (2015) *Associate Professor of Counseling*; B.A., Grove City College, 2003; M.A., University of Central Florida, 2007; Ph.D., College of William and Mary, 2013.
- Karen D. Rowland** (2008) *Professor of Counseling*; B.S., M.Ed., University of Maine, 1989, 1993; Ph.D., University of South Carolina, 2001; L.P.C.
- Stephen E. Ruegger** (2009) *Associate Professor of Criminal Justice and Public Safety*; B.S., M.S., Ph.D., University of Southern Mississippi, 1992, 1993, 2003.
- Dina M. Schwam** (2018) *Assistant Professor of Psychology and Human Services*; B.S., University of Maryland, 2005; M.S., Ph.D., Georgia State University, 2013, 2017.
- Paul H. Smith** (2019) *Assistant Professor of Counseling*; B.A., M.A., Wake Forest University, 2008, 2013; Ph.D., The University of North Carolina, Greensboro, 2016.
- Colleen Stapleton** (2003) *Assistant Dean and Professor of Science*; B.A., Macalester College, 1986; M.A., University of Texas at Austin, 1991; Ph.D., University of Georgia, 2003.
- Jacqueline S. Stephen** (2014) *Assistant Professor of Instructional Technology*; B.S., M.S., Bloomsburg University of Pennsylvania, 1999, 2002, Ph.D., University of Memphis, 2020.

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Zipangani M. Vokhiwa (2007) *Professor of Science*; Diploma in Agriculture, University of Malawi, Lilongwe, 1975; B.S., M.S., Ph.D., Colorado State University, 1987, 1988, 1994.

Jeffrey A. Waldrop (2019) *Associate Professor of Church History*; B.S., LeTourneau University, 1995; M.Div., Th.M., Golden Gate Baptist Theological Seminary, 2004, 2006; Ph.D., Fuller Theological Seminary, 2012; M.L.I.S., San Jose State University, 2017.

Sabrina L. Walthall (2009) *Associate Professor of Science*; B.S., Emory University, 1997; Ph.D., University of Alabama at Birmingham, 2006.

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College of Pharmacy

Emeriti

Hewitt W. “Ted” Matthews (1973) *Dean Emeritus and Professor Emeritus of Pharmaceutical Sciences*; B.S., Chemistry, Clark College; B.S., Pharmacy, Mercer University; M.S., Pharmaceutical Biochemistry, University of Wisconsin; Ph.D., Pharmaceutical Biochemistry, University of Wisconsin.

Robert J. Anderson (1985) *Professor Emeritus of Pharmacy Practice*; B.S., Pharmacy, Purdue University; Pharm.D. University of Kentucky; Hospital Pharmacy Residency, Albert B. Chandler Medical Center.

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John M. Holbrook (1974) *Professor Emeritus of Pharmaceutical Sciences*; B.S., Pharmacy, Mercer University; Ph.D., Pharmacology, University of Mississippi.

Richard A. Jackson (1972) *Professor Emeritus of Pharmacy Practice*; B.S., Pharmacy, Mercer University; M.S., Pharmacy Administration, University of Mississippi; Ph.D., Health Care Administration,

A. Vincent Lopez (1966) *Professor Emeritus of Pharmaceutical Sciences*; B.S., Pharmacy, Auburn University; M.S., Auburn University; Ph.D., University of Mississippi.

Diane F. Matesic (1998) *Professor Emeritus of Pharmaceutical Sciences*; B.S., Biology, University of Cincinnati; M.S., Biology, University of Cincinnati; Ph.D., Biochemistry, University of Pennsylvania.

Stanley H. Pollock (1974) *Professor Emeritus of Pharmaceutical Sciences*; B.S., Zoology, University of Georgia; B.S., Pharmacy, Mercer

University; M.S., Pharmacology, Louisiana State University; Ph.D., Pharmacology, Louisiana State University.

John Roskos, Jr. (1956) *Professor Emeritus of Pharmacy Practice*; B.S., Pharmacy, Mercer University; M.S., University of Maryland; Pharm.D., Mercer University.

J. Grady Strom (1982) *Associate Professor Emeritus of Pharmaceutical Sciences*; B.S., Pharmacy, University of Georgia; M.S., Pharmaceutics, University of Georgia; Ph.D., Pharmaceutics, University of Georgia.

Earl S. Ward, Jr. (1989) *Professor Emeritus of Pharmacy Practice*; B.S., Pharmacy, University of Georgia; Pharm.D., Mercer University; Fellow of the American Society of Health System Pharmacists.

Full-Time

Brian L. Crabtree (2017) *Dean and Professor of Pharmacy Practice*; B.S., Pharmacy, Mercer University; Pharm.D., Mercer University.

Jill Augustine (2016) *Director of Assessment, Assistant Professor of Pharmacy Practice, Assistant Professor of Pharmaceutical Sciences, and Director of Pharm.D./MPH Program*; B.S., Pharmaceutical Sciences, The Ohio State University; MPH, Emory University; Pharm.D., Mercer University; Ph.D., University of Arizona.

Ajay K. Banga (1999) *Chair and Professor of Pharmaceutical Sciences and Co-Director of the Center for Drug Delivery Research*; B.S., Pharmacy, University of Delhi; M.S., Pharmaceutics, University of Oklahoma; Ph.D., Pharmaceutics, Rutgers University.

Candace W. Barnett (1984) *Executive Associate Dean, Professor of Pharmacy Practice, and Distinguished Professor in Pharmacy Administration*; B.S., Pharmacy, Purdue University; Ph.D., Pharmacy Health Care Administration, University of Florida.

Joel Phillip Bowen (2011) *Professor of Pharmaceutical Sciences*; B.S., Piedmont College; Ph.D. Emory University.

Paige Brockington (2020) *Clinical Assistant Professor of Pharmacy Practice*; B.S., Spelman College; Pharm.D., Medical University of South Carolina; Pharmacy Administration and Leadership Residency, Medical University of South Carolina.

Clifton E. Canal (2017) *Assistant Professor of Pharmaceutical Sciences*; B.S., University of Florida; Ph.D., Neuroscience, University of Illinois, Urbana-Champaign; NIMH Postdoctoral Fellow, University of Illinois, Urbana-Champaign; NIMH/T32 Postdoctoral Fellow, Vanderbilt University; NIMH and NIDA Postdoctoral Fellow, University of Florida.

Mahavir Bhupal Chougule (2021) *Associate Professor of Pharmaceutical Sciences*; B.S., Pharmacy, Amravati University; M.S., Pharmaceutical Technology, The Maharaja Sayajirao University of Baroda; Ph.D., Pharmaceutical Sciences, The Maharaja Sayajirao University of Baroda; Postdoctoral Fellow, Florida A & M University.

Martin J. D'Souza (1986) *Professor of Pharmaceutical Sciences, Director of Graduate Programs and Co-Director of the Center for Drug Delivery Research*; B.S., Pharmacy, University of Bombay; Ph.D., Pharmaceutical Sciences, University of Pittsburgh School of Pharmacy.

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Sherif S. Hafez (2021) *Assistant Professor of Pharmaceutical Sciences, Director of the Vivarium*; B.Pharm., Cairo University; Ph.D., Pharmacology, University of Georgia.

Johnathan Hamrick (2014) *Clinical Assistant Professor of Pharmacy Practice and Director of Introductory Pharmacy Practice Experiences*; Pharm.D., Mercer University.

S. M. Raquibul Hasan (2018) *Assistant Professor of Pharmaceutical Sciences*; B.S., Pharmacy, Jahangirnagar University; M.S., Pharmaceutical Sciences, Jahangirnagar University; Ph.D., Pharmacology, University of Cambridge; Postdoctoral Fellow in Vascular Physiology, University of Tennessee.

Jordyn Higgins (2021) *Clinical Assistant Professor of Pharmacy Practice*; BS, Biology, University of North Carolina at Chapel Hill; Pharm.D., University of North Carolina at Chapel Hill; Oncology Pharmacy Resident, Emory University.

Christine M. Klein (2008) *Vice Chair for Experiential Education and Clinical Associate Professor of Pharmacy Practice*; Pharm.D., Mercer University; Geriatric Pharmacy Practice Residency, Mercer University.

T. Vivian Liao (2013) *Clinical Associate Professor of Pharmacy Practice*; B.A., Biochemistry, Oberlin College; Pharm.D., Midwestern University.

Leisa L. Marshall (1988) *Clinical Professor of Pharmacy Practice*; B.A., Economics, Davidson College; B.S., Pharmacy, University of Georgia; Pharm.D., Mercer

University; Certified Geriatric Pharmacist.

Katelynn Mayberry (2016) *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Samford University; Psychiatric Pharmacy Practice Residency, Lipscomb University.

Nicole L. Metzger (2008) *Clinical Associate Professor of Pharmacy Practice*; Pharm.D., University of Georgia; Internal Medicine Specialty Residency, Virginia Commonwealth University.

Susan W. Miller (1979) *Professor of Pharmacy Practice*; B.S., Pharmacy, Mercer University; Pharm.D., Mercer University; Certified Geriatric Pharmacist.

Kathryn M. Momary (2007) *Vice Chair for Research and Associate Professor of Pharmacy Practice and Associate Professor of Pharmaceutical Sciences*; Pharm.D., University of Florida; Pharmacy Practice Residency, University of Illinois at Chicago; Pharmacokinetic/Pharmacodynamic s/ Pharmacogenetics Fellowship; University of Illinois at Chicago; Board Certified Pharmacotherapy Specialist.

Nader H. Moniri (2006) *Associate Dean for Research and Professor of Pharmaceutical Sciences*; B.S., Biological Sciences, Georgia State University; Ph.D., Pharmaceutical Sciences, University of North Carolina – Chapel Hill; Postdoctoral Fellowship, Pharmacology, Duke University Medical Center.

Pamela M. Moye-Dickerson (2007) *Clinical Professor of Pharmacy Practice*; B.A., Chemistry, University of North Carolina at Greensboro; Pharm.D., University of Georgia; Pharmacy Practice Residency, Duke University Hospital.

Lydia C. Newsom (2014) *Clinical Associate Professor of Pharmacy*

Practice; B.S., Chemistry, Furman University; Pharm.D., University of Georgia; Pharmacy Practice Residency, Emory Healthcare; Internal Medicine Pharmacy Residency, Emory Healthcare; Board Certified Pharmacotherapy Specialist.

Angela Shogbon Nwaesei (2008) *Clinical Associate Professor of Pharmacy Practice*; Pharm.D., Long Island University; Internal Medicine Pharmacy Practice Residency, Kingsbrook Jewish Medical Center.

Sweta M. Patel (2014) *Clinical Assistant Professor of Pharmacy Practice*; B.S., Pharmacy Studies, University of Connecticut; Pharm.D., University of Connecticut; Pharmacy Practice Residency, Medical University of South Carolina; Ambulatory Care Pharmacy Residency, Medical University of South Carolina; Board Certified Pharmacotherapy Specialist.

Reid Proctor (2014) *Clinical Assistant Professor and Director of Pharm.D./M.S. in Health Informatics Program*; B.S., Civil Engineering, University of Southern California; M.A., Education, California State University; Ph.D., Educational Leadership, Mercer University.

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Maria Miller Thurston (2012) *Clinical Associate Professor of Pharmacy Practice*; Pharm.D., University of

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M. Nasir Uddin (2020) *Assistant Professor of Pharmacy Sciences*; B.S., Jahangirnagar University; M.S., Jahangirnagar University; M.S., Emory University; Ph.D., Pharmaceutical Sciences, Mercer University.

C. Lea Winkles (2010) *Assistant Dean for Student Affairs and Clinical Associate Professor of Pharmacy Practice*; Pharm.D., Mercer University.

Lorenzo Villa-Zapata (2020) *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Universidad de Concepción; Ph.D., Pharmaceutical Economics, Policy, and Outcomes, University of Arizona. Postdoctoral Fellow, Pharmaceutical Sciences, University of Colorado.

Professional Staff

Jordana Berry, *Director of Admissions and Director of the Pharm.D./MBA program*; B.A., Western Carolina University; M.B.A., Mercer University.

Tennesha Frierson, *Academic Success Specialist*; B.A., Wilberforce University; M.A. in Educational Leadership, Northeastern Illinois University.

Robert E. Lamb, Jr., *Director of Finance and Administration*; B.B.A. and M.B.A., University of Georgia; C.I.A., C.F.E.

Andrea Pendleton, *Director of Development*; B.A., Mercer University.

Matthew Scott, *Education Coordinator for Pharmacy Practice Experiences*; B.A. in History, University of

Georgia; M.S. in Education, Nova Southeastern University.

Kay Torrance, *Director of Communications and Marketing*; B.A., Georgia State University; M.S., New York University.

School of Theology

C. Gregory DeLoach (2018) *Dean*; B.S., Shorter College; M.Div. Southern Baptist Theological Seminary; D.Min. Columbia Theological Seminary.

David G. Garber, Jr. (2005) *Associate Professor of Old Testament and Hebrew and Director of Distance Learning*; B.A., Baylor University; M.Div., Th.M., Princeton Theological Seminary; Ph.D., Emory University.

Denise M. Massey (2003) *Professor of Pastoral Care and Counseling*; B.A., Louisiana College; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary.

Karen G. Massey (1998) *Associate Dean and Associate Professor of Christian Education*; B.S., University of Georgia; M.A., The Southern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary.

Heidi A. Miller (2022) *Associate Professor of Spirituality & Christian Ministry and Director of the Doctor of Ministry Degree Program*; B.A., Goshen College; M.Div., Eastern Mennonite Seminary; Ph.D. The Catholic University of America.

Otis Moss, III (2022) *Professor of Preaching*; B.A., Morehouse College; M.Div., Yale Divinity School; D.Min., Chicago Theological Seminary.

Robert N. Nash (2012) *Professor of World Christianity*; B.A., Georgia College and State University; M.A., Georgia College and State University; M.Div., Ph.D., The Southern Baptist Theological Seminary.

Angela Parker (2019) *Assistant Professor of New Testament and Director of the M.T.S Program*; B.A., Shaw University; M.T.S., Duke University; Ph.D., Chicago Theological Seminary.

Nicole S. Symmonds (2021) *Visiting Assistant Professor of Ethics*; B.S., Florida A&M University; M.Div., Candler School of Theology; Ph.D., Emory University.

Graham B. Walker (1999) *Professor of Theology*; B.A., Florida State University; M.Div., Ph.D., The Southern Baptist Theological Seminary.

College of Health Professions

Lisa M. Lundquist, (2006) *Dean and Professor*; PharmD, Samford University; Specialized Residency in Primary Care, DCH Regional Medical Center/Auburn University; Board Certified Pharmacotherapy Specialist.

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Gwendolyn Cattledge (2021) *Professor of Public Health Practice*

- and Director of the Doctor of Public Health Program; B.S., Biology, Fayetteville State University; M.S., Environmental Health, East Tennessee State University; Ph.D., Epidemiology, University of Pittsburgh.
- Huey T. Chen**, (2013) *Professor of Public Health and Director of the Center for Evaluation and Applied Research*; B.A., Sociology, National Chung Hsing University; M.A., Rural Sociology, National Taiwan University; Ph.D., Sociology, University of Massachusetts.
- Amanda Clark** (2021) Clinical Assistant Professor of Physician Assistant Studies; B.A., Spanish, Georgia College and State University; MMSc, Mercer University. Board Certified Physician Assistant.
- Nora Beth Collier** (2015) *Clinical Associate Professor of Physical Therapy*; B.S., Biology, University of Georgia; DPT, Georgia State University; Orthopaedic Residency, Mercer University; Board Certified Orthopaedic Specialist.
- Daniel Dale** (2017) *Clinical Assistant Professor of Physical Therapy and Assistant Director for Clinical Education*; B.S., Kennesaw State University; DPT, Armstrong State University.
- Jennifer de la Cruz** (2017) *Clinical Assistant Professor of Physician Assistant Studies*; B.A., Biology, Agnes Scott College; MMSc, Emory University; Board Certified Physician Assistant.
- Elizabeth Dickerson** (2010) *Clinical Associate Professor of Physician Assistant Studies and Medical Director*; B.S., University of North Carolina; M.D., Emory University; Internal Medicine Residency, University of Wisconsin-Madison.
- Jeffrey G. Ebert** (2013) *Clinical Associate Professor of Physical Therapy*; B.A., Biology, Augustana College; DPT, Creighton University. Board Certified Orthopaedic Specialist.
- Emily Hartley Gabriel** (2018) *Assistant Professor of Athletic Training and Coordinator of Clinical Education*; B.S., Athletic Training, University of North Florida; M.S., Athletic Training, University of Kentucky; Ph.D., Health Services Research, Old Dominion University.
- Cheryl Gaddis** (2003) *Chair and Associate Professor of Public Health Practice, Director of the MPH Program*; B.S., Spelman College; DrPH, Community Health Education and Behavior, Georgia Southern University; Certified Health Education Specialist.
- Virginia Frederick** (2021) *Assistant Professor of Kinesiology*; B.S., Exercise and Health Science, Kennesaw State University; M.S., Kinesiology, University of Tennessee; Ph.D., Kinesiology, University of Georgia.
- Hank Heard** (2013) *Clinical Associate Professor of Physician Assistant Studies*. B.S., Physician Assistant, Medical College of Georgia; M.A., Military Studies-Air Warfare, United States Air Force Air War College; M.P.A.S., University of Nebraska Medical Center; DHSc, Nova Southeastern University; Board Certified Physician Assistant.
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University Libraries- Library Services

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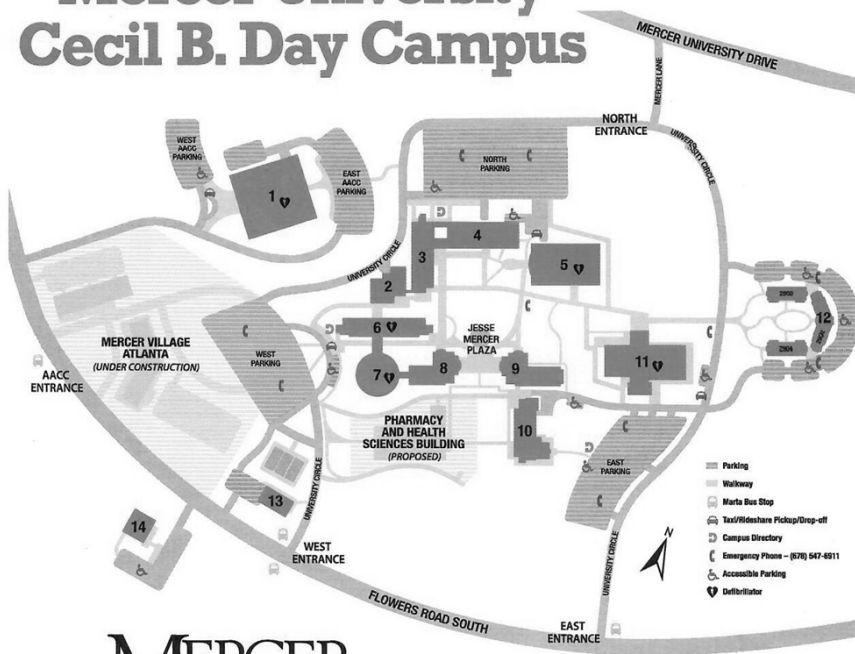
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Mercer University Cecil B. Day Campus



MERCER
UNIVERSITY

3001 Mercer University Drive
Atlanta, GA 30341

1. Atlanta Administration and Conference Center (AACC)

2930 Flowers Road South

- Auditorium
- Center for Career and Professional Development
- College of Professional Advancement
- Human Resources
- Pharmacy Simulation Lab
- Offices of the President and Senior Vice President for Strategic Initiatives
- Tift College of Education
 - Educational Leadership Programs
- University Admissions
 - College of Professional Advancement Admissions
 - Tift College of Education Admissions
- University Advancement
 - Alumni Services and University Special Events
 - Development
- American Baptist Historical Society
- Atlanta Regional Evening Student Support Center

2. College of Pharmacy Teaching and Research Center (PH)

3. Duvall Building

- College of Pharmacy

4. Pharmacy Administration and Cafeteria Building (PAC)

- College of Pharmacy
 - Dean's Office
- Admissions/Student Affairs for College of Pharmacy
- ATM
- Auxiliary Services
- Bookstore
- Cafeteria (Toby's)
- Copy Center/Mail Room
- Mercer Police
- Trustee's Dining Room (TDR)

5. Swilley Library (SL)

- Library
- Academic Resource Center
- Technology Support Services
- Wooten Auditorium (WOT)

6. Davis Building (DB)

- Bursar's Office/Fee Payment
- College of Health Professions
 - Dean's Office

- Department of Physical Therapy
- Department of Public Health
- Department of Clinical Psychology
- Admissions for College of Health Professions

- Physical Therapy Clinic
- Registrar
- Financial Planning

7. Cecil B. Day Hall (DH)

- Auditorium
- International Programs
 - English Language Institute

8. McKee Building (THE)

- Theology Admissions
- Baptist Women in Ministry
- Center for Theology and Public Life
- College of Health Professions
 - Department of Physician Assistant Studies

9. Business and Education Academic Building (BE)

- Stetson-Hatcher School of Business
 - Business School Admissions
- Tift College of Education
 - Teacher Education Programs

10. Georgia Baptist College of Nursing Building (NUR)

- Nursing Admissions

11. Sheffield Student Center (SH)

- Student Affairs Division
 - Associate Dean of Students
 - Counseling and Psychological Services (CAPS)
 - Housing and Residence Life
 - Student Activities/Student Organizations
 - Recreation Sports and Wellness (Gym, Fitness Center, Pool, Locker Rooms, Game Room)
- Student Health Center

12. Student Housing

2900, 2902 and 2904 University Circle

13. Physical Plant

3042 Flowers Road South

14. Institute for Advanced Clinical Research at Mercer University

3015 Flowers Road South