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 2024 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

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

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

VOLUME 110 July 2024 NO. 1

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Nonprofit Organization Permit No. 614
MERCER UNIVERSITY
Catalog 2024-2025

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 website 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

Non-Discrimination and Anti-Harassment Policy

Mercer University ("the University") is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal, state and local law and the University’s Equal Employment Opportunity and Affirmative Action Policy, the University prohibits harassment of or discrimination against any person because of race, color, national or ethnic origin, disability, marital status, veteran status, sex (including pregnancy, childbirth or a medical condition related to pregnancy or childbirth), sexual orientation, gender identity, gender expression, genetic information, age, or religion (except in limited circumstances where religious preference is permitted by law), or any other protected status or characteristic as defined by law. Full policy can be found online: https://hr.mercer.edu/policies/upload/NonDiscriminationPolicy.pdf.
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# ACADEMIC CALENDAR

## 2024-2025

(School of Business; College of Education; College of Professional Advancement)

### Fall 2024

**Session One (8 weeks)**

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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>First Day of Classes</td>
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<td>Grades Due</td>
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<td>Last Day Course W/D</td>
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<td>Last Day of Classes</td>
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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 doctorate-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 9,100 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 90,000 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.

University 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 approximately 9,000 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 and commercial recording studio 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 293 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 Tattnall 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

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.
- The Plunkett-Sewell family commissions a Holtkamp pipe organ, specially designed for Newton Chapel. The 52-rank Tracker instrument is one of the largest organs of its kind on the eastern seaboard, establishing Mercer as a center for organ performance and teaching.

1984
- The School of Business is established in Macon.
- The School of Engineering is established in Macon.

1985
- The charter class of the School of Engineering begins its studies and construction on a new building for engineering is begun.

1986
- Tift College, a Georgia Baptist women’s institution in Forsyth, merges with Mercer University.
- The new School of Engineering building opens for classes in the fall and is dedicated in October.

1987
- University College, formerly the College of Continuing Education, is established, with educational centers located in Macon, Thomaston, Griffin, Eastman and Douglasville.
- Groundbreaking is held for a new 93,750-square-foot library building located on the main campus in Macon.
- The Mercer Engineering Research Center (MERC) is established as an extension of the School of Engineering. MERC provides a broad range of customer-oriented services to commercial and government clients.

1988
- The School of Law receives the largest gift in the University’s history at that time — $14 million from George W. Woodruff.

1989
- The University’s Board of Trustees votes to discontinue undergraduate liberal arts education on the Atlanta campus. The mission of the Cecil B. Day Campus in Atlanta is changed to focus on graduate and professional education.

1991
- In April, the University breaks ground on a new education and research center for the School of Pharmacy on the Cecil B. Day Campus in Atlanta.

1992
- In July, the School of Pharmacy moves from downtown Atlanta to the 300-acre Cecil B. Day Campus in northeast Atlanta.
1994

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

1995

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

1996

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

1997

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

1998

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

1999

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

**Mercer in the 21st Century**

2000

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

2001

- The School of Education is renamed the Tift College of Education of Mercer University at the April Board of Trustees meeting.
2002
- The new College of Nursing building on the Atlanta campus is dedicated during the College’s centennial celebration.

2003
- Mercer opens the doors to its newest regional academic center in McDonough, providing opportunities for adult learners in Henry County and surrounding areas. The University’s programs in Griffin and Covington are merged into the Henry County location.
- The University’s 10th academic unit, the College of Continuing and Professional Studies, is established from the former Division of Extended Education.
- Mercer purchases the Georgia Baptist Center, which was previously owned by the Georgia Baptist Convention and is adjacent to the Atlanta campus. It becomes the Atlanta Administration and Conference Center.

2004
- The University plays its first basketball games in the new University Center Arena during Homecoming week, Jan. 27-Feb. 1. The remainder of the signature facility on the Macon campus opens March 15. The official dedication of the University Center and the Griffin B. Bell Board Room is held in April, following the Board of Trustees meeting.

2005
- The Townsend-McAfee Institute is established to offer graduate programs in church music that prepare musical artists for the ministry. The institute is a collaboration between the Department of Music in the College of Liberal Arts and Sciences in Macon and the School of Theology in Atlanta.

2006
- After 27 years as president, R. Kirby Godsey steps down from his leadership role to become chancellor, leaving office as the longest-serving president in University history. William D. Underwood, former interim president of Baylor University and noted legal scholar and teacher, becomes the University’s 18th president on July 1.
- The Department of Music in the College of Liberal Arts and Sciences becomes the Townsend School of Music on July 1. Trustee Carolyn McAfee, widow of James T. McAfee Jr., former chairman of Mercer’s Board of Trustees, and her son and daughter-in-law, Tom and Julie McAfee, provided the founding endowment.
- The Robert McDuffie Center for Strings is established on the Macon campus, offering conservatory-quality music training in a comprehensive university setting.
- The 103-year-old School of Pharmacy changes its name to the College of Pharmacy and Health Sciences on July 1. The name change reflects additional health science programs, including a new physician assistant program.
- The American Baptist Historical Society, with the largest and most diverse collection of Baptist historical materials and archives in the world, announces it will relocate to Mercer’s Atlanta campus. The ABHS consolidated holdings from facilities in Valley Forge, Pa., and Rochester, N.Y.

2007
- Three teams of students and faculty inaugurate the Mercer On Mission program over the summer in Kenya, Brazil and Guatemala. The program combines academic credit with service-learning opportunities.
The School of Medicine, as it celebrates its 25th year, announces it will open a second, four-year doctor of medicine program in Savannah in fall 2008. The program will be based at Memorial University Medical Center, where Mercer has had a clinical relationship since 1996 to provide instruction for part of the school’s third- and fourth-year medical students.

The Mercer Athletic Foundation is established to raise funds for intercollegiate athletics.

The University completes a new gateway entrance to the Macon campus on Mercer University Drive, near Interstate 75, and a new Hilton Garden Inn opens on that side of the campus.

The building housing the Douglas County Regional Academic Center is dedicated to longtime benefactors Fred and Aileen Borrish.

The new Science and Engineering Building is dedicated, and the University celebrates the School of Engineering’s 22-year partnership with Warner Robins Air Force Base Logistics Center.

2008

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

2009

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

2010

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

2011

Mercer’s first outdoor commencement on the Cecil B. Day Campus in Atlanta is held May 14. More than 6,000 guests witness the largest 2012 ceremony, held on the upper fields of the campus.

With $4.6 million in funding from the John S. and James L. Knight Foundation, Mercer announces establishment of the Center for Collaborative Journalism, a partnership between the University’s Journalism and Media Studies Department, *The Macon Telegraph* and Georgia Public Broadcasting. A few months later the Peyton Anderson Foundation provides a $1 million grant to name the Center’s newsroom for the late *Telegraph* publisher and foundation founder Peyton Anderson.

2012

Mercer joins 24 institutions across the country as a participant in the prestigious Stamps Scholars Program, funded by the Stamps Charitable Foundation Inc. Initially, five entering freshmen will be designated as Stamps Scholars and receive the full cost of attendance, plus a $16,000 stipend over four years for enrichment activities, such as study abroad or undergraduate research. When the program is fully implemented, 10 members of each Mercer freshman class will be designated as Stamps Scholars.
• The Eula Mae and John Baugh Center for Baptist Leadership is established and endowed with a $2.5 million grant from the Eula Mae and John Baugh Foundation.

• The University announces in February plans to partner with The Medical Center and St. Francis Hospital to establish a Columbus campus for third- and fourth-year students in the School of Medicine. Columbus joins Macon – where the School was established in 1982 to prepare physicians for rural and medically underserved areas of Georgia – and Savannah in hosting campuses for the medical school.

• A $1 million gift from Macon cardiologist Dr. Chuck Hawkins and his wife, Kathy, to benefit the Mercer basketball program is recognized later that month as the arena housed within the University Center is renamed “Hawkins Arena.”

• The Board of Trustees authorizes establishment of the Mercer Health Sciences Center, a multi-campus academic health center encompassing the School of Medicine, College of Pharmacy and Georgia Baptist College of Nursing, as well as the creation in July 2013 of a new College of Health Professions.

• Phase II of the Lofts at Mercer Village opens. The first floor houses the Center for Collaborative Journalism, and student apartments occupy the top three floors.

• The University dedicates the Emily Parker Myers Admissions and Welcome Center at the corner of Winship Street and Montpelier Drive. The building is named in honor of Myers, who was one of the longest-serving administrators in University history, serving as senior vice president for university advancement and external affairs when she retired in 2008.

• The Board of Trustees, at its November meeting, gives the green light for construction to begin on Cruz Plaza, to transform the appearance of the central part of the Macon campus from the University Center to the Historic Quad and from the Greek Village past Tarver Library. Milton L. Cruz, his wife Aileen, father Juan L. Cruz Rosario and sister Zoraida Cruz Torres provide the lead gift for the project. An official groundbreaking is held Dec. 11, 2012.

• Former President Jimmy Carter joins the Mercer University Board of Trustees. Carter is believed to be the first former U.S. president in modern times to serve on a university governing board.

2013

• A $425,000 grant from ArtPlace America was announced to support Mercer’s effort to revitalize the former 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 the Stetson School of Business. The College of Liberal Arts is renamed the College of Liberal Arts and Sciences to reflect the growing significance of the sciences within
the University. The Eugene. W. Stetson 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 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.
- Mercer’s endowment at the end of the calendar year surpasses $500 million for the first time.

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.

2023

- On March 23, the University held a ground breaking for Roberts Academy, a transitional school for children with dyslexia to be built adjacent to the Macon campus. The school will be constructed, equipped and endowed through a major gift by Hal and Marjorie Roberts of Lakeland, Florida.
- The School of Medicine held ribbon cuttings for its sixth and seventh rural primary care clinics in Jekyll Island on Sept. 29 and in Taylor County on Dec. 1.

THE UNIVERSITY / 19
• The University on April 19 dedicated 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 Leedly Dag ................................................................. 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 Edgerston 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 9,100 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 90,000 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 pastor-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 has been ranked the No. 1 private pharmacy school in the Southeast by U.S. News & World Report. The College has an enrollment of approximately 400 students and a distinguished faculty of scientists and clinicians. 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. In January 2024, classes began in the newly completed Moye Pharmacy and Health Sciences Center.

**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., Graduate and Professional 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, Harris County, Plains, Putnam County, Jekyll Island and Taylor County. 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 2022-2023 academic year, Mercer student-athletes achieved an overall GPA of 3.38. The University has won the Southern Conference’s Barrett-Bonner Award for academic achievement every year since joining the conference in 2014. 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 (SACSCOC) to award baccalaureate, masters, educational specialist, and doctorate degrees. Mercer University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation 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, 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 Educational 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 SE, Suite 1716, Atlanta, GA 30334-9032; www.gapsc.com.

In the College of Liberal Arts and Sciences, the Bachelor of Science in Computer Science is accredited by the Computing Accreditation Commission of ABET, 415 North Charles Street, Baltimore, MD 21201; (410) 347-7700; www.abet.org. The Bachelor of Science in Biochemistry and Molecular Biology is accredited by the American Society for Biochemistry and Molecular Biology (ASBMB), 6120 Executive Blvd, Suite 400, Rockville, MD 20852-4905; (240) 283-6600; www.asbmb.org. The Bachelor of Science in Chemistry is approved by the American Chemical Society, 1155 16th Street NW, Washington, DC 20036; (202) 872-4589; www.acs.org.

The Tift College of Education professional education initial certification programs are approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue SE, Suite 1716, Atlanta, GA 30334-9032; www.gapsc.com.

In the School of Engineering, the Bachelor of Science in Engineering is accredited by the Engineering Accreditation Commission of ABET, 415 North Charles Street, Baltimore, MD 21201; (410) 347-7700; www.abet.org.

The College of Health Professions houses the following accredited programs. The Physician Assistant Studies program (Master of Medical Science) is accredited by the Accreditation Review Commission on Education for Physician Assistant, Inc. (ARC-PA), 3325 Paddocks Parkway, Suite 345, Suwanee, Georgia 30024; (770) 476-1224; www.arc-pa.org. The Doctor of Public Health, Master of Public Health and the Bachelor of Science in Public Health are accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; (202) 789-1050; www.ceph.org. The Doctor of Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA 22305-3085; (800) 999-2782; www.capteonline.org. The Doctor of Psychology is accredited by the American Psychological Association Commission on Accreditation (APA-CoA). 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, Phone: (202) 336-5979 / Email: apaaaccr@apa.org, Web: www.apa.org/ed/accreditation. The Master of Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K Street NW, Washington, DC 20006; (844) 462-2283; www.caate.net.

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/legalad.

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 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) 838-9808; www.coamfte.org.

Mercer University is an institutional member of the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; (703) 437-0700; www.nasm.arts-accredit.org.

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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 (ACPE), 190 S. LaSalle Street, Suite 3000, Chicago, IL 60603-3446; (312) 664-3575; www.acpe-accredit.org.

The Master of Arts in Christian Ministry, Master of Theological Studies, Master of Divinity, and 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 15275-1110; (412) 788-6505; www.ats.edu.

Students

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

Global Engagement at Mercer University

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.

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 Engagement
The Office of Global Engagement (OGE), with office locations in Macon and Atlanta, is the
The central administrative unit of international education at the University. Housed within the OGE are the Office of Global Education, 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 international 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.

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 an international 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.

Mercer University has been recognized by the Gilman Scholarship program as one of the top producers of Gilman Scholars, which is a federal aid program for Pell-eligible undergraduate students to study abroad. We are committed to ensuring that all students who desire a study abroad experience have that opportunity. Regardless of a student’s major, interests, or financial situation, the qualified, friendly, and knowledgeable staff of Mercer Abroad can help students find a program that fits a student’s academic and personal goals.

In addition to study abroad programs, the Office of Global Education also manages Mercer University’s Peace Corps Prep (PCP) Program. In partnership with the U.S. Peace Corps, the PCP Program at Mercer University provides participating undergraduate students with a curricular and extra-curricular foundation for sector-specific post-graduate service in the Peace Corps. While earning a PCP Program certificate will not guarantee placement in the Peace Corps, it does guarantee that students will have a highly competitive application.

The PCP program empowers students to engage in global service and make a positive contribution to the development of an international community. Because Mercer University’s mission is aligned with the mission of the Peace Corps, Mercer students are primed for participation in this certificate program, but those who begin during the freshman year can be sure to meet all the requirements to earn the certificate by graduation.

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

The Office of Global Services

The Office of Global Services has additional resources to assist international students with their transition to Mercer. Information concerning housing, finances, acculturation to US academic standards and culture, as well as information concerning U.S. government regulations concerning international students is available. The Office of Global Services is located in Wiggs Hall in Macon Campus, and Day Hall on the Atlanta Campus.

Alumni Association

More than 90,000 Mercer alumni, including graduates of Tift College, live in all 50 states and over 90 countries. The Mercer University Alumni Association, governed by a National Board of Directors and an Alumni Board of Directors for each college and school, seeks to promote the commitment of alumni to the University. The Association sponsors events each year, including Homecoming on the Macon campus and “Mercer Mixers” in cities where alumni live.
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 [http://workingadults.mercer.edu](http://workingadults.mercer.edu).
- Call the Office of University Admissions at (678) 547-6500 or toll-free at (877) 840-8599 to chat with an Admissions professional Monday through Friday, 9:00 a.m. until 5:00 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](http://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](http://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](http://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 Office of University Admissions 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), FDSL 115 (Introductory Algebraic Procedures for Problem-Solving), and FDSL 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 FDSL 115 or FDSL 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 the advisor’s 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 accredited by an agency recognized by the U.S. Department of Education. 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 of current enrollment or present evidence of satisfactory work in an institution previously attended. Satisfactory work is classified as a cumulative 2.0 grade point average on a 4.0 scale. 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.
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 an international 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 an evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES); 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 international 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 an international 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 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 international 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, international 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 international 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 $500 enrollment deposit and orientation fee drawn on a U.S. bank or U.S. dollar account or from an international 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

The “Mercer University Immunization Form” is required. It must be completed and signed by the student and then uploaded to the appropriate section of their My Mercer portal 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 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 Tuberculosis test (PPD, or QuantiFERON, or T-spot) is required of all new students. 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.

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. All forms must be uploaded to the My Mercer portal. No other route of submission will be accepted.

Exemptions from compliance with the immunization policy include:

1. Religious exemption: The student must provide a notarized letter from an official of the religion, such as an ordained minister or priest, affirming that the required
Immunizations are in conflict with the beliefs or practices of the religion. The name of the organization must be specified in the letter, and the letter must be provided on the organization’s letterhead.

2. Medical exemption: Must be written on office stationery, signed by a MD (not a relative of the student) and stamped with his/her office stamp. 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.

*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.

For more information, contact Campus Health by phone: (678-547-6130) or fax: (678-547-6130).

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.

Veteran Information

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/gibill.

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 Noble University Bookstores on the Macon and Atlanta campuses. The Bear Book Bundle is an affordable textbook rental program that provides all undergraduate students (with the exception of ABSN students) with all required textbooks, lab manuals, access codes, and electronic book versions on or before the first day of class each semester. Undergraduates are automatically enrolled in the program and may opt out of the program by the last day of the drop/add period. Students may opt back into the program. The cost is $24 per credit hour for the 2024-25 academic year and will be applied to the student’s account as a “Books and Materials Fee.” Refer to the Bear Book Bundle website for details: [https://bearbookbundle.mercer.edu/](https://bearbookbundle.mercer.edu/).

**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 Email:** All students are assigned a Mercer email address. This is the address that will be used for official University email correspondence with students.
Student Services and Campus Life

Student Affairs

The Mercer University community is nurtured by co-curricular opportunities for personal development. The Division of Student Affairs offers a range of resources which promote intellectual, physical, cultural, social, vocational and spiritual growth. This occurs through the different departments of Student Affairs, (Access & Accommodations Office [AAO]; Center for Career & Professional Development [CCPD]; Counseling and Psychological Services [CAPS]; Recreational Sports & Wellness; all represented at the Centers by the Assistant Dean of Students, based in Atlanta, working closely with Center Coordinators.

Unless noted otherwise, all programs, services, athletic events, and student activities offered by or on the Macon and Atlanta campus, are open to students actively enrolled in the Regional Academic Centers.

Any hyperlinks can also be cut and pasted in separate web browser for access.

Access and Accommodation Office (AAO)

Mercer University is committed to making all of its programs, services and activities fully accessible to all students. Students can request accommodations for any diagnosed disability including but not limited to physical mobility, medical (chronic health condition), visual impairment, hearing impairment, ADD/ADHD, psychological/mental health (anxiety, depression, etc.) or learning disability (reading, dyslexia, math, processing, etc.), pregnancy, childbirth, lactation and medical condition related to pregnancy and temporary injuries/surgeries. Students are first required to self-identify by applying online for accommodations with Access and Accommodation at www.access.mercer.edu/students/new/. Students are encouraged to apply for accommodations as soon as they are accepted to the University. Student requests are reviewed and determined on an individual case-by-case basis, after the submission of application, documentation, completion of an interview and approval meeting, in the order received. Reasonable accommodation plans will be determined for each student based on all information collected during the process, the academic program requirements and/or technical standards. Students approved for accommodations each semester are required to submit their semester requests and meet with instructors or coordinators (Medical and Law Schools) to implement accommodations. Students have a responsibility to know and follow the policies (found in resources section of Accommodate) related to the use of accommodations. Please be aware that accommodations are not retroactive in nature.

The Office of Access and Accommodation is the custodian of student’s disability documentation obtained for the purpose of providing disability related accommodations. The documentation is kept secure within a confidential database. The Access and Accommodation Office records and information (including eligibility to receive accommodations, diagnosis, and functional limitations) are confidential and fall under the provisions of the Family Education Rights and Privacy Act-FERPA and Americans with Disabilities Act Title I Confidentiality. When a student is determined to be eligible to receive reasonable accommodations, the office communicates approval to the student and assigned class schedule faculty unless documented on a FERPA Form to share with others.

Access and Accommodation Office for students also offers voter registration information and assistance if requested.

Please report any problems for physical access, such as non-working elevators, accessible door buttons and other barriers on campus, to AAO immediately. Students who believe they have been discriminated against or denied access to a program or service because of a disability should contact AAO. Further information on policies, procedures
Center for Career and Professional Development

The Center for Career and Professional Development offers a range of free services to assist Mercer’s undergraduate, graduate, and professional students in making informed career decisions based on their individual needs. The career center staff partner with students to develop and hone career-readiness skills applicable to areas of study and industry interest. Valuable resources and information are available to help effectively navigate the career development process and facilitate successful career transitions including services to help Mercerians with career and self-exploration, gaining relevant experience, marketing individual strengths and skills, and achieving meaningful career outcomes. The University provides students with a nationally recognized career development and employer recruiting platform called **Handshake**. The Handshake platform remains active throughout the time of enrollment and is the central resource for career development and employment opportunities. Students should login using their MUID at [https://mercer.joinhandshake.com/login](https://mercer.joinhandshake.com/login).

Career Field Experience

Gaining relevant experience is best accomplished through the completion of a career field experience. A career field experience is an opportunity to apply classroom knowledge in a supervised activity relevant to the student’s chosen career field. Career field experiences are an integral part of the learning process and are required by various academic programs. In programs where career field experiences are not required by the curriculum, they are still highly encouraged to help students boost their career readiness and candidacy for the opportunities they aspire to land. Examples of career field experiences include:

- Internships: traditional full-semester or micro-internships
- Co-Op
- Research
- Mercer on Mission
- Study Abroad
- Practicum
- Student Teaching
- Healthcare Shadowing
- Clinical Rotations

The Center for Career and Professional Development facilitates connections between students and employers and offers a variety of opportunities for students to land career field experience(s) through internships and co-op’s. Students should attend the career expos and campus recruiting events, and regularly utilize the Handshake platform to search for jobs and career field experience opportunities. In addition, individualized career consultation appointments with the Center for Career and Professional Development Consultants and Counselors are recommended. The Center for Career and Professional Development (CCPD) offices ([https://career.mercer.edu/](https://career.mercer.edu/)) are located on the first floor of Wiggs Hall in Macon, on the main floor of the Student Affairs and Cafeteria Building in Atlanta, and in the Henry County Regional Academic Center located in McDonough, GA. Services are available to all Mercer students. For more information, please call (478) 301-2863 or visit [https://career.mercer.edu/](https://career.mercer.edu/).
Counseling and Psychological Services (CAPS):

Counseling and Psychological Services (CAPS) creates opportunities for healthy emotional and social development through mental health counseling, outreach programming, supportive consultation, and crisis response. 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. 148 Duvall Hall.

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 Center. The Sheffield facilities include a basketball gymnasium with volleyball and pickleball courts, a 25 yard heated indoor pool, group fitness room, game room, and a workout room with various cardio, strength, and resistance training equipment. Locker rooms includes a sauna, showers and lockers. Towels and locks are not provided. The Sheffield gym is available to Mercer students, employees, and community members ages 18 & up who hold a valid Mercer ID. This includes any active student enrolled in any of our Mercer Regional Academic Centers. The Sheffield gym is open Monday-Friday from 6 a.m.-9 p.m., Saturdays from 8 a.m.-6 p.m., and Sundays from 10a.m. to 3 p.m.

The Sheffield Pool is open during all regular facility hours. It is available for use by students, employees, and Mercer community members ages 18 & up with a valid Bear Card. There are six lap lanes and water fitness classes are offered daily.

The Fitness/Wellness Program promotes health and wellness throughout the campus community by providing services, resources, and opportunities to actively engage students in healthy lifestyle behaviors. Activities offered include: a variety of group fitness
classes; health promotion and educational programs on current health topics and trends and fitness incentive programs. Personal trainers and a massage therapist are available at Sheffield for an additional fee.

Sport Clubs offer unique opportunities to participate in recreational activities. The clubs are sponsored by the Rec sports department and are student led. The clubs are competitive and/or recreational in nature. Several of the clubs' activities are not offered through Mercer's regular recreational programming, so they give the Mercer community a unique opportunity to participate in and learn something new.

Sheffield gym hires students for positions at the check in desk and fitness instructors. The benefits of working at Sheffield Gym include flexible hours, a great atmosphere, leadership opportunities, the convenience of having a job on campus, and extra income.

For more information, please contact Karen Reynolds, Director for Recreational Sports and Wellness at reynolds_kr@mercer.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@mercer.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/

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 Friday from 8:00 a.m. – 1:30 p.m. 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 6:00 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 (Atlanta Campus)

Campus Health 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, health education, and primary care. Some students may be referred out, depending on the illness/injury, at the discretion of the Campus Health providers.

The Atlanta Campus Health Clinic (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.

Located inside the Sheffield Student Center (suite 206), Campus Health 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 with the exception of students under age 18.

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 website at https://campushealth.mercer.edu.

Mercer Email

All students are assigned a Mercer email 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, other such other 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 30 semester hours with Mercer.
3. Students must rank in the highest 20% percent of all eligible students in the College of Professional Advancement.
4. Students must have a minimum Mercer grade point average of 3.2 on a 4.0 scale.

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 assuming 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.

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

**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

2024-2025 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..................$13,232.50 per semester/$26,465 annual
Student enrolled in less than 12 credit hours or more than 19 credit hours
Per Semester Hour..........................................................$1,102.71

Registered Nurse to Bachelor of Science in Nursing..................$361 per semester hour

Accelerated Bachelor of Science in Nursing (Fall 2024 Cohort)........$1,103.19 per hour/$61,773 annual

ABSN Nursing Fee..............................................................$2,355 annual

Graduate

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..............................$7,713 per semester
Student enrolled in fewer than 6 semester hours and more than 8 semester hours
Per Semester Hour..............................................................$1,224

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
Credential Fees MSN & DNP students......................$25 per semester
Course Fees..........................................................Range from $27 to $500
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)
Reschedule Testing Period (per exam).................................$5
Make-up Examinations....................................................$25 per examination
Re-enrollment Fee.............................................................$50

School of Business

Undergraduate: See Regional Academic Centers Catalog
Graduate Programs:

- Master of Business Administration-Day Program, Full-time: $988/hr
- Master of Business Administration-Spring Program, Full-time: $885/hr
- Master of Accountancy: $885/hr
- Master of Science in Business Analytics: $988/hr
- Master of Science in Integrative Business: $885/hr
- Non-degree Business: $885/hr

College of Education

Undergraduate: See Regional Academic Centers Catalog

Graduate Programs:

- Master of Education: $692/hr
- Master of Arts in Teaching: $715/hr
- Specialist in Education: $720/hr
- Doctor of Philosophy (Ph.D.): $842/hr
- Non-degree Education: $692/hr

Course Fees: Range from $75 to $360

College of Professional Advancement

Undergraduate: See Regional Academic Centers Catalog

Graduate Programs:

- Master of Science
  - Clinical Mental Health Counseling: $731/hr
  - Clinical Rehabilitation Counseling: $731/hr
  - Human Services: $676/hr
  - Health Informatics: $731/hr
  - Organizational Leadership: $603/hr
  - Criminal Justice and Public Safety: $676/hr
  - School Counseling: $731/hr
  - Applied Data Intelligence and Machine Learning: $731/hr
  - Doctor of Philosophy: $842/hr
  - Non-degree: $703/hr

Course Fees: Range from $75 to $150

College of Pharmacy

- Doctor of Pharmacy
  - Student enrolled in 12 or more hours per semester:
    - Per Semester: $20,645
    - Academic Year (2 semesters): $41,290
  - Student enrolled in less than 12 hours per semester:
    - Per Semester Hour: $1,376.33/hr

Fourth-Professional-Year Student (8 per year)

- Per Five-Week Advanced Practice Experience: $5,161.25
- Course Fees: Range from $23.95 to $879
- Transient Student:
  - Per Semester Hour: $1,376.33/hr

- Master of Science in Pharmacoconomics and Health Outcomes: $750/hr.
- Master of Science in Pharmaceutical Sciences: $750/hr.

School of Theology

- Master of Divinity: $525/hr
Master of Christian Ministry ................................................................. $525/hr
Master of Theological Studies ............................................................. $525/hr
Doctor of Ministry ............................................................................... $500/hr
Course Fees ........................................................................................ $160

College of Health Professions

Master of Medical Science (Spring 2025 cohort)
Course Fees ........................................................................................ $160

Master of Public Health ......................................................................... $1,019/hr
Course Fees ........................................................................................ $1,140

Ph.D. of Public Health ........................................................................... $1,019/hr
Course Fees ........................................................................................ $1,200

Doctor of Physical Therapy .................................................................... $11,318/sem
Course Fees ........................................................................................ Range from $200 to $900

Ph.D. in Clinical Medical Psychology ................................................... $1,019/hr
Course Fees ........................................................................................ $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 ....................................................................... $24 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
Health Insurance Premium .................................................................... $50
Late Payment Fee ................................................................................ $50
Contact the Bursar's Office for current rates
Transcript on Demand (immediate service) ......................................... $25
Returned Check Fee ............................................................................ $50 or 1% of the face value of the check, whichever is greater.
(The obligation and fee for returned checks must be paid in cash, cashier’s check, or money order. After two returned checks, students are on a debit or credit card only basis with the University.)

Please note that the above listed tuition rates and fees are for the 2024-2025 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 My Mercer 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 Bear Book Bundle is an affordable textbook rental program that provides all undergraduate students (with the exception of ABSN students) with all required textbooks, lab manuals, access codes, and electronic book versions on or before the first day of class each semester. Undergraduates are automatically enrolled in the program and may opt out of the program by the last day of the drop/add period. The cost is $24 per credit hour for the 2024-25 academic year and will be applied to the student’s account as a "Books and Materials Fee." Refer to the Bear Book Bundle website for details: https://bearbookbundle.mercer.edu/.

Course Fees

Additional fees may be assessed for special course requirements.
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 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.

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.

Payment Plans

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. For more information please visit our website at bursar.mercer.edu.

Employer Tuition Assistance Deferral Program

Students who receive company reimbursement may be eligible to participate in our Employer Tuition Assistance Deferral Program. More information concerning this payment program may be obtained by visiting our website at bursar.mercer.edu.

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 a registration hold, payment arrangements should be made by the first day of class each semester.

Sponsor Billing

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

International Payments

Mercer University has partnered with Flywire to provide international students with an easy and secure method to make international payments for tuition, campus housing, meals, and other mandatory fees. With Flywire you can track your payments from start to finish, make payments in more than 150 currencies, online and from banks worldwide.

To ensure that your student’s account is properly credited in a timely and expedient fashion, please visit mercer.flywire.com to initiate your payment.
Payment 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.

Military 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. Military Tuition Assistance forms should be uploaded through your MyMercer Student Portal.

VA 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 wishing to use their VA Education benefits must submit a VA Funding Intent Form EACH SEMESTER. By completing the form the student is authorizing Mercer University to certify their education benefits for the semester. Mercer is unable to authorize students education benefits without this form.

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.

VA Pending Payment Rights

In compliance with Title 38 United States Code Section 3679(e), Mercer University adheres to the following provisions for any student(s) that are considered "a covered individual" who are using Chapter 33 Post 9/11 Gi Bill, or Chapter 31 Vocational Rehabilitation and Employment, U.S. Department of Veterans Affairs benefits:

The University will not:
1. Prevent the student's enrollment in classes
2. Assess a penalty fee (late fees, administrative fees) due to delayed disbursements from the Department of Veterans Affairs under Chapter 31 or Chapter 33
3. Deny access to any school resources, classes, libraries, or other institutional facilities that are available to other paid students
4. Require the student to borrow additional funds for the length of time these provisions are applicable

The University will require students to provide the following documents to be considered a "covered individual":
1. An official "Certificate of Eligibility" from the VA website for benefits [Chapter 33] or a VAF 28–1905 [Chapter 31] on or before the first day of class for the semester.
2. A completed VA Funding Intent Form
3. Any additional documentation required to ensure proper certification of benefits.

Any difference in the amount of the student's financial obligation to the university and the amount the student is eligible to receive from the Department of Veterans Affairs may incur an additional fee or a payment/payment arrangement may be required to cover the difference.

Please note that all eligibility documents must be submitted to the School Certifying Official in the Office of the Registrar.

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.

**Book Funds**

Students may use excess financial aid funds to purchase books, Mercer Offers two ways students are able to receive those funds.

**Bear Card Transfers**

Students may transfer excess financial aid funds, or out-of-pocket payments, to their Mercer University Bear Card, 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 $600 per term. Students who need additional funding for required texts must submit supporting documentation. 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.

**Title IV Book Advances**

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.
Debts

Registration for subsequent semesters is not allowed and a diploma will not be issued 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 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.) Students are charged tuition and fees for all attempted hours, regardless of completion.

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 a 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/withdraw from 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 then 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.

**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 reversed.
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 Material Fees may be assessed for items not returned by the deadline if participating in the Bear Book Bundle Program. Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

**Withdrawal Refund Calculations**

The federal government requires the Office of Financial Aid 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.

\[
\text{Enrolled Days} \quad = \quad \% \text{ of Title IV Earned By Student} \quad \text{Days in the Enrollment Period}
\]

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:

First day of class: August 20th
Last day of exams: December 14th
Holidays: Thanksgiving - November 27-December 1

**Number of calendar days in this enrollment period = 112 days**

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

**Total number of days student is enrolled = 59 days**

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

<table>
<thead>
<tr>
<th>Charges</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
</table>

64 / MERCER UNIVERSITY
<table>
<thead>
<tr>
<th></th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Subsidized Loan</td>
<td>$1,732.00</td>
<td>$0.00</td>
<td>$1,732.00</td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td>$3,798.00</td>
<td>$2,914.00</td>
<td>$884.00</td>
</tr>
<tr>
<td><strong>Total Title IV Aid</strong></td>
<td><strong>$5,530.00</strong></td>
<td><strong>$2,914.00</strong></td>
<td><strong>$2,616.00</strong></td>
</tr>
<tr>
<td>Mercer Scholarship</td>
<td>$10,000.00</td>
<td>$1,467.00</td>
<td>$8,533.00</td>
</tr>
<tr>
<td>GA Tuition Equalization Grant</td>
<td>$500.00</td>
<td>$500.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>HOPE Scholarship</td>
<td>$2,496.00</td>
<td>$2,496.00</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Non-Title IV Aid</strong></td>
<td><strong>$12,996.00</strong></td>
<td><strong>$4,463.00</strong></td>
<td><strong>$8,533.00</strong></td>
</tr>
<tr>
<td><strong>TOTAL FINANCIAL AID</strong></td>
<td><strong>$18,526.00</strong></td>
<td><strong>$7,377.00</strong></td>
<td><strong>$11,149.00</strong></td>
</tr>
</tbody>
</table>

**Session-Based Federal Return Calculation**

<table>
<thead>
<tr>
<th>Session</th>
<th>First Day of Session</th>
<th>Last Day of Session</th>
<th>Total # of days in Enrollment Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>January 6th</td>
<td>March 3rd</td>
<td>57</td>
</tr>
<tr>
<td>Session 2</td>
<td>March 7th</td>
<td>May 3rd</td>
<td>58</td>
</tr>
<tr>
<td>Session 3</td>
<td>January 6th</td>
<td>May 3rd</td>
<td>118</td>
</tr>
</tbody>
</table>

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 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

<table>
<thead>
<tr>
<th>Total number of days enrolled</th>
<th>= % of Charges/aid earned by the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of days in enrollment period</td>
<td></td>
</tr>
<tr>
<td>17 Days</td>
<td>118 Days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Charges</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3,060.00</td>
<td>$3,060.00</td>
<td>$881.28</td>
<td>$5,238.72</td>
</tr>
<tr>
<td>Fees</td>
<td>$75.00</td>
<td>$75.00</td>
<td>$21.60</td>
<td>$128.40</td>
</tr>
<tr>
<td>Total</td>
<td>$3,135.00</td>
<td>$3,135.00</td>
<td>$902.88</td>
<td>$5,367.12</td>
</tr>
</tbody>
</table>

Financial Aid Refund Calculation

Total Title IV aid Earned \(= \frac{6,185 \times 14.4\%}{100} = 890.64\)

Total Title IV aid Unearned \(= 6,185 - 890.64 = 5,294.36\)

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 $5,294 in Title IV aid.

<table>
<thead>
<tr>
<th>Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Unsubsidized Loan</td>
<td>$3,464.00</td>
<td>$0.00</td>
<td>$3,464.00</td>
</tr>
<tr>
<td>Direct Subsidized Loan</td>
<td>$2,721.00</td>
<td>$891.00</td>
<td>$1,830.00</td>
</tr>
<tr>
<td>Total Title IV aid</td>
<td>$6,185.00</td>
<td>$891.00</td>
<td>$5,294.00</td>
</tr>
</tbody>
</table>

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 \(= 5,294 - 5,294 = 0.00\)

Refunds and Stipends

Refundable credit balances are processed on a regular basis by the Office of the Bursar. Refunds are issued to the student through their Student Choice Refund Method according to the following schedule.

- First, via Credit Card. If a payment of a balance or deposit was made via credit card, and there is a subsequent credit on the student account, a refund will be processed by reversing the charge to the originating credit card used, up to the maximum payment received by credit card.
- Second, via Student Choice Refund Method. Any excess credit beyond the credit card's maximum payment will be refunded according to the student's preferred method.
Students can select their preferred refund method via their MyMercer student portal. Student Choice Refunds are issued either by Direct Deposit or Paper check. Paper checks serve as the default refund method and are sent to the address listed on the student's Master file. It is the responsibility of each student to ensure their address is up-to-date to prevent delays in receiving their refund check.

Please note, 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.

**International Refunds**

International students are permitted to transfer funds up to the value of one academic year’s tuition and fees for their respective program. Any surplus amounts received beyond the billed tuition and fees will be returned to the original funding source by Mercer University upon the student's graduation or withdrawal from the institution. Any banking fees incurred during the return process will be deducted from the surplus funds before their return.

Please note, the university does not offer banking services and will not issue excess International Payments to the student as a stipend for expenses outside of the tuition bill. If a student requires additional funds for their educational expenses, the university encourages individuals to wire those funds directly into the students U.S. Bank Account.

**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 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 Department of Education no later than 45 days after the rejection date. Any refunds that are rejected or returned and are generated by non-federal funds will be reattempted for five (5) years. 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.

**General Information**

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

Overview

At Mercer University, we understand that financing a college education is a significant undertaking for students and their families. Our financial aid programs are designed to align with federal policies and philosophies, ensuring that every student has the opportunity to pursue higher education. The cornerstone of financial aid is the principle that students, and their parents or guardians in the case of dependent students, bear the initial responsibility for funding their education. Financial aid is intended to bridge the gap between the Cost of Attendance (COA) and what families can afford, as indicated by the Student Aid Index (SAI) derived from the Free Application for Federal Student Aid (FAFSA).

Understanding Cost of Attendance (COA)

The COA at Mercer encompasses both direct expenses—such as tuition, fees, on-campus housing and meals—and indirect expenses like personal costs, transportation, books, supplies, and equipment. Notably, undergraduate students are directly charged for textbooks unless they opt out of the Bear Book Bundle program. We encourage students and their families to review the “Financial Information” section of this catalog for detailed COA information for their specific program and to contact the Financial Planning Office with any questions.

2024 — 2025 Estimated Cost of Attendance

Cost of attendance (COA) is the estimated cost to attend college for one academic year. The U.S. Department of Education requires all colleges and universities to provide a COA that includes both estimated direct and indirect costs.

Direct costs are charges billed by the institution and indirect costs are other costs students may incur during their period of enrollment.

- The COA for undergraduate students is based on full-time enrollment in fall (12 credits) and spring (12 credits) and a 9-month period of enrollment.
- The COA for graduate students is based on the enrollment designed for each program.
- COA for each program is available on the Financial Planning website: financialaid.mercer.edu

Estimated Optional Direct Costs

Students have the option to pay for some of their college expenses directly to Mercer through two auto-enroll programs. If you choose to opt out of these programs, these expenses will not be included in your billing statement.

- Bear Book Bundle: The Bear Book Bundle is $24 per credit hour. Students who opt-in to the Bear Book Bundle will have a direct cost based on the number of hours enrolled each semester. This direct cost does not add an additional cost for books and supplies to the total COA, but instead reduces the remaining indirect cost allowance by the Bundle amount.
- Student Health Insurance: Students who do not have documented private health insurance may have an additional direct cost (the rate is based on the age of the student) added to their billing statement. This direct cost may be
added to the total estimated annual cost of attendance for those students who do not complete the health insurance waiver.

Mercer’s Net Price Calculator

To assist in estimating the financial aid you may receive, we encourage undergraduate students and their families to use Mercer’s “Net Price” Calculator. This valuable tool provides an approximate calculation of your expected aid and helps in planning your education financing.

Financial Aid Purpose

The aim of Mercer’s financial aid programs is to ensure that all eligible students can afford to pursue higher education, regardless of financial barriers. Aid may come from the university itself, federal and state governments, or external organizations, and can include scholarships, grants, loans, and opportunities for part-time work. The combination of these resources in a financial aid “package” is tailored to each student's academic achievements, residency status, and demonstrated financial need via the FAFSA.

While many students may desire funding that covers all costs without the need for repayment, the packaging approach allows Mercer to extend financial support to a broader range of students. This strategy enhances the likelihood that each applicant can receive some form of aid, reflecting our commitment to accessibility and student success. All applicants are automatically considered for every aid program administered by the Student Financial Planning Office.

We encourage all students to review Mercer’s website regularly for the most current financial aid policies and procedures, ensuring they have the latest information to maximize their eligibility and understand their aid options.

Applying for Financial Aid

Students are urged to explore the Financial Planning Office website at financialaid.mercer.edu for detailed information on financial aid policies and to email their financial planning counselor for any financial aid inquiries. Please take a moment to review the listed policies below:

• To explore all potential financial aid avenues, students must submit a FAFSA each year.
• The FAFSA for the next academic year is released on October 1st of each year. Students will go to Studentaid.gov to complete the FAFSA.
• Georgia residents may also be eligible for state-specific grants and scholarships, such as the Georgia Tuition Equalization Grant and the HOPE or Zell Scholarships, upon completing the FAFSA.
• Alternatively, the Georgia Scholarship Grant Application (GSFAPPS) can be completed at GAFutures.org for those not submitting a FAFSA.

Summer Term Financial Aid

For students attending summer sessions, Mercer does not require a separate financial aid application. Summer term aid is awarded based on remaining eligibility from the academic year, with awards made as students register.

Key Financial Aid Policies

• Eligibility: Applicants must be U.S. citizens or eligible non-citizens and fully admitted into a degree or certificate program. Provisionally accepted students are not eligible for financial aid.
• **Fully Admitted:** Before financial assistance can be officially awarded, an applicant must be fully admitted into an eligible degree or certificate program. Provisionally accepted students are not eligible for financial aid.

• **Enrollment Requirements**
  - For most types of aid, undergraduates must be half-time (6 semester hours) per term, though Pell Grants may be available for fewer hours.
  - Institutional scholarships require full-time enrollment (12 hours or more).
  - Graduate students must meet half-time enrollment requirements in their programs for financial aid eligibility.

For more detailed information on financial aid policies and to contact your financial planning counselor, please visit our Financial Planning Office website at financialaid.mercer.edu.

**Graduate Student Enrollment**

• **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 Pharmacoeconomics and Health Outcomes
  - Master of Science in Pharmaceutical Sciences

• **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

**Financial Aid Overview**

Mercer University offers a comprehensive range of financial aid programs to support our students’ educational pursuits. Here’s what you need to know about accessing and managing your financial aid:

• **Veterans Benefits** - Veterans are advised to consult the U.S. Department of Veterans Affairs for specific eligibility requirements and connect with Mercer’s Registrar’s Office for certification and assistance with VA benefits.

• **Enrollment and Financial Aid** - Full-time enrollment requirements and financial aid eligibility may vary between academic programs. Details are specified within each academic unit’s section of this catalog.

• **Financial Aid Distribution**
  - **Annual Awards:** Financial assistance is typically distributed across the Fall and Spring semesters unless summer is required, with half
the annual award disbursed each term post drop/add period, excluding work-study in which wages are paid directly to the student on a bi-weekly schedule.

- **Summer Terms:** Eligible undergraduates attending summer sessions may receive additional Pell Grants. Work-study earnings are paid directly to students. Loans and other aid for summer depend on half-time enrollment and remaining eligibility and require proactive planning with a Financial Planning Counselor. Note: Undergraduate scholarships and grants do not apply to summer sessions.
  - Mercer Grants and scholarships are not available for the summer term.
  - For most programs, 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.

- **Loans for Graduate Students** - Graduate students receive unsubsidized loans distributed evenly between the Fall and Spring, unless summer is a required term. Grad Plus Loans are available for additional funding, subject to a credit check.

- **External Awards** - Students must inform the Office of Student Financial Planning (OSFP) about any external scholarships or awards, which may adjust the initially awarded financial aid package not to exceed the Cost of Attendance (COA).

- **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.
  - No disbursements occur during the verification process.
  - 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. OSFP will notify affected students of the required documents.
  - The federal processor will select some students, while the Financial Planning Office may select others.
  - IMPORTANT: Should any FAFSA information change based on verification, the student's current financial aid package may be reduced.

- **Enrollment and Aid Adjustments** - Financial aid depends on enrollment status and attendance, which must be maintained through the term’s drop/add period. Changes in enrollment may negatively impact aid, so consult your Financial Planning Counselor before adjusting your schedule.

- **Academic Standards and Aid Eligibility**
  - Satisfactory Academic Progress 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.
Satisfactory Academic Progress and Eligibility for Federal and State funds require meeting SAP standards, assessed at the end of each semester.

Default and Refunds: Students in default on Federal or State funds, or owing refunds, are ineligible for further aid.

Disciplinary Actions: Financial aid may be suspended during disciplinary probation. Suspension from the University results in official withdrawal and potential aid forfeiture.

**Non-Discrimination and Anti-Harassment Policy** - Mercer University ("the University") is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal, state and local law and the University’s Equal Employment Opportunity and Affirmative Action Policy, the University prohibits harassment of or discrimination against any person because of race, color, national or ethnic origin, disability, marital status, veteran status, sex (including pregnancy, child birth or a medical condition related to pregnancy or childbirth), sexual orientation, gender identity, gender expression, genetic information, age, or religion (except in limited circumstances where religious preference is permitted by law), or any other protected status or characteristic as defined by law. Full policy can be found online: [https://hr.mercer.edu/policies/upload/NonDiscriminationPolicy.pdf](https://hr.mercer.edu/policies/upload/NonDiscriminationPolicy.pdf).

**Study Abroad Financial Aid** - Financial aid may extend to Mercer's Study Abroad programs. Students must consult their Financial Planning Counselor at least 30 days before their intended travel date.

**Veterans’ Benefits and Financial Aid** - Veterans' benefits are integrated into the financial aid package. Students receiving VA benefits must notify the OSFP to ensure accurate financial planning. Academic scholarships and other University awards on the main undergraduate campus are made only to students who are enrolled full-time (minimum 12 semester hours per term after the drop/add period each semester). Following the initial semester award, University awards are typically renewed for seven additional semesters (fall and spring only), as long as the student continues to meet eligibility criteria. These awards must go towards tuition.

Except for various University funds, such as academic, ROTC, and music scholarships, assistance is generally granted only in cases of financial need. The fact that a student receives an award one year in no way automatically renews the award for subsequent years. However, every effort is made to see that awards are renewed according to established University criteria. Applicants are reminded to submit a FAFSA annually by February 1st to be considered for all types of assistance.

Presidential and other full-tuition scholarships cover full tuition and Facility and Technology (lab fees are excluded) MINUS all entitlements, e.g., Pell Grant, State Grant, HOPE Scholarship, and Zell Miller Award.

Any student receiving Mercer funds who leaves the University and re-enrolls the following academic year or later will be reviewed as a new, incoming transfer student for scholarship purposes. The student's original Mercer scholarship is not automatically reinstated.
Satisfactory Academic Progress (SAP)

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

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

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

Qualitative Standard Undergraduate

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

<table>
<thead>
<tr>
<th>Total Hours Earned</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-16</td>
<td>1.4</td>
</tr>
<tr>
<td>17-32</td>
<td>1.7</td>
</tr>
<tr>
<td>33-48</td>
<td>1.8</td>
</tr>
<tr>
<td>49-63</td>
<td>1.9</td>
</tr>
<tr>
<td>64-128</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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.

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.

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

120 X 150% = 180 hours (Maximum Time Frame)

An undergraduate student is ineligible at the evaluation point, where it is determined that he or she will exceed the 150% timeframe, not at the point where he or she actually reaches the 150% timeframe. A student may NOT receive Title IV aid after attempting 150% of the Program Length. However, if a student believes there are mitigating circumstances, such as illness, injury, family bereavement, or other valid reasons that hindered their completion of the program within the 150%-time frame, they have the option to initiate an appeal process outlined in this SAP policy. Appeals should be submitted 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.

**FINANCIAL AID FUNDING**

**FEDERAL AND GEORGIA STATE GRANTS**

**Yellow Ribbon Program**

Mercer University proudly supports veterans through participation in the Yellow Ribbon Program, designed to make education more accessible to our veterans. Veterans interested in this program should reach out to the VA Coordinator located within the Registrar’s Office to verify their eligibility and learn more. Additional information about the Yellow Ribbon Program can be found at GI Bill website.

**Federal Pell Grant Program**

The Federal Pell Grant supports undergraduate students who exhibit exceptional financial need, offering them an opportunity to pursue higher education. With the introduction of new guidelines for the 2024-25 academic year, the method for determining Pell Grant eligibility and calculating award amounts has been revised. Below we detail these updates, highlighting the pathways to eligibility and the formula for determining award amounts. The maximum Pell Grant for the 2024-25 Academic Year is expected to be $7,395.

**Eligibility and Calculation Pathways**

**Maximum Eligibility Pathway**

Eligibility for the maximum Pell Grant award is assessed based on the student's adjusted gross income (AGI), tax filing status, family size, and state of residence, aligning with federal poverty guidelines.

**CRITERIA FOR MINIMUM SCHEDULED PELL GRANT**

**Dependent Students**

- Parent not required to file federal income tax return.
  
  OR
  
- Single parent with AGI>0 and < .225% of poverty guideline for family size and state of residence.
Parent NOT single parent and has AGI > 0 and ≤ 175% of poverty guideline for family size and state of residence.

**Independent Students**

- Student is a single parent, and the AGI is less than or equal to 400% of the poverty guideline for family size and state of residence.
  
  OR

- Student is a parent and is NOT a single parent, and has AGI < 350% of the poverty guideline for family size and state of residence.

  OR

- Student is not a parent, and the student’s (and spouse’s if applicable) AGI is < 275% of the poverty guideline for family size and state of residence.

**Calculated Pell Grant Awards**

- Students not eligible for an automatic Max Pell Grant may be eligible for a Calculated Scheduled Pell Grant.

- Published Maximum Pell Grant minus Student Aid Index (SAI) = Calculated Scheduled Pell Grant, rounded to the nearest $5.

**Example:**

- Max Pell = $7,395 (just an example – actual number not yet published)

- SAI = 1,002

- Calculated Scheduled Pell = $7,395 – 1,002 = $6,393 Rounded to $6,395

**Minimum Eligibility Pathway**

Minimum Pell Grant eligibility mirrors the maximum eligibility process but utilizes adjusted poverty guidelines. This ensures that students in the highest need bracket are prioritized for Pell Grant awards.

**CRITERIA FOR MINIMUM SCHEDULED PELL GRANT**

**Dependent Students**

- Student’s parent is a single parent with an AGI < 325% of the poverty guideline for family size and state of residence.

  OR

- Student’s parent is NOT a single parent and has AGI < 275% of the poverty guideline for family size and state of residence.

**Independent**

- Student is a single parent, and the AGI is less than or equal to 400% of the poverty guideline for family size and state of residence.

  OR

- Student is a parent and is NOT a single parent, and has AGI < 350% of the poverty guideline for family size and state of residence.

  OR

- Student is not a parent, and the student’s (and spouse’s if applicable) AGI is < 275% of the poverty guideline for family size and state of residence.

**Part-Time Enrollment Adjustments**

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For students enrolled less than full-time, Pell Grant awards are adjusted to reflect their actual enrollment rate, ensuring fair and equitable distribution of funds.

Example of Part-Time Enrollment Calculation:

Consider a student eligible for a maximum Pell Grant of $6,495 for the academic year, based on full-time enrollment. If the student enrolls in 7 hours, the Pell Grant award is adjusted proportionally.

**Award Calculation Based On Enrollment**

Number of enrolled credits ÷ Credits required for full-time enrollment • Round to nearest whole percent using standard rounding rules • \(7 ÷ 12 = 0.58333 \approx 58\%\), $6,495 \times 0.58 = 3767.1$ rounds to $3,770.

<table>
<thead>
<tr>
<th>Enrolled Credit Hours</th>
<th>Enrollment Category</th>
<th>Enrollment Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more hours</td>
<td>Full-Time</td>
<td>100%</td>
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<tr>
<td>11</td>
<td>Three-Quarter Time</td>
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<td>10</td>
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<td>8</td>
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<tr>
<td>7</td>
<td>Half-Time</td>
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<td>6</td>
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<td>3</td>
<td>Less-than-Half-Time</td>
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<td>Time</td>
<td>17%</td>
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<td>8%</td>
</tr>
</tbody>
</table>

**Award Rounding and Limits**

Pell Grant amounts are rounded to the nearest $5 increment. The published minimum and maximum award amounts are set by the Department of Education, with special rounding rules for calculated awards. Notably, the cost of attendance may limit the award amount in certain situations.

**Summary**

The updates to the Pell Grant program aim to streamline the process of determining eligibility and award amounts, making it easier for students to assess their financial aid options. For personalized assistance or more information, students are encouraged to contact the Financial Planning Office or review information on Studentaid.gov
Pell Recalculaton Date (PRD)

To ensure accurate Pell Grant amounts, Mercer employs a Pell Recalculaton Date (PRD), which aligns with each semester's scheduled disbursement date, or the first session's date for semesters taught in multiple sessions. Enrollment status at the PRD determines Pell eligibility for that semester. It's crucial for students in sessions to be enrolled in the requisite number of credits across both sessions by the drop/add period's last day to qualify for their full-time Pell Award. Post-PRD enrollment changes won't affect the Pell award. Pell eligibility extends up to 12 semesters, with the potential for up to 150% of the scheduled award in a year under certain conditions, known as "year-round Pell."

TEACH Grant: Up to $3,772 annually is available for students committed to teaching in high-need fields in low-income areas. Eligibility requires admission into an applicable program, a GPA of 3.25 or higher, or scoring in the 75th percentile on a standardized test. This grant converts to a loan if service commitments are not met.

Georgia Tuition Equalization Grant (GTEG): Georgia residents attending approved private colleges may be eligible for this grant, which requires U.S. citizenship or eligible non-citizen status and full-time enrollment. The 2024-25 grant amount is $1,100.

HOPE and Zell Miller Scholarships: For Georgia residents, these scholarships provide significant financial support for undergraduate studies, with awards dependent on legislative decisions each year. HOPE Scholars need a 3.0 GPA for renewal, while Zell Miller Scholars need a 3.3 GPA. The inclusion of specific STEM courses can impact GPA calculations for these scholarships. Both scholarships offer prorated awards for half-time attendance and require annual FAFSA completion or a Georgia Scholarship Grant Application via GAFutures.org for eligibility.

Evaluation for HOPE and Zell Miller Scholarships occurs every spring, with eligibility adjustments based on cumulative GPA. Specific conditions apply for eligibility continuity and transitions between these scholarships.

FEDERAL LOANS

William D. Ford Federal Direct Loans

Mercer University participates in the William D. Ford Federal Direct Loan Program, offering low-interest loans directly from the federal government to assist students with their educational expenses. Interest rates are variable and adjusted annually every July 1, capped at 8.25%. Students may receive either subsidized or unsubsidized loans based on eligibility.

Interest Rates for the 2024-25 Academic Year:

- Undergraduate Students:
  - Direct Subsidized Loans: 6.53%
  - Direct Unsubsidized Loans: 6.53%
  - Parent Direct PLUS Loans: 9.08%
- Graduate Students
  - Direct Unsubsidized Loans: 7.05%
  - Graduate Direct PLUS Loans: 9.08%

Loan amounts vary depending on the student's cost of attendance, grade level, and dependency status, ensuring they do not exceed the educational costs minus any other financial aid received.
Annual Federal Loan Limits:

- Dependent Undergraduates:
  - First Year: Up to $5,500 (with a maximum of $3,500 subsidized)
  - Second Year: Up to $6,500 (with a maximum of $4,500 subsidized)
  - Third Year and Beyond: Up to $7,500 per year (with a maximum of $5,500 subsidized)
- Independent Undergraduates & Dependent Students with PLUS Loan-denied Parents:
  - First Year: Up to $9,500-No more than $3,500 of this amount may be in subsidized loans.
  - Second Year: Up to $10,500-No more than $4,500 of this amount may be in subsidized loans.
  - Third and Beyond: $12,500-No more than $5,500 of this amount may be in subsidized loans.
- Graduate/Professional Students:
  - Annually: $20,500 (unsubsidized only)

Lifetime Aggregate Limits:

- Undergraduates: $57,500 (with a maximum of $23,000 subsidized)
- Graduates/Professionals: $138,500 (includes undergraduate loans, with a maximum of $65,500 subsidized)

Additional Considerations:

- Loans are contingent upon Mercer’s cost of attendance, less other aid.
- Entrance counseling and a Master Promissory Note (MPN) are required for all first-time borrowers.
- Additional MPN is required if the previous MPN has expired.

Subsidized Federal Direct Loan

- Subsidized loans are for undergraduates with financial need; the government covers interest during school and grace periods. After this period, the student is responsible for interest payments.
- Unsubsidized loans accrue interest from disbursement, which can be paid or capitalized.
- Graduate students are ineligible for subsidized loans as of July 1, 2012.

Federal Direct PLUS Loans

- Parent PLUS loans are available for dependent undergraduates and graduate/professional students to fill any gaps between other financial aid and the total cost of attendance.
- A separate application must be completed each year by a parent or graduate student
- The annual loan limit for a Plus Loan is equal to the cost of attendance minus any other financial aid the student is receiving.
- Interest accrues from the first disbursement, with repayment starting 60 days after the final disbursement. Borrowers may contact the loan servicer to defer payment while the student is enrolled at least half-time.
Credit Requirements:

- Credit checks are mandatory for all PLUS loan applicants, with approvals lasting 180 days.
- Denied credit check due to adverse credit conditions: A denied credit check means that the borrower was found to have an adverse credit history.
- Borrowers with adverse credit may qualify by securing an endorser or proving extenuating circumstances. For more information about the ways you can qualify for a Direct PLUS Loan, contact Student Loan Support at studentloansupport@ed.gov.
- To apply, complete the relevant application and MPN annually at studentaid.gov.

Federal Work-Study Program Overview

The Federal Work-Study Program offers a meaningful way for students to contribute to their educational expenses. This program enables eligible students to gain part-time employment either on campus or in approved community service positions off-campus. By participating, students not only earn money to help cover their costs but also gain valuable work experience and community engagement opportunities.

Eligibility Requirements

To qualify for the Federal Work-Study Program at Mercer University, students must:

1. Be actively enrolled in courses at the university.
2. Complete all necessary paperwork with the Office of Student Financial Planning (OSFP).
3. Demonstrate financial need, as determined by the Free Application for Federal Student Aid (FAFSA).
4. Maintain satisfactory academic progress in accordance with university standards.
5. Complete the Federal Student Aid Verification process, if selected, before beginning work-study employment.

Benefits of Participation

- Financial Support: Earn money to help pay for educational expenses, reducing the need for student loans.
- Work Experience: Gain practical work experience relevant to your academic and career goals.
- Community Engagement: Contribute to the local community through approved off-campus service positions.
- Flexible Scheduling: Work-study jobs are designed to accommodate student schedules, allowing for a balance between work, studies, and other commitments.

For more information on how to apply for the Federal Work-Study Program and explore available positions, please visit our website at financialaid.mercer.edu

Other On-Campus Part-Time Employment

All on-campus employment must be authorized by the Federal Work-Study Director before the student begins working.
• Students who are awarded Federal Work-Study are given priority for on-campus employment.
• 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: https://www.uscis.gov/i-9. Instructions for form I-9 provides list of acceptable documents.

Mercer Engineering Research Center (MERC)

Engineering and other technically oriented students are encouraged to seek part-time employment at the Mercer Engineering Research Center (MERC). MERC is the research and development arm of the School of Engineering and conducts fundamental and applied research and development in the physical, life, and mathematical sciences. The facility is located approximately 17 miles south of the Macon campus in Warner Robins, Georgia. Because of the classified nature of many of the projects supported by the U.S. government, U.S. citizenship may be required for employment. Applications for employment can be obtained directly from MERC.
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 the following practical competencies:

- Communicating effectively in writing
- Communicating effectively orally
- Reasoning quantitatively
- Analyzing observed phenomena through the use of scientific reasoning
- Interpretive reasoning
- Global engagement

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.

In accordance with the University’s accrediting body and in collaboration with the faculty of the colleges and schools, the 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 school/college to determine which courses are needed for graduation. Course descriptions for the general education curriculum are found in the Atlanta, Macon, and Regional Academic Center catalogs of Mercer University. Courses with three-letter prefixes are listed in the Macon catalog. Courses with four-letter prefixes are listed in the RAC and Atlanta catalogs. Please consult the appropriate catalog to locate course descriptions.

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; REL 215; REL 220; REL 225; 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 115; HUMA 205; HUMA 315; 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; ART 101; COMM 104; ENG 222; LBST 250; LBST 255; MUS 151; Any 3-hour combination of MUS 182, 183, 191, 192, 196, 197; MUS 203; MUSC 150; THR 115; THR 218; THR 221; WRIT 210

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 145; JMS 240; LBST 305; ORGL 210; PHI 233; 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 131; BIO 202; BIOL 101; BIOL 105; BIOL 210; BIOL 245 & BIOL 245L; CHEM 103 & CHEM 105; CHEM 104 & CHEM 106; CHM 110; CHM 111; CHM 112; ENB 150; ENV 210; ENV 215; ENV 220; 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 230;
Note: No cross-listed course taken to fulfill the requirements of one category may also be used for a second category.

**Academic Integrity and the Honor System**

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under a 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 including 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 [https://provost.mercer.edu/office-of-the-provost/honor-system/](https://provost.mercer.edu/office-of-the-provost/honor-system/).

**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, Human Resources Administration and Talent Development
- 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
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 Arts, Christian Ministry/Master of Science, Organizational Leadership (Nonprofit leadership concentration)
Master of Arts in Christian Ministry
Master of Divinity with various embedded certificates
Master of Divinity/Master of Business Administration
Master of Divinity/Master of Music in Church Music
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 Music in Church Music
Master of Theological Studies/Master of Science, Clinical Mental Health Counseling
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 Pharmacoeconomics and 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.)
Mercer Credit Hour Policy

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 each week during a 15-week semester. This basic metric is adjusted proportionately to reflect modified academic calendars. 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. The proportions of direct faculty instruction and out-of-class student work may vary for credit bearing educational activities, such as laboratory, practicum, clinical, internship, field experience, and cooperative education courses, but a minimum of 2,250 minutes, total, of direct faculty instruction and out-of-class student work is required for each credit hour.

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; 1st Year MAT
600-699: PA Program; 1st Year MPH; 2nd Year DPT; 2nd Year MAT
700-799: 2nd Year MPH; Psy.D. Program; 3rd Year DPT
800-899: DrPH Program; Psy.D. Program
900-999: DrPH Program; Psy.D. 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:

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<th>Grade</th>
<th>Interpretation</th>
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<td>A</td>
<td>Excellent</td>
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<td>Good</td>
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<tr>
<td>FQ</td>
<td>Failure-Quit Attending/Never Attended</td>
<td>0</td>
</tr>
</tbody>
</table>

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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.
**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 or ABXSU 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, and ABXSU will be changed to U.

The grade of IC or ICSU (incomplete) means the student is passing the class and has remained an active participant beyond the withdrawal deadline but some relatively small part of the semester’s work remains incomplete because of illness or other valid and compelling reason that is satisfactory to the instructor.

All coursework in an undergraduate class in a full fall or spring semester or in any summer session must be completed no later than mid-term of the following fall or spring semester, whichever is sooner, or the IC grade will be changed to a grade of F, and ICSU will be changed to U.

All coursework in an undergraduate class in any eight-week fall or spring session must be completed no later than the end of the next eight-week session, or the IC grade will be changed to a grade of F, and ICSU will be changed to U.
All coursework in a graduate 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.

**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.

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.

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 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 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.

Enrollment documents for such courses will carry the notation of “repeat” next to the course, and this notation will appear on the class roll and the student’s academic transcript. 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 academic transcript. 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**

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.

**Schedule Changes**

Course changes (dropping and/or adding) may be made during the drop/add period as published in the schedule of classes. Students wishing to change courses must consult a professor in their major or an advisor regarding the contemplated change. The written permission of any professors concerned, the faculty advisor, and of the registrar may be required.

**Course Withdrawal**

A student may withdraw from a course up to the end of the ninth week of the semester, receiving the grade of W; the withdrawal must be formally declared in the Office of the
Registrar by the announced deadline. A student who withdraws after the deadline will receive a WF, except in extreme personal circumstances and with appropriate documentation. Please note that financial aid could be reduced upon withdrawal from a course. Contact the Financial Aid Office before you officially withdraw from a course.

**Term Withdrawal**

Term withdrawal 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 semester. The effective date of withdrawal is the date the withdrawal form is received by the Office of the Registrar. Grades of W will be recorded for all the student's courses when s/he officially withdraws before the end of the ninth week of the semester (the point at which the semester is two-thirds over). In order to receive grades of W, a student must complete the Term Withdrawal Form and submit it to the Office of the Registrar by the announced deadline. A student who withdraws after the deadline must complete the form for official withdrawal, but grades of WF will be recorded for his/her classes. In extreme personal circumstances and with appropriate documentation, a student may appeal to the associate dean of his/her college to have grades of W awarded when officially withdrawing after the deadline.

**Administrative or Medical Term Withdrawals**

Medical or psychological situations may arise that jeopardize a student’s ability to continue enrollment at Mercer University. In such instances the student may request to be administratively withdrawn from the University. This request should be directed to the appropriate Student Affairs designee for the student’s campus and/or program. The Student Affairs designee will make a judgment about the need for an administrative medical withdrawal, and once properly evaluated and approved, will implement the appropriate procedures for the withdrawal. Each course in which the student was enrolled will be assigned the grade of W. Appropriate medical documentation may be required to evaluate a request for withdrawal.

Once a student has been administratively withdrawn from the University, he or she must present clear evidence of the remediation of the difficulties before he or she may be granted readmission to the University in any program. This evidence may include documentation from an appropriate physical or mental health professional about the treatment the student has received.

Absent exceptional circumstances documented by the Student Affairs Designee, all requests for withdrawals beginning the last week of classes through the end of the semester must be processed by the Appeals Committees chaired by the Director of the Office of the Bursar.

**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).

4. College credit earned outside of the U.S. by currently enrolled students must generally be accompanied by a NACES or AACRAO evaluation service unless credit was earned through an approved study abroad program.

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.

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 are not transferrable. These support courses do not count toward a degree, usually have course numbers starting with "0" and are in subjects such as reading, English, and mathematics.

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

The University assesses and evaluates prior learning to award transfer credit and assist students in advancement of their graduation plans. Prior Learning Assessment is available to all students fully admitted to Mercer University. No more than 32 combined semester credits may transfer from examinations, portfolio evaluation, or military credit. Refer to the Registrar’s website for specific credit guidelines for the examinations.
Prior Learning Assessment includes the following:

1. Advanced Placement (AP) exams developed by the College Board for AP high school courses in various subject areas.
2. College Level Examination Program (CLEP) exams which are tests of college material developed by the College Board. Credit may not be awarded for a course previously failed or audited.
3. Other standard examinations: DANTES/DSST military exams and International Baccalaureate (IB).
4. Examinations developed and administered by a Mercer school or college to verify learning achievement for advanced standing.
5. Portfolio assessment within the individual school or college at Mercer. Consult an academic advisor and/or refer to the catalog section of the specific school or college.
6. Military education and experience using the ACE guide for military credit evaluation and Mercer’s transfer policy. An official Joint Services Transcript must be submitted to the Office of the Registrar. Credit may also be granted for courses completed at the Community College of the Air Force.

Test scores must be sent directly to Mercer University from the testing authority. Credit is not awarded based on high school or college transcripts. International credits will be evaluated on a case-by-case basis.

Prior Learning authorization will not be given for a course under any of the following circumstances:

1. If the student has previously audited the course
2. If the student has previously taken the course
3. If the student is currently enrolled in the course
4. If the course is a prerequisite or an introduction to a course already completed.
   This provision does not apply to skills courses such as physical education or music.

Other guidelines apply to Prior Learning Assessment:

1. For national or standardized examinations, the University determines and publishes credit equivalencies. Credit equivalencies are listed on the Registrar’s Office website.
2. For school- or college-developed examinations, the individual school or college determines and publishes credit equivalencies.
3. No duplicate credit will be awarded. For example, if a student earns an IB score of 6 on the Mathematics HL test, the awarded course would be MAT 191. If the same student earned a 4 on the AP test Calculus AB, the award would also be MAT 191. The student would only be awarded one time, either via IB or AP for MAT 191 (4 credits).
4. If a student earns credit from different exams, credit will be awarded from the exam that would provide the most credit. For example, a CLEP score of 50 or higher yields 4 credits for CHM 111. A score of 5 on the AP exam results in 8 credits for both CHM 111 and CHM 112. The student would receive the 8 credits for CHM 111 and CHM 112.
5. The individual school or college determines if credit for prior learning fulfills general education requirements.
6. Credit for prior learning may not be used to satisfy residency requirements.
7. Credit for prior learning may not be used to satisfy more than one half of the major-field or minor-field requirements in a program of study.
Individual schools and colleges at Mercer may have additional rules regarding transfer credit including course and grade limitations. Refer to the catalog and/or contact an academic advisor for additional information.

**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. In cases of appeal, the student may provide the class syllabus, detailed exam description, or similar documentation either to the Office of the Registrar or to the chair of the appropriate academic department(s). It may be possible that upon review of the documentation, the credit previously granted may be revised.

**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, 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, 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 International Institutions

If a student wishes to transfer credits earned at an international 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 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 international 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 an international 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 or session. No events may be scheduled during exam week. Students must report to examinations at the time scheduled. If a student has three final exams scheduled on the same day, the student should contact the associate dean of his/her college/school as soon as possible to request arrangements to take one of the exams on another day. Changes in the examination schedule may be authorized only by the appropriate associate dean. Permission for a make-up examination due to an illness or another emergency may be permitted at the discretion of the instructor or associate dean.

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.

<table>
<thead>
<tr>
<th>Total Hours Earned:</th>
<th>Minimum Cumulative Grade Point Average:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–16</td>
<td>1.40</td>
</tr>
<tr>
<td>17–32</td>
<td>1.70</td>
</tr>
<tr>
<td>33–48</td>
<td>1.80</td>
</tr>
<tr>
<td>49–63</td>
<td>1.90</td>
</tr>
<tr>
<td>64–128</td>
<td>2.00</td>
</tr>
</tbody>
</table>

   (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.

<table>
<thead>
<tr>
<th>Minimum Normal Letter Graded* Hours</th>
<th>Required Semester GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s List</td>
<td>12</td>
</tr>
<tr>
<td>Dean’s Lists</td>
<td>12</td>
</tr>
<tr>
<td>Dean’s Lists</td>
<td>8</td>
</tr>
</tbody>
</table>

*Letter Grades: A, B+, B, C+, C, D, or F

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

Graduation with Honors

Candidates for bachelor’s degrees with a grade-point average of 3.50 will receive their degrees cum laude; those with an average of 3.70, magna cum laude; and those with 3.85, summa cum laude. To be eligible for honors, a student must have earned a minimum of 32 semester hours and at least a 3.50 GPA at Mercer.

The total average includes all attempts of repeated courses in which a grade is earned that impacts GPA calculation. (See the Grading System and Quality Points section of this Catalog.) Original attempts of these courses are removed from the Mercer average but are included in the total average.

In determining the GPA’s of students with any transfer credit, the total average and the Mercer average will be evaluated separately, and the student must earn honors with both of these averages. For the total average, all college work attempted, including all
attempts of retaken courses at all institutions, will be included in the calculation of the total grade point average for graduation with honors.

A student who has been found responsible for 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’ academic transcripts. 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 one fourth of their minimum credit hour degree requirements at Mercer to be awarded a Mercer degree. Ordinarily, the last year of academic work 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 counting. For Mercer’s undergraduate programs, students are allowed to double count 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. Majors and/or minors that are earned across school or college lines will be noted on academic transcripts but not on diplomas.

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.

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 email 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 coursework.

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 education records. Education records are those records that are directly related to a student and maintained by Mercer University or an agency acting on behalf of Mercer University. Under FERPA, students’ rights include:

1. The right to inspect and review a student's education records.
   - The student will submit a written request to the Registrar.
   - The Registrar has 45 days to respond from the date the request is received.
   - If the Registrar does not maintain the record, the student shall be advised of the correct official at the University to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate.
   - The student will submit a written request to the Registrar, identifying the incorrect information and specifying why it is inaccurate.
   - If the University decides not to amend the record as requested, the student will be notified of the decision and advised of the right to a hearing regarding the request.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as 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.

FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
• State and local authorities, within a juvenile justice system, pursuant to specific State law.
• In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

4. The right of a currently enrolled student to request that "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, 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.

Health or Safety Exception

FERPA has always had an exception for non-consensual disclosure of education records in health or safety emergencies. New regulations issued by the Department of Education (ED) in December, 2008, created three new provisions concerning this exception.

• First, a student’s parents may always be notified in an emergency involving a student where disclosure of otherwise protected information is necessary to protect the student or others. Even if parents are not immediately able to act on the information, the regulations make clear that they may, nevertheless, be informed.
• Second, the rules clarify that in the event of a health or safety emergency, a university may release information to any person whose knowledge of the information, in the institution’s reasonable judgment, is necessary to protect the health or safety of the student or other individuals.
• Third, a university is explicitly required, when it utilizes this exception, to create a record of what it considered the health or safety emergency to consist of and to whom information was disclosed in response to the emergency.

Disciplinary Records

While student disciplinary records are protected as education records under FERPA, there are certain circumstances in which disciplinary records may be disclosed without the student’s consent.

Excluded Records

Certain records are not “education records” under FERPA, as set forth in 34 C.F.R. § 99.3, the Federal regulations that govern FERPA. Education records do not include:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of 34 C.F.R. § 99.8;
3. (i) Records relating to an individual who is employed by an educational agency or institution that:
   (A) Are made and maintained in the normal course of business;
   (B) Relate exclusively to the individual in that individual’s capacity as an employee; and
   (C) Are not available for use for any other purpose.
(ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition;

(4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary institution that are:
   (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
   (ii) Made, maintained or used only in connection with treatment of the student; and
   (iii) Disclosed only to individuals providing the treatment.

(5) Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.

(6) Grades on peer-graded papers before they are collected and recorded by a teacher.

The Solomon Amendment

The Solomon Amendment is a federal law that allows military recruiters to access selected address, biographical, and academic program information on students aged 17 and older who have not filed any FERPA restrictions.

The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. Mercer University is therefore obligated to release student recruiting information, which may or may not match our FERPA directory information list. However, if the student has submitted a request to the Office of the Registrar through the MyMercer portal to restrict the release of their Directory Information, then no information from the student's education record will be released under the Solomon Amendment. Please visit the FERPA website https://studentprivacy.ed.gov/ about directory information.

What information are military recruiters entitled to under the Solomon Amendment?

1. Name
2. Address
3. Telephone
4. Mercer University Email address
5. Age
6. Native, Naturalized or Permanent Resident of the US
7. Level of education, or class standing
8. Academic major

Procedure for releasing information to military recruiter:

1. Under the Solomon amendment, information will be released for military recruitment purposes only. The military recruiters may request student recruitment information once each term for each of the 12 eligible units within the five branches of the service:
   - Army: Army, Army Reserve, Army National Guard
   - Navy: Navy, Navy Reserve
   - Marine Corps: Marine Corps, Marine Corps Reserve
   - Coast Guard: Coast Guard, Coast Guard Reserve
2. The request should be submitted in writing, clearly identifying the unit of service requesting the student recruitment information.
3. The request should specify whether the information needed is for the current or previous semester.

The Office of the Registrar will work with the requestor to ensure the security of the data and privacy of Mercer University students.

Questions regarding the release of this information should be directed to registrar@mercer.edu.
Georgia Baptist College of Nursing

Faculty

Tammy D. Barbé, Ph.D., RN, CNE, Dean and Professor
Lanell M. Bellury, PhD., RN, OCN, AOCNS-Emeritus, Associate Dean for Graduate Programs and Professor
Maura C. Schlairet, Ed.D., MA, MSN, RN, CNL, Associate Dean for the Undergraduate Program and Professor
Linda A. Streit, Ph.D., RN, CNE, Professor and former dean
Seongkum Heo, Ph.D., Professor and Piedmont Healthcare Endowed Chair
Justus Randolph, Professor
Jennifer Bartlett, Andra Opalinski, Humberto Reinoso, and Patricia Troyan, Associate Professors
Vicki Black and Sonique Sailsman, Assistant Professors
Tara Bertulfo and Natasha Laibhen-Parkes Clinical Associate Professors
Tabatha Anderson, Stephanie Bennett, Kathy Davis, Emma El-Shami, Toinette Higgins, Macy Mosher, Mitzie Minor, Charles Smith, Daphnee Stewart, Judy Thigpen, Omolara Fyle-Thorpe, and Olga Turner Clinical Assistant Professors
Tessy George, Robyn Johnson, and Caroline Moore, Clinical Instructors
Jennifer Gandia, Jennifer Kelley, Daphne Davis-Patrick, and Christine Wyers, 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; [http://ccneaccreditation.org](http://ccneaccreditation.org). The College of Nursing is approved by the Georgia Board of Nursing 237 Coliseum Drive, Macon, Georgia, 31217-3858, (478) 207-1640.
## GBCN Academic Calendar

### Academic Calendar 2024-2025

**Traditional Prelicensure BSN and RN-BSN Completion Tracks**

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

### Fall Semester 2024

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Tuition and Fees Due for Fall 2024</td>
</tr>
<tr>
<td>August 19</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>August 19-26</td>
<td>Late Registration and Drop/Add Period</td>
</tr>
<tr>
<td>September 13</td>
<td>White Coat Ceremony-(See GBCN website for updates)</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day Holiday-No Classes/University Closed</td>
</tr>
<tr>
<td>October 21</td>
<td>Last Day to Withdraw and Receive a “W”</td>
</tr>
<tr>
<td>TBD</td>
<td>Spring 2025 Advisement and Registration Opens</td>
</tr>
<tr>
<td>November 25-27</td>
<td>Fall Break</td>
</tr>
<tr>
<td>November 28-29</td>
<td>Thanksgiving Holiday-No Classes/University Closed</td>
</tr>
<tr>
<td>December 6</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 9-13</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 17</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

### Spring Semester 2025

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Tuition and Fees Due for Spring 2025</td>
</tr>
<tr>
<td>January 6</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>January 6-13</td>
<td>Late Registration and Drop/Add period</td>
</tr>
<tr>
<td>January 20</td>
<td>Martin Luther King Holiday - No Classes/University Closed</td>
</tr>
<tr>
<td>March 3-7</td>
<td>Spring Break - No Classes</td>
</tr>
<tr>
<td>March 19</td>
<td>Last Day to Withdraw and Receive a “W”</td>
</tr>
<tr>
<td>TBD</td>
<td>Fall 2025 Advisement for BSN Students; Summer 2025 Advisement for RN-BSN, Graduate, and Doctoral Students</td>
</tr>
<tr>
<td>April 18-20</td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>April 25</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>April 28-May 2</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 6</td>
<td>Grades Due</td>
</tr>
<tr>
<td>May 8</td>
<td>Pinning &amp; Hooding Ceremony for Graduating Students (See GBCN website for updates)</td>
</tr>
<tr>
<td>May TBD</td>
<td>Commencement Ceremony</td>
</tr>
</tbody>
</table>

### Summer Semester 2025

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 19</td>
<td>Tuition and Fees Due for Summer 2025</td>
</tr>
<tr>
<td>May 19</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>May 19-27</td>
<td>Late Registration and Drop/Add Period</td>
</tr>
<tr>
<td>May 26</td>
<td>Memorial Day – No Classes</td>
</tr>
<tr>
<td>TBD</td>
<td>Fall 2025 Advisement and Registration Opens for RN-BSN, Graduate, and Doctoral Students</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Holiday – No Classes/University Closed</td>
</tr>
<tr>
<td>July 11</td>
<td>Last Day to Withdraw and Receive a “W”</td>
</tr>
<tr>
<td>July 25</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>July 30</td>
<td>Grades are Due</td>
</tr>
</tbody>
</table>
# Academic Calendar 2024-2025

**Second Degree Prematriculation Accelerated BSN Track**

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

## Fall Semester 2024

### Session I
- **August 26**: First Day of Classes
- **August 26**: Tuition and Fees due for Fall 2024
- **September 13**: White Coat Ceremony (See GBCN website for updates)
- **September 2**: Labor Day Holiday-No Classes/University Closed
- **September 3**: Last Day to Drop/Add
- **September 25**: Last Day to Withdraw and Receive a "W"
- **October 14**: Last Day for Classes
- **October 15-16**: Final Examinations
- **October 17**: Grades Due

### Session II
- **October 21**: First Day of Classes
- **October 21**: Tuition and Fees Due for Fall 2024 Session II (applies to students who did not attend Session I)
- **October 28**: Last Day to Drop/Add
- **November TBD**: Advisement and Registration Open for Spring 2025
- **November 21**: Last Day to Withdraw and Receive a "W"
- **November 28 - 29**: Thanksgiving Holiday-No Classes/University Closed
- **December 11**: Last Day for Classes
- **December 12-13**: Final Examinations
- **December 16**: Grades Due
- **December 13**: Pinning Ceremony for Graduating Students - (See GBCN website for updates)

## Spring Semester 2025

### Session I
- **January 8**: First Day of Classes
- **January 8**: Tuition and Fees Due for Spring 2025 Semester
- **January 15**: Last Day to Drop/Add
- **January 20**: Martin Luther King Holiday-No Classes/University Closed
- **January 24**: White Coat Ceremony (See GBCN website for updates)
- **February 7**: Last Day to Withdraw and Receive a "W"
- **February 26**: Last Day for Classes
- **February 27-28**: Final Examinations
- **March 3**: Grades Due

### Session II
- **March 6**: First Day of Classes
- **March 6**: Tuition and Fees Due for Spring 2025 Session II (applies to students who did not attend Session I)
- **March 13**: Last Day to Drop/Add
April 18  Good Friday Holiday-No
Classes/University Closed
April 7  Last Day to Withdraw and Receive a
“W”
TBD  Advisement and Registration Opens for
Summer 2025
April 25  Last Day for Classes
April 28 - 29  Final Examinations
April 30  Grades Due
May 8  Pinning & Hooding Ceremony for
Graduating Students -(See GBCN
website for updates)
May TBD  Commencement Ceremony

**Summer Semester 2025**

**Session I**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 5</td>
<td>First Day of Classes</td>
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<tr>
<td>May 5</td>
<td>Tuition and Fees Due for Summer 2025</td>
</tr>
<tr>
<td>May 12</td>
<td>Last Day to Drop/Add</td>
</tr>
<tr>
<td>May 26</td>
<td>Memorial Day – No Classes</td>
</tr>
<tr>
<td>June 4</td>
<td>Last Day to Withdraw and Receive a “W”</td>
</tr>
<tr>
<td>June 23</td>
<td>Last Day for Classes</td>
</tr>
<tr>
<td>June 24-25</td>
<td>Final Examinations</td>
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**Session II**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>June 30</td>
<td>Tuition and Fees Due for Summer 2025</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Holiday-No Classes</td>
</tr>
<tr>
<td>July 8</td>
<td>Last Day to Drop/Add</td>
</tr>
<tr>
<td>July 30</td>
<td>Last Day to Withdraw and Receive a “W”</td>
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<tr>
<td>TBD</td>
<td>Advisement and Registration Opens for</td>
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<tr>
<td></td>
<td>Fall 2025</td>
</tr>
<tr>
<td>August 18</td>
<td>Last Day for Classes</td>
</tr>
<tr>
<td>August 19-20</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>August 21</td>
<td>Grades Due</td>
</tr>
<tr>
<td>August 22</td>
<td>Pinning Ceremony for Graduating</td>
</tr>
<tr>
<td></td>
<td>Students -(See GBCN website for updates)</td>
</tr>
</tbody>
</table>

**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 by 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. If a student is denied clinical placement due to his/her background or drug screen results, or for any other reason, the College will make a second clinical placement assignment, if another clinical agency placement is available. A second clinical agency denial based on his/her background or drug screen results, or any other reason, will prevent a student from progressing in the program.

**2024-2025 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 suspension 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 Heplisav-B AND*
| | *Submit proof of positive Hepatitis B titer - drawn 6-8 weeks after full vaccine series*
| 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 Heplisav-B AND
| Repeat the Hepatitis B titer 6-8 weeks after completing the 2 or 3 dose vaccine series. | 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 must 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 titers (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, DIPTHERIA, PERTUSSIS (Tdap)** | *Submit proof of Tdap (not Td) vaccine within the 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, not a Td vaccine, and submit documentation of this.*

| **BASIC LIFE SUPPORT CARD (BLS)** | *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.
<table>
<thead>
<tr>
<th>PERSONAL HEALTH INSURANCE CARD</th>
<th>Accelerated BSN or RN-BSN Completion tracks. This may require recertification earlier than card expiration date.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*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. 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.</td>
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<tr>
<td></td>
<td>The Background Check and 12 Panel Drug Screen must be initiated through <a href="http://www.advantagestudents.com">www.advantagestudents.com</a> ONLY (choose the ‘Student Package’ and use your Mercer email address when setting up the account). <strong>This screening should be completed no more than 30 days before the beginning of the first session of the program</strong>. You must submit proof of completion of background check and drug screen. If the drug screen result is “negative dilute,” you must repeat your drug screen. 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.</td>
</tr>
</tbody>
</table>
|                                | Sign and Submit the Following Documents:  
|                                |   - HIPAA Statement  
|                                |   - Social Networking and Professional Behaviors  
|                                |   - Use of PDA & Other Electronic Devices in Clinical and Class Settings  
|                                |   - Authorization for Photography and Recording  
|                                |   - Authorization to Release Student Records  
|                                |   - Faculty Position on Student Employment (Prelicensure BSN students only)  
|                                |   - Student Policies Signature Packet  
|                                | 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) |

**NURSING LICENSURE (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) |
| ANNUAL TB TESTING | Submit proof of negative T-spot blood test OR Quantiferon Gold blood test. Each year thereafter, submit proof of negative T-spot blood test OR Quantiferon Gold blood 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 blood 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 current seasonal flu shot (received after August 1 of the current year). 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; 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 must have the name and address of the facility at which the immunization was received stamped (not handwritten) on the form. 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, you may need to update your 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. There are various types of COVID-19 Vaccinations: 2021-2023 Johnson & Johnson (Janssen) (1 dose) 2021-2022 monovalent Pfizer & Moderna (2 doses) 2022-2024 bivalent & updated Pfizer & Moderna (1 dose) 2023-2024 updated Novavax (2 doses) Other documentation for COVID-19 vaccination such as state records, medical facility records, pharmacy records, etc. may be submitted.* |
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.

- 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 YOUR 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 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 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.

**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/](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.

<table>
<thead>
<tr>
<th>System Age</th>
<th>Recommended system 3 years old or newer</th>
</tr>
</thead>
</table>
| Minimum System Requirements | Windows:  
  ✓ Windows 10 version 22H2 or higher recommended  
  ✓ Windows Processor: Intel Core i3/i5/i7  
  or AMD Core CPU (latest 3 generations)  
  Mac:  
  ✓ MAC OS 12(Monterey) or greater  
  Processor: Apple M1 CPUs or Intel Core i3/i5/i7/i9 (latest 3 generations) |
| RAM/Memory | Windows System Specifications:  
  ✓ 8 GB (or more) RAM  
  MAC System Specifications:  
  ✓ 8 GB (or more) RAM |
| Hard Drive | 256 GB with at least 128 GB available space |
| Display | 1024 x 768 or higher screen resolution |
| Webcam | 720 P (1280x720) Resolution |
| Ports | 2 USB Ports |
| Browser Requirements | For the best user experience:  
  • Preferred: Mozilla Firefox latest version  
  • Preferred: Google Chrome latest version |
| Internet Access | A wired and/or wireless network card  
  • Minimum high speed connection: 3 Mbps (i.e. high speed DSL, cable modem) [5 Mbps connection recommended for quicker load times] |
| Other Software/Plug-ins | • Adobe Acrobat Reader latest version  
  Required to view documents in your browser  
  • Java latest version  
  Required for several features in Canvas  
  • Antivirus Software  
  • Microsoft Office  
  Required for course assignments and presentations |
| Accessories | USB external flash drive 32GB |

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
International students are required to hold and maintain a visa which allows study in the United States. For students who do not hold a current US visa, the University can assist students with documentation to apply for and obtain a student visa (F-1). The University is authorized under federal law to produce the form I-20, which is required to apply for a student visa at US embassies and consulates worldwide.

Applicants with academic records originating outside of the United States must have their credentials translated and evaluated by a credential evaluation agency certified by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credential Evaluation Services (NACES). Applicants must meet the following requirements, in addition to meeting general admission requirements:

- Provide the Admissions Office with a certified, notarized English translation or apostille document of official transcripts from universities outside the United States evaluated by one of the international credential evaluation services listed as follows:
  - Educational Credentials Evaluators, Inc., www.ece.org
  - World Education Services, www.wes.org

  Additionally, qualified applicants whose prior education is from a country other than the United States and whose first or primary language is not English must:
  - Submit TOEFL scores taken within 5 years. A minimum official TOEFL internet based test (iBT) score of 100 or minimum TOEFL computer based score of 213 as well as minimum score of ≥ 26 in the speaking subtest, and minimum score of ≥ 20 in the listening and reading and writing subtests are required.
  - 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
    - Have English and Language Usage and Reading sub-section scores
TOEFL waiver approval is determined by the UGAPRC.

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.

Students who are in undocumented status, qualified alien status, or are out of status with immigration should be advised that although a degree can be achieved at Georgia Baptist College of Nursing of Mercer University, there is no guarantee that the Board of Nursing will approve the student for testing for licensure or that they will be hired by any healthcare institution. Any student who has concerns with this should contact the Georgia Board of Nursing for more information regarding the requirements necessary to obtain licensure.

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 seven (7) 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 is 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.


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 no more than three 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 http://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)
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) **

<table>
<thead>
<tr>
<th>College of Liberal Arts and Sciences</th>
<th>College of Professional Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (11 hrs)</td>
<td>Communication (9hrs)</td>
</tr>
<tr>
<td>INT101 and INT201 and COM210</td>
<td>LBST175 and LBST180 and COMM171</td>
</tr>
<tr>
<td>Religion (3 hrs)</td>
<td>Religion (3 hrs)</td>
</tr>
<tr>
<td>Choose one: AFR 230; ENG225; GBK203; HIS275; PHI240, 247; REL 110, 130, 150, 170, 215, 220, 225</td>
<td>Choose one: RELG115, 110, 120, 130, 215, 220, 225, 356, 358</td>
</tr>
<tr>
<td>Humanities/Fine Arts (9 hrs)</td>
<td>Humanities/Fine Arts (9hrs)</td>
</tr>
<tr>
<td>Choose one from each group:</td>
<td>SCLT 201 and one from each of the</td>
</tr>
<tr>
<td>Group 1: PHI176, 190, 195, 230, 260, 265, 269, 293</td>
<td>following groups:</td>
</tr>
<tr>
<td>Group 2: AFR221; ART106, 107, 108, 114, 115, 116, 117, 222, 229; ENG221, 222, 226, 233, 234, 235, 237; HIS230, 235, 245; JMS220, 225; MUS 151; any 3-hour combination of MUS182, 183, 191, 192, 196, 197; THR115, 218; WLT101</td>
<td>Group 1: LITR207, 247, 277, 334; ARTH101; COMM104; MUSC150, WRIT210</td>
</tr>
<tr>
<td>Group 3: AFR225; CLA101, 102; ENG224, 225, 263, 264, 265; FLL195; GBK305; HIS105, 176, 201,215,225; POL176; REL210, 230,270; SST180</td>
<td>Group 2: HIST101, 102, 200, 201, 202, 210, 220, 366, 367, 368, PHIL215</td>
</tr>
<tr>
<td>Behavioral/Social Science (9 hrs)</td>
<td>Behavioral/Social Science (9 hrs)</td>
</tr>
<tr>
<td>PSY101 and Choose one: ANT101; SOC101 or 210 and</td>
<td>PSYC111 and SOCI111 and POLS100</td>
</tr>
<tr>
<td>Choose one: POL101; ECN150 or 151</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning (3 hrs)</td>
<td>Quantitative Reasoning (3 hrs)</td>
</tr>
<tr>
<td>STA126</td>
<td>MATH220</td>
</tr>
<tr>
<td>Scientific Reasoning (4 hrs)</td>
<td>Scientific Reasoning (7 hrs)</td>
</tr>
<tr>
<td>BIO 102</td>
<td>SCIE100 or BIOL101 and BIOL 256/256L</td>
</tr>
<tr>
<td>Nursing Core (20 hrs)</td>
<td>Nursing Core (20 hrs)</td>
</tr>
<tr>
<td>BIO131 and 132</td>
<td>BIOL245/245L and 246/246L</td>
</tr>
<tr>
<td>BIOL325</td>
<td>BIOL325</td>
</tr>
<tr>
<td>GHS101</td>
<td>NUTR206</td>
</tr>
<tr>
<td>PSY245</td>
<td>PSYC227</td>
</tr>
<tr>
<td>PSYC360</td>
<td>PSYC360</td>
</tr>
</tbody>
</table>

*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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 301</td>
<td>Discipline of Professional Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Junior, Fall Semester</th>
<th>Junior, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 301 Discipline of Professional Nursing* (2)</td>
<td>NUR 307 Care of the Older Adult* (2)</td>
</tr>
<tr>
<td>NUR 313 Fundamentals of Nursing Care (5)</td>
<td>NUR 316 Mental Health (5)</td>
</tr>
<tr>
<td>NUR 314 Health Assessment (3)</td>
<td>NUR 317 Adult Health I (8)</td>
</tr>
<tr>
<td>NUR 315 Pharmacology (3)</td>
<td>Total: 13</td>
</tr>
<tr>
<td>Total: 15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior, Fall Semester</th>
<th>Senior, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 403 Nursing Research* (3)</td>
<td>NUR 404 Leadership and Role Practicum* (7)</td>
</tr>
<tr>
<td>NUR 407 Care of the Childbearing Family (5)</td>
<td>NUR 405 Care of the Infant and Child (5)</td>
</tr>
<tr>
<td>NUR 408 Adult Health II (9)</td>
<td>NUR 409 Population Health Nursing* (3)</td>
</tr>
<tr>
<td>Total: 17</td>
<td>Total: 15</td>
</tr>
</tbody>
</table>

*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 website (Assessment Technologies, Inc.) at http://atitesting.com. GBCN will accept results from the written or computer-based TEAS exam.

Second Degree Prelicensure Accelerated 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 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 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)

<table>
<thead>
<tr>
<th>General Education Core*</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal Psychology/Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth &amp; Development – Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Religion or General Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I or Human Anatomy with lab**</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II or Human Physiology with lab**</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology with lab**</td>
<td>4</td>
</tr>
<tr>
<td>Pathophysiology**</td>
<td>3</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURA 301 EPNP: Professional Role Formation I</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>NURA 302 EPNP: Professional Role Formation II</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>NURA 303 EPNP: Fundamentals of Nursing Care</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURA 304 EPNP: Health Assessment</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURA 305 EPNP: Mental Health Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURA 306 EPNP: Population Health Nursing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURA 307 EPNP: Pharmacology I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NURA 308 EPNP: Adult Nursing Science I</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>NURA 401 EPNP: Professional Role Formation III</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>NURA 402 EPNP: Professional Role Formation IV</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>NURA 403 EPNP: Nursing Care of Infants-Children</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURA 404 EPNP: Nursing Care for the Childbearing Family</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURA 405 EPNP: Evidence-Informed Practice in Nursing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURA 407 EPNP: Pharmacology II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NURA 408 EPNP: Adult Nursing Science II</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>NURA 409 EPNP: Role Practicum</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Plan for the Second Degree Prelicensure Track 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

<table>
<thead>
<tr>
<th>Semester 1, Session I</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURA 301. EPNP: Professional Role Formation I</td>
<td>0.5</td>
</tr>
<tr>
<td>NURA 303. EPNP: Fundamentals of Nursing Care</td>
<td>5</td>
</tr>
<tr>
<td>NURA 304. EPNP: Health Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1, Session II</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURA 302. EPNP: Professional Role Formation II</td>
<td>0.5</td>
</tr>
<tr>
<td>NURA 305. EPNP: Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURA 306. EPNP: Population Health Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL semester credit hours** 17.0

<table>
<thead>
<tr>
<th>Semester 2, Session I</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURA 307. EPNP: Pharmacology I</td>
<td>1</td>
</tr>
<tr>
<td>NURA 308. EPNP: Adult Nursing Science I</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2, Session II</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURA 401. EPNP: Professional Role Formation III</td>
<td>0.5</td>
</tr>
<tr>
<td>NURA 403. EPNP: Nursing Care of Infants-Children</td>
<td>5</td>
</tr>
<tr>
<td>NURA 404. EPNP: Nursing Care for the Childbearing Family</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL semester credit hours** 19.5

<table>
<thead>
<tr>
<th>Semester 3, Session I</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURA 407. EPNP: Pharmacology II</td>
<td>1</td>
</tr>
<tr>
<td>NURA 408. EPNP: Adult Nursing Science II</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3, Session II</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURA 402. EPNP: Professional Role Formation IV</td>
<td>3.5</td>
</tr>
<tr>
<td>NURA 405. EPNP: Evidence-Informed Practice in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURA 409. EPNP: Role Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Semester Entry</th>
<th>Deadline(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester entry</td>
<td>July 1, priority deadline and international student deadline; July 15, final deadline</td>
</tr>
<tr>
<td>Spring semester entry</td>
<td>November 1, priority deadline and international student deadline; December 1, final deadline</td>
</tr>
</tbody>
</table>

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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., Symplr) two weeks prior to orientation or as outlined in program acceptance materials.
General Education and Nursing Core Requirements (57 credits)

<table>
<thead>
<tr>
<th>College of Liberal Arts and Sciences</th>
<th>College of Professional Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication (12 hrs)</strong></td>
<td><strong>Communication (9 hrs)</strong></td>
</tr>
<tr>
<td>INT101 and INT201 and COM210</td>
<td>LBST175 and LBST180 and COMM171</td>
</tr>
<tr>
<td><strong>Religion (3 hrs)</strong></td>
<td><strong>Religion (3 hrs)</strong></td>
</tr>
<tr>
<td>Choose one: AFR 230; ENG225;</td>
<td>Choose one: RELG115, 110, 120, 130,</td>
</tr>
<tr>
<td>GBK203; HIS275; PHI240, 247; REL</td>
<td>215, 220, 225, 356, 358</td>
</tr>
<tr>
<td>110, 130, 150, 170, 215, 220, 224</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities/Fine Arts (9 hrs)</strong></td>
<td><strong>Humanities/Fine Arts (9hrs)</strong></td>
</tr>
<tr>
<td>Choose one from each group:</td>
<td>SCLT 201 and one from each of the</td>
</tr>
<tr>
<td>Group 1: PHI176, 190, 195, 230, 260,</td>
<td>following groups:</td>
</tr>
<tr>
<td>265, 269, 293</td>
<td>Group 1: LITR207, 247, 277, 334;</td>
</tr>
<tr>
<td>Group 2: AFR221; ART106, 107, 108,</td>
<td>ARTH101; COMM104; MUSC150, WRIT</td>
</tr>
<tr>
<td>114, 115, 116, 117, 222, 229; ENG221,</td>
<td>210</td>
</tr>
<tr>
<td>222, 226, 233, 234, 235, 237; HIS230,</td>
<td>Group 2: HIST101, 102, 200, 201, 202,</td>
</tr>
<tr>
<td>235, 245; JMS220, 225; MUS 151; any</td>
<td>210, 220, 366, 367, 368, PHIL215</td>
</tr>
<tr>
<td>3-hour combination of MUS182, 183,</td>
<td></td>
</tr>
<tr>
<td>191, 192, 196, 197; THR115, 218;</td>
<td></td>
</tr>
<tr>
<td>WLT101</td>
<td></td>
</tr>
<tr>
<td>Group 3: AFR225; CLA101, 102;</td>
<td></td>
</tr>
<tr>
<td>ENG224, 225, 263, 264, 265; FLL195;</td>
<td></td>
</tr>
<tr>
<td>GBK305; HIS105, 176, 201,215,225;</td>
<td></td>
</tr>
<tr>
<td>POL176; REL210, 230,270; SST180</td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral/Social Science (9 hrs)</strong></td>
<td><strong>Behavioral/Social Science (9 hrs)</strong></td>
</tr>
<tr>
<td>PSY101 and Choose one: AN101; SOC101</td>
<td>PSYC111 and SOCI111 and POLS100</td>
</tr>
<tr>
<td>and Choose one: POL101; ECN150 or 151</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Reasoning (3 hrs)</strong></td>
<td><strong>Quantitative Reasoning (3 hrs)</strong></td>
</tr>
<tr>
<td>STA126</td>
<td>MATH220</td>
</tr>
<tr>
<td><strong>Scientific Reasoning (4 hrs)</strong></td>
<td><strong>Scientific Reasoning (7 hrs)</strong></td>
</tr>
<tr>
<td>BIO 102</td>
<td>SCIE100 or BIOL101 and BIOL256/256L</td>
</tr>
<tr>
<td><strong>Nursing Core (17 hrs)</strong></td>
<td><strong>Nursing Core (17 hrs)</strong></td>
</tr>
<tr>
<td>BIO131 and 132</td>
<td>BIOL245/245L and 246/246L</td>
</tr>
<tr>
<td>GHS101</td>
<td>NUTR206</td>
</tr>
<tr>
<td>PSY245</td>
<td>PSYC227</td>
</tr>
<tr>
<td>PSYC360</td>
<td>PSYC360</td>
</tr>
</tbody>
</table>

1 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)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 301</td>
<td>Nurse as a Scholar I</td>
<td>1</td>
</tr>
<tr>
<td>NURN 302</td>
<td>Principles of Pathophysiology and Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td>NURN 303</td>
<td>Professional Identity in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURN 304</td>
<td>Nursing Concepts and Theories</td>
<td>3</td>
</tr>
<tr>
<td>NURN 305</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURN 306</td>
<td>Health Policy for Professional Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NURN 401</td>
<td>Leadership in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURN 402</td>
<td>Leadership in Nursing Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NURN 403</td>
<td>Population and Global Health</td>
<td>4</td>
</tr>
<tr>
<td>NURN 404</td>
<td>Population and Global Health Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

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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.

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURN 302: Principles of Pathophysiology and Pharmacology</strong></td>
<td><strong>NURN 401: Leadership in Nursing</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>NURN 303: Professional Identity in Nursing</strong></td>
<td><strong>NURN 402: Leadership in Nursing Practicum</strong></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>NURN 306: Health Policy for Professional Nursing Practice</strong></td>
<td><strong>NURN 305: Health Assessment</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>NURN 304: Nursing Concepts and Theories</strong></td>
<td><strong>NURN 406: Informatics for Quality/Safety</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>*NURN 301: Nurse as a Scholar I</td>
<td><strong>NURN 405: Methods and Critical Appraisal for Evidence-Based Practice</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>TOTAL semester credit hours</strong></td>
<td><strong>TOTAL semester credit hours</strong></td>
</tr>
<tr>
<td>13</td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURN 403: Population and Global Health</strong></td>
</tr>
<tr>
<td><strong>NURN 404: Population and Global Health Practicum</strong></td>
</tr>
<tr>
<td><strong>NURN 410: Nurse as a Scholar II</strong></td>
</tr>
<tr>
<td><strong>TOTAL semester credit hours</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

*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

COLLEGE OF NURSING / 141
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>NURN 302: Principles of Pathophysiology and Pharmacology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURN 306: Health Policy for Professional Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*NURN 301: Nurse as a Scholar I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL semester credit hours</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>Course Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURN 403: Population and Global Health</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>∆NURN 404: Population and Global Health Practicum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL semester credit hours</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>NURN 303: Professional Identity in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURN 304: Nursing Concepts and Theories</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TOTAL semester credit hours</td>
<td>6</td>
</tr>
<tr>
<td>SPRING</td>
<td>NURN 401: Leadership in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>∆NURN 402: Leadership in Nursing Practicum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURN 406: Informatics for Quality/Safety</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>*NURN 410: Nurse as a Scholar II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTAL semester credit hours</td>
<td>8</td>
</tr>
</tbody>
</table>

*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.

∆ 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. Reaplication 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.

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 course or course(s) the next semester or session the course or course(s) is/are offered due to nonacademic
reasons (excluding nonacademic violations), the student is eligible to submit an Application for Re-enrollment in the nursing program. Students must observe established timelines for successful completion of the program (i.e., upon beginning the nursing course sequence, students in the second degree prelicensure Accelerated BSN program must complete the program within two years and students in the RN-BSN Completion Track must complete the program within three years). 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). Acceptance for re-enrollment is not guaranteed.

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) 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Nursing Courses</th>
<th>Quality Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>3.5</td>
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<tr>
<td>B</td>
<td>80-86.99</td>
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<tr>
<td>C+</td>
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<td>75-76.99</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>Below 70</td>
<td>0</td>
</tr>
<tr>
<td>FQ</td>
<td>Failure-Quit</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
</tr>
<tr>
<td>ABX/ABXSU</td>
<td>Absent from final examination (excused)</td>
<td>*</td>
</tr>
<tr>
<td>IC/ICSU</td>
<td>Incomplete due to some requirement other than the final examination (excused)</td>
<td>*</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>*</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>*</td>
</tr>
<tr>
<td>W/WM</td>
<td>Withdrawal/Withdrawal Military</td>
<td>*</td>
</tr>
<tr>
<td>Z</td>
<td>Grade Not Reported</td>
<td>*</td>
</tr>
</tbody>
</table>

* 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.
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.


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).

COURSE DESCRIPTIONS

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 determinants 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
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
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
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
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: Mental Health Nursing (4-2-5)
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: Population Health Nursing (3-2-4)
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: Pharmacology I (1-0-1)
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: Adult Nursing Science I (5-6-8)
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.

NURA 401. The Essentials of Professional Nursing Practice: Professional Role Formation III (0.5-0.5)
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 determinants 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: Pharmacology II
(1-0-1)
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: Adult Nursing Science II
(6-6-9)
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.

NURA 409. The Essentials of Professional Nursing Practice: Role Practicum
(0-8-4)
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 and professional 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. Principles of Pathophysiology and Pharmacology
(4-0-4)
Prerequisites: Admission to RN-BSN Completion Track.
This course builds upon knowledge from the liberal arts and sciences to examine pathophysiologic and pharmacologic concepts to inform nursing practice. Pathophysiology and basic principles of pharmacotherapeutics will be explored as they relate to system-based disease processes. The pivotal role of the nurse, including consideration of the impact of information and communication technologies, will be examined. (Offered fall semesters)
NURN 303. Professional Identity in Nursing  (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course addresses the evolution of professional identity. Students will explore 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. (Offered fall semesters)

NURN 304. Nursing Concepts and Theories  (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course explores diverse nursing theories to critically examine the interplay between biological, psychological, sociocultural, and spiritual factors influencing individuals’ health experiences and outcomes. Emphasis is placed on the application of these concepts to develop their own philosophy of nursing. (Offered fall semesters)

NURN 305. Health Assessment  (2.5-1.5-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course refines 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 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 that influence professional nursing practice and care outcomes. Emphasis is placed on the pivotal role of the nurse in quality and safety, social and public policies, and access and equity with consideration for social determinants of health. Legal and ethical implications will be analyzed in relation to professional and patient advocacy across the spheres of care. (Offered fall semesters)

NURN 401. Leadership in Nursing  (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
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 explore components of (healthcare related to quality, safety, informatics, evidence-based practice, organizational structure, and professional role development. This course contains the didactic component. (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 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, and professional role development. This course contains the clinical component. (Offered spring semesters)
NURN 403. Population and Global Health  (4-0-4)
Prerequisites: Admission to RN-BSN Completion Track.
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 discussed 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 the didactic component of the course. (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 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 the clinical component of the course. (Offered summer semesters)

NURN 405. Methods and Critical Appraisal for Evidence-Based Practice  (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course provides students with an understanding of the contributions of research and evidence-based practice processes to nursing practice. The pivotal role of nurses in generating and disseminating evidence-based practice and research will be explored. 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 to examine processes that advance the scholarship of nursing. (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 health information and communication technologies to gather data, drive decision making, and provide care and education to patients and families. Students will expand knowledge on how informatics is used to improve patient care outcomes and contribute to a culture of safety. Emphasis is placed on the concepts of health analytics, health information literacy, confidentiality, telehealth systems, risk mitigation, and interprofessional collaboration in clinical decision making. (Offered spring semesters)

NURN 410. Nurse as a Scholar II  (1-0-1)
Prerequisites: Nurse as a Scholar I.
This course explores the application of health information and communication technologies to gather data, drive decision making, and provide care and education to patients and families. Students will expand knowledge on how informatics is used to improve patient care outcomes and contribute to a culture of safety. Emphasis is placed
on the concepts of health analytics, health information literacy, confidentiality, telehealth systems, risk mitigation, and interprofessional collaboration in clinical decision making. (Offered fall, spring, and summer semesters)

Elective Nursing Courses

**NUR 308. Strategies for Success in Nursing**  
(2-0-2)  
Prerequisites: Admission to the undergraduate nursing program.  
This course prepares students to develop study strategies, test-taking skills, goal setting awareness, organizational abilities, time management methods, and critical thinking skills essential for successful matriculation through the nursing program. Through dedicated academic coaching, students utilize self-reflection as a means for identifying personal strengths and opportunities as they relate to academic and professional development, as well as personal well-being. (Blended format: Offered in fall, spring, summer 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

Faculty

Julie A. Petherbridge, Ph.D., Dean/Associate Professor
Brett P. Matherne, Ph.D., Senior Associate Dean/Associate Professor, Atlanta Campus and RACs
Szabolcs Blaszek Ayala, Jordan M. Blanke, Tammy N. Crutchfield, Vicki Eveland, James L. Hunt, Allen K. Lynch, Gina L. Miller, Etienne Musonera, and Faye A. Sisk, and Vijaya Subrahmanyan, Professors
Astrid Ayala Catellanos, Marko Horn, Andrés Marroquín, Nicholas Marudas, Arnab Nayak, Geoffrey Ngene, Myriam Quispe-Agnoli, Robi Ragan, Antonio Saravia, Carol Sargent, Briana Stenard, Kenneth Tah, Nikanor Volkov, and Wei Xiong Associate Professors
Elizabeth Adair, Ehsan Ahmadi, Blake Bowler, William Carty, Juanita K. Forrester, Charles A. Lambert, Reza Maihami, Aida Nouri, Rui Sun, Kenneth Tah, Ali Tolooie, and Ronald Tsang, Assistant Professors
Jasna Marker, Assistant Professor of Practice in Finance and Accounting
John W. Gordon, Stephanie Howard, Heather Markle, and Stephanie B. Morris, Lecturers

Mission Statement

Stetson-Hatcher School of Business equips our students with an exceptional education, deep relationship & leadership skills, and relevant real world business experiences so they deliver superior value from the first day of their career to the last.

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; http://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; Supply Chain Management 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 Global Engagement 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:

- 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,
- Overall 3.0 grade point average (GPA) at Mercer (including transfer hours)
- 3.0 GPA for business core curriculum courses (including transfer hours)
- Earned grade C or better in ALL business courses taken at Mercer
- 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:

- All undergraduate degree requirements have been met, and
- Minimum 32 semester hours completed at Mercer.
- Completed minimum math and statistics courses, including,
  - At least STA 126 or MATH 220, and
  - Completed MAT 191 or MAT 141 or MATH 130.
- Overall 3.0 GPA at Mercer (including transfer hours)
- 3.0 GPA for business core curriculum courses, including transfer hours (if applicable)
- 3.0 GPA for major courses at Mercer
- 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 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. The maximum credit allowable from special topics courses is 18 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.

Transfer Applicants

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).

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:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL:</td>
<td>80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL)</td>
</tr>
<tr>
<td>IELTS</td>
<td>6.5</td>
</tr>
</tbody>
</table>
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 Global Engagement will establish the US Equivalency of international transcripts to determine an Admission’s decisions. The Office of Global Engagement 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, international 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.

Conditional Admission

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 international transcripts to determine an Admission’s decisions. The Office of Global Engagement 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, international 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 international 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 $500 enrollment deposit and orientation fee drawn on a U.S. bank or U.S. dollar account or from an international 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.

Transient Applicants

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.

Special Applicants

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.

Upper division credit will be granted for BUS 346, MKT 261 and MGT 263 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.

<table>
<thead>
<tr>
<th></th>
<th>Minimum Normal Letter Graded* Hours</th>
<th>Required Semester GPA</th>
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<tbody>
<tr>
<td>President’s List</td>
<td>12</td>
<td>4.00</td>
</tr>
<tr>
<td>Dean’s Lists</td>
<td>12</td>
<td>3.55</td>
</tr>
<tr>
<td>Dean’s Lists</td>
<td>8</td>
<td>3.55</td>
</tr>
</tbody>
</table>

*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; and those with 3.85, summa cum laude. To be eligible for honors, a student must have earned a minimum of 32 semester hours and at least a 3.50 GPA at Mercer.

The total average includes all attempts of repeated courses in which a grade is earned that impacts GPA calculation. (See the Grading System and Quality Points section of this Catalog.) Original attempts of these courses are removed from the Mercer average but are included in the total average.

In determining the GPA's of students with any transfer credit, the total average and the Mercer average will be evaluated separately, and the student must earn honors with both of these averages. For the total average, all college work attempted, including D's and F's for which transfer credit has not been accepted, will be included in the calculation of the total grade point average for graduation with honors.

A student who has been found responsible for 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 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. Completion of a minimum of 12 credit hours at the 300-400 level between the business core and major requirements.
10. Completion of 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; or any other comparable transfer course (excluding SCIE 100 or its equivalent)

Additional Requirements (12 hours):

Any three additional courses from those listed above; or from higher-level courses from those disciplines listed above; or any foreign language courses (9 hours)

COMM 270 (3 hours)

Business Core Curriculum (36 hours)

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

ACC 204   Financial Accounting
ACC 205   Managerial Accounting
BUS 346   Legal Foundations of Business
BUS 349   Management Information Systems
BUS 350   Business Quantitative Analysis
MGT 382   Productions/Operations Management
ECN 150   Principles of Microeconomics
ECN 151   Principles of Macroeconomics
FIN 362   Principles of Finance
MGT 263   Principles of Management
MKT 261   Principles of Marketing
MGT 498   Strategic Management (Capstone)

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 263 and MKT 261.

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 as follows: accounting, business administration, finance, financial resources management, management, marketing, or other areas as designed by the student.

Human Resource Major (Atlanta only)  (18 Hours)
Students may choose to major in Human Resource Management. The four required courses are:

- BUS 348  Employment Law
- MGT 323  Organizational Behavior
- MGT 329  Human Resource Management
- MGT 333  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 323  Organizational Behavior or MGT 324 Organizational Theory
- MGT 327  Entrepreneurship
- MGT 328  Leadership
- MGT 329  Human Resource Management
- MGT 372  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 315  Marketing Research
- MKT 342  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 327 Entrepreneurship, or MGT 320 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 315  Global Operations Management
- MGT 425  Logistics Management

Two additional courses from the following list

- ISE 403  Modeling and Simulation
- ISE 443  Project Management
- MGT 377  Special Topics in Management
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.

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 263, MKT 261, 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 261, MKT 315, MKT 475, and MKT 342. 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: MAT 133, 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 277 Special Topics (3 hours)
An intensive study of some significant topic in accounting not otherwise covered in the school’s course offering. This course may be repeated multiple times with department approval.

ACC 333. 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 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 378. 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 379. 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 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 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 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 277 Special Topics
(3 hours)
An intensive study of some significant topic in business not otherwise covered in the school’s course offering. This course may be repeated multiple times with department approval.

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 377. 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 378. 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 413. Business Studies Abroad (3 hours)
Prerequisites: ECN 441 or 444, or FIN 451, or MGT/MKT 372; 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 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 277 Special Topics (3 hours)
An intensive study of some significant topic in economics not otherwise covered in the school's course offering. This course may be repeated multiple times with department approval.

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 343. 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 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 macro models of the U. S. economy. (Mac)**

ECN 378. 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 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 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 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 277 Special Topics** (3 hours)
An intensive study of some significant topic in finance not otherwise covered in the school’s course offering. This course may be repeated multiple times with department approval.

**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 377. 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 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. (Mac)

**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 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**  
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 263. 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 277 Special Topics** (3 hours)  
An intensive study of some significant topic in management not otherwise covered in the school's course offering. This course may be repeated multiple times with department approval.

**MGT 320. Event Management** (3 hours)  
Prerequisites: MGT 263 and MKT 261.  
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 323. Organizational Behavior (3 hours)
Prerequisite: MGT 263.
This is an advanced course which builds upon the organizational behavior topics introduced in Principles of Management (MGT 263). 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 324. Organization Theory (3 hours)
Prerequisite: MGT 263.
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 327. Entrepreneurship (3 hours)
Prerequisites: MGT 263; MKT 261.
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 328. Leadership (3 hours)
Prerequisite: MGT 263
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 329. Human Resource Management (3 hours)
Prerequisite: MGT 263. MGT 323 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 333. Labor-Management Relations (3 hours)
Prerequisite: MGT 263.
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 372. International Management and Marketing (3 hours)
(Cross-listed with MKT 372)
Prerequisites: MGT 363 and MKT 261.
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 exit in the world. Students may not receive credit for both MGT/MKT 372 and BUS 364, in extended education.*

MGT 377. 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 378. 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 382. Production/Operations Management         (3 hours)
Prerequisites: MGT 263 and MAT 133 and STA 126 or EGR 252.
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 382. Production/Operations Management         (3 hours)
Prerequisites: MGT 263 and MAT 133 and STA 126 or EGR 252.
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 425. Logistics Management         (3 hours)
This course studies the logistics of managing products, services, and information from the demand side as well as the supply side. The structure and competitive nature of contract logistics on freight forwarding, parcel and freight shipping, and intermodal industry are examined. Topics include supply chain management, demand management, customer service, procurement, inventory management, warehousing, global logistics, transportation, and information systems.

MGT 450. Total Quality Management         (3 hours)
Prerequisite: MGT 263.
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 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 263; MKT 261; 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 261. Principles of Marketing**
Prerequisite: 12 hours
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 277 Special Topics**
An intensive study of some significant topic in marketing not otherwise covered in the school's course offering. This course may be repeated multiple times with department approval.

**MKT 315. Marketing Research**
Prerequisites: MKT 261 and STA 126
A study of the methods and procedures designed to provide management with information on which decisions are made; the gathering and analysis of data in business and public organizations are primary emphasis; topics include the use of secondary data and appropriate sampling and research methodologies for collecting primary data. *

**MKT 320. Professional Selling**
Prerequisite: MKT 261.
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 322. Public Relations**
Prerequisite: MKT 261.
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 330. Services Marketing**
Prerequisite: MKT 261.
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 335. Marketing Promotion and Communication**
Prerequisite: MKT 261.
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 337. Social Media Marketing (3 hours)**
Prerequisite: MKT 261.
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 342. Consumer Behavior (3 hours)**
Prerequisite: MKT 261.
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 372. International Management and Marketing (3 hours)**
(Cross-listed with MGT 372)
Prerequisites: MGT 263 and MKT 261.
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 372 and BUS 364, in Extended Education.**

**MKT 377. 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 378. 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 379. Brand Management (3 hours)**
Prerequisites: MKT 261.
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 417. Advertising**  
(3 hours)  
Prerequisite: MKT 261 and MKT 342.  
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 474. Marketing and Digital Analytics**  
(3 hours)  
Prerequisites: MKT 261 and MKT 315.  
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 261 and 415; MGT 263; and MATH 220.  
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 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

Faculty

Thomas R. Koballa, Jr., Dean/Professor
Sharon Murphy Augustine, Associate Dean/Professor
Lucy Bush, Associate Dean/Professor
Jeffrey S. Hall, Associate Dean/Professor
Loleta D. Sartin, Associate Dean/Professor
Mary Kay Bacallao, Olivia Boggs, Sylvia Y. Cain, Penny L. Elkins, Jianhua Feng, Robert Helfenbein, Margie Wiggins Jones, Vicki L. Luther, Sybil Keesbury Martin, and Kelly Reffitt, Professors
Carol A. Isaac, Sara Luke, Robbie J. Marsh, Susie Morrissey, Leah Panther and James Vander Putten, Associate Professors
Karyn A. Allee, Nancy Atchison, Felicia Baiden, Flavio Campos, Deana Ford, Aaron G. Geter, Jr., Lucy Gitonga, Joo Young Hong, Annemarie B. Kaczmarczyk, Adam Keath, Jeffrey Keese, Katherine Perrotta, John (Hank) Samuels, Meenakshi Sharma, Matthew Sroka, Elaine Thurmond, N. Jean Walker, LaTeshia Warren, and Tyler Watts, Assistant Professors
Kaitlin Finley and Sheila Thompson, Instructors
Jan Johnson, Coordinator for Academic Advising/Instructor
Shannon Mitchell, Director of Assessment
Carlene Russell-Sherman, Director of Candidate Program Progression and Certification Official
Nicole Lutch, Director of Field Placement

Mission

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

Goals

The College of Education will:

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

6. Create an environment for the development of critical thinking skills.

7. Create an environment that encourages consideration of viewpoints other than one’s own, including viewpoints associated with other cultures and traditions.

8. Foster commitment to live as an engaged and informed citizen.

9. Foster reflection on one’s life and learning experience.

10. Encourage a respect for intellectual and religious freedom.

**College of Education Programs**

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

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

**Undergraduate Programs**

The College of Education offers the following undergraduate programs in teacher education in the Regional Academic Centers:  
Early Learning and Development (Birth-5 years of age) (Note: This program has a certification and a non-certification track.)  
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 BSED in Macon are suspended for the 2024-2025 academic year.)  
Secondary Education Program (6-12 certification in the following areas: English, History, Political Science, and Mathematics)

**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."

Undergraduate initial certification-only programs of study are available for Elementary/Special Education General Curriculum, Middle Level Education, and Secondary level Education through the Regional Academic Centers (the Middle Level Education program is offered only in Henry, Douglas, and Macon). Post-baccalaureate initial certification at the graduate level is available on the Macon campus and on the
Atlanta campus. Information about graduate level initial certification can be found in the Macon and Atlanta catalogs.

In order to be admitted to the College of Education, initial certification-only students must hold a bachelor's degree from a 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 Associate 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 in the College of Education have the right to appeal a course grade not later than 30 days following completion of the course. A student receiving a grade considered incorrect has the following recourse:

A. The student should first appeal to the professor issuing the grade. The student is required to initiate an appeal with the appropriate faculty member no later than thirty days from the completion of the term in which the course was offered. Appeals received after the thirty-day period will not be honored.

B. If the student does not agree with the professor’s assessment of the grade, the student may then appeal to the Associate Dean responsible for the program covering the course to be appealed.

C. If the student does not agree with the Associate Dean’s assessment of the grade, the student may then appeal in writing to the Grade Appeals Committee through the Associate Dean of Student Affairs. This appeal should include supporting documentation and must be received within one semester after the grade has been issued. In addition to notifying the Grade Appeals Committee about the student’s appeal, the Associate Dean will also notify the appropriate Assistant Dean and faculty member to allow them to respond in writing to the Grade Appeals Committee. The Grade Appeals Committee Chair will call committee meetings as necessary but at least once a semester. The Associate Dean of Student Affairs will be an ex officio member of the Grade Appeals committee and vote only to break a tie vote. The Grade Appeals Committee will be in session when a majority of the Committee members, including the Committee chair, are present. A majority vote of Committee members present will constitute the Committee's decision to uphold or reject the student’s grade appeal.

D. The Grade Appeals Committee will report its recommendation in writing through the Associate Dean of Student Affairs to the Dean of the College of Education.

E. The student has the right to appeal any decision of the Grade Appeals Committee to the Dean of the College of Education.

F. If the grievance about the grade appeal is not resolved by the Dean, the student has the right to appeal that decision to the Provost.

G. Questions about grade appeals may be directed to the Associate Dean of Student Affairs.

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
Group 2: ARTH 101; COMM 104; HUMA 115; HUMA 205; 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):

UNIV 110. The Culture of the University
FDLS 115. Introductory Algebraic Procedures for Problem-Solving
FDLS 130. Language and Communication*
FDLS 150. Principles of Self-Renewal
FDLS 170. Fundamentals of Research Methods

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

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

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

Teacher Education

The Conceptual Framework

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

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

Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.

Demonstrates expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.

Shows understanding of and respect for the characteristics, cognitive and social developmental stages, emotional and psychological needs, and learning styles of diverse and special needs learners.

TO DO

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

Plans, implements, and assesses well-integrated, developmentally appropriate, and culturally responsive lessons which are well grounded in pedagogical and psychological theory.

Individualizes, differentiates, and adapts instruction to meet the needs of diverse and special needs learners.

Uses a wide variety of teaching methods, strategies, technology, and materials.

TO BE

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

Believes in his or her own efficacy as an educator and uses feedback, reflection, research, and collaboration to enhance teaching performance, revise and refine instruction, make decisions, develop and modify instruction, and grow as a professional.

Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.

Models positive and effective interpersonal skills interacting with learners, parents, other educators and members of the community.

Purposes

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

1. A broad background in the liberal arts, including study in communication, literature, the social sciences, the arts, mathematics, and the natural sciences.

2. A knowledge base of subject area content appropriate to the particular certification area(s) and grade spans.

3. A knowledge base of educational foundations, educational psychology, human development, human exceptionalities, and parental and family dynamics.

4. A knowledge base of student and subject appropriate methodologies, techniques, strategies, and technology appropriate for facilitating learning and enabling all students, including the exceptional, disabled, and culturally diverse, to become engaged and active learners.
5. The opportunities to demonstrate competency and effectiveness as a teacher through a sequentially planned series of field experiences that allow the student to begin with observation, move through tutorial, small-group, and whole-group teaching experiences, and culminating with a semester-long student teaching experience.

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

Criteria and Procedures for Admission

All students must formally apply for admission to the Teacher Education Program. Because of the sequencing of courses and because of prerequisite courses for admission, a student should declare his or her specific major or certification intent in the College of Education and should meet with an advisor first semester of enrollment.

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

Admission to Teacher Candidacy

To be fully admitted to teacher candidacy, a student must:
1. Have a cumulative undergraduate GPA of 2.5
2. Have taken and have earned no grade below a “C” in LBST 175 and LBST 180.
3. Have taken and have earned no grade below a “C” in the math core class.
4. Have passed any unrestricted education courses taken and have earned no grade below a “C” in any courses required for the major, including courses required for areas of concentration in middle level education. Students must earn a grade of B or higher in EDUC 283.
5. Have 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 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.

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 298 – 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 298 – Fieldwork I (1 credit)

Middle Grades Education
EDUC 220 – Foundations of Education (3 credits)
EDUC 298 – Fieldwork I (1 credit)

Secondary Grades Education
EDUC 220 – Foundations of Education (3 credits)
EDUC 298 – 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 and a grade of B or higher in EDUC 283. Students may repeat no more than two (2) such courses. If a student earns less than a C (or Unsatisfactory in S/U courses) in more than two (2) education courses, the student will be dismissed from the Teacher Education Program. A teacher education course may be repeated only one time.

Transfer Student Admission Policy

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

Field experience is an integral part of the Teacher Preparation Program. Each candidate is expected to complete field experiences in diverse settings and meet cluster requirements of their individual program plan. (See program plans for specific number of field experiences and cluster requirement information.) Field experiences are coordinated through the Office of Field Placement, and additional fees will be assessed for each field experience.

Candidates must do the following to be considered eligible for any field experience course:

Meet with Advisor prior to applying for field experience courses.

Obtain full admission to teacher education candidacy.

Apply for field experience during the application period.

(The application system is open during specified dates each fall and spring semester. Candidates are responsible for being aware of the application period and must apply during the PRIOR to the actual field experience. Check listserv messages and the Office of Field Placement section on the webpage often.)

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 maintaining insurance coverage are the candidate’s responsibility.)

Pre-Service Certification and Background Check (additional information)

Validity

The Pre-Service certificate is valid for as many as 5 years, and may be extended at the request of the educator preparation provider. It is invalidated upon program completion, or if the candidate withdraws, transfers, or is removed from the program. A former candidate who re-enrolls in an educator preparation program may be issued a new 5-year Pre-Service certificate at the request of the provider. A current background check is required in this case.

Additional Notes

The Pre-Service certificate is not a professional educator certificate. It allows the holder to participate in supervised field experience, clinical practice, student teaching, or residency work in Georgia schools;

Holding a Pre-Service certificate does not automatically lead to Induction educator certification.

Holding a Pre-Service certificate is not a pre-requisite to qualify for any other Georgia certificate. If you have already completed the student teaching portion of an educator preparation program, or if you will complete it outside of the state of Georgia, you need not apply for a Pre-Service certificate.

Liability Insurance

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

Early Learning and Development Program

The Bachelor of Science in Education degree with a major in Early Learning and Development (ELAD) is designed for individuals who wish to 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. Each student will complete studies in Child Development, Observation and Assessment, and Child Care Administration. The Child Development studies will focus on knowledge of how typical and atypical infants, toddlers, and young children grow, develop, and learn. The Observation and Assessment studies will provide opportunities to know and use systematic observations, documentation, and other effective assessment strategies. The Child Care Administration studies will serve to provide education in the theory and practice of leadership/management and human resource issues in childcare centers and other early learning and development settings. The BSEd in Early Learning and Development program is offered using a blended delivery format. Courses may be delivered face-to-face on campus, online, or a blend of the two.

Program Goals

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.
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, childcare 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.

Undergraduate 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. (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 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.

Early Learning and Development Curriculum
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 260. Creative Arts for the Young Child
   ELAD 210. Characteristics of Typical and Atypical Early Childhood Development
   ELAD 285. 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 yrs-K)
   ELAD 487. Observation and Assessment of Young Children & Practicum/Fieldwork (Age/Grade bands: 3 yrs-K)
   ELAD 489. Student Teaching (12 hrs) (Grade band: K) Certification
   ELAD 490. Capstone Teaching (12 hrs) (Birth through Five) Non-Certification

Child Care Administration Studies.....................................................9 hours
   ELAD 400. Classroom Strategies and Interventions for Young Children
   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 & Practicum/Fieldwork (B-5 years)

Approved Electives..............................................................................5 hours
Portfolio.................................................................................................0 hours
Total.......................................................................................................120 semester hours

*Successful completion of ELAD 210, ELAD 400, and ELAD 401 will lead to the Special Education 3-5 Endorsement for candidates under the certification track.

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.

Elementary Education and Special Education General Curriculum

The Elementary Education and Special Education General Curriculum is designed to prepare teachers to teach all students in grades P-5. Students participate in a variety of field-based experiences that provide experience in a range of P-5 grade levels.

Program Goals

The Elementary Education and Special Education General Curriculum Program at Mercer University offers an academic perspective to the candidate that values the individual and authentic worth of the young child through the inclusive lens of the general education classroom. Following an integrated, technologically enhanced curriculum, the candidate will experience varied field and life experiences within the culture of diverse school and community populations. Having completed this program of study, the candidate will become a transforming educator and a reflective professional who advocates for the needs and rights of the young child, while collaborating and establishing partnerships with parents, schools, and communities. An embedded reading endorsement is offered (EDUC 335, EDUC 380 and EDUC 463).

Program Outcomes

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

TO KNOW: Content and Process

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)

Acquire a knowledge base about various curriculum models and best practices. (Understanding)

Appreciate the importance of community in working with all children and their diversity, including ethnic, language, cultural, socio-economic, disabilities, and gender. (Diversity)

TO DO: Application

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)
Demonstrate competency in developing and implementing a wide variety of diagnostic and assessment techniques and strategies. (Practicing)

Integrate technological advances as a routine part of the curriculum. (Engagement)

TO BE: Attitude

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)

Advocate for young children and their families. (Collaboration)

Collaborate with other professionals, families and the broader community in planning and implementing instructional programs. (Collaboration)

Elementary Education/Special Education
B.S.Ed. Degree
120 Semester Hours
Requirements

General Education Requirements: ................................................................. 30 hours
Professional and Pedagogical Studies: ......................................................... 29 hours
  EDUC 205. Preparing the Elementary Environment
  EDUC 220. Foundations of Education
  EDUC 257. Psychology and Development of the Learner
  EDUC 283. Fundamentals of Special Education
  EDUC 298. 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 230. Exploration of Learning Creative Arts
  EDUC 358. Nature of Learners with Special Needs
  EDUC 375. Content and Learning through the Language
  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 Elementary Education
  EDUC 463. Literacy 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

Middle Level Education

The goal of the Mercer University College of Education is to prepare middle level educators as Transforming Educators who move through self-transformation during the facilitation of learning, while enabling the transformation of middle level students, a group
of unique and diverse individuals transitioning from childhood to adolescence. Candidates in the Middle Level Education program are prepared in general studies, professional and pedagogical studies, and content studies, which include two subject area concentrations. Completion of this program qualifies candidates for Middle Grades Certification in the two areas of concentration. The BSEd Middle Level Education program is offered using a blended delivery format. Courses may be delivered face-to-face on campus, online, or a blend of the two. The Middle Grades B.S.Ed. program in the regional academic centers will no longer accept applications after the 2022-2023 academic year. The Middle Level program will be terminated after the Spring 2026 semester; however, Tift is committed to offering courses to currently enrolled Middle grades pre-service teachers through Spring 2026.

Program Objectives/Outcomes

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

1. A knowledge base that blends knowledge of development of 10-14 year-olds with in-depth knowledge of content, pedagogy, and assessment in the two concentration areas. TO KNOW

2. Understanding of the middle school philosophy and concept and knowledge of the characteristics of an effective middle school. TO KNOW

3. Knowledge and understanding of middle school students and the uniqueness and diversity (age, ability, gender, special needs, etc.) exhibited by that group of students, and the ability and skills to meet the needs of the diversity exhibited in today’s middle schools. TO KNOW

4. Knowledge and understanding of effective curricular models that meet the unique needs of middle level students. TO KNOW

5. Knowledge and understanding of “teaming” and the ability and skills to collaborate effectively in such a setting, which involves knowledge of content, pedagogy, and assessment across the four concentration areas and of integrated teaching and learning. TO KNOW, TO DO, TO BE

6. Knowledge of reading in the content areas and across the curriculum. TO KNOW

7. The ability and skills to effectively plan, organize, implement, and assess in a collaborative team setting and as an individual. TO DO

8. The ability and skills to provide an effective advisor-advisee component in the middle school curriculum. TO DO

9. The ability and skills to be an effective collaborator with families, community, and other partners. TO BE

10. The ability and skills to engage in meta-cognition and reflection for continued enhancement and effectiveness as a Transforming Educator. TO BE

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

Middle Level Education

B.S.Ed. Degree
120 Semester Hours
Requirements
General Studies ................................................................. minimum 30 hours
Professional and Pedagogical Studies ..................................... 32 hours
   EDUC 210. Instructional Technologies for Teaching and Learning
   EDUC 220. Foundations of Education
   EDUC 283. Fundamentals of Special Education
   EDUC 356. Psychology and Development of the Adolescent Learner
   EDUC 298. Fieldwork I
   EDUC 399. Fieldwork II
   EDUC 485. Professional Practicum
   EDUC 406. Classroom Management for MLE and SEC
   EDUC 492. Student Teaching
Content Studies ...................................................................... minimum 51 hours
   Two Concentration Methods Courses, chosen from the following:
      EDUC 422. Teaching of Science for MLE and EDUC 455. Teaching of Mathematics for MLE
      EDUC 429. Teaching of Social Studies for MLE and EDUC 466. Teaching of English/Language Arts for MLE
      EDUC 460. Middle School Curriculum
      EDUC 461. Middle Level Integrated Methods I: Processes
      EDUC 462. Middle Level Integrated Methods II: Instruction & Assessment
      EDUC 478. Teaching Literacy for MLE
Concentration I (5 courses) *
Concentration II (5 courses) *
*1 course from each concentration course will overlap with general studies
Portfolio .................................................................................. 0 hours
Electives .................................................................................. 7 hours
TOTAL ....................................................................................... minimum 120 hours
*Offered at the Henry County, Douglas County, and Macon Centers only.

Middle Level Concentrations

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

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

Science Concentration
SCIE 100: Methods of Scientific Investigation
Earth Science Course (PHYS 106)

208 / MERCER UNIVERSITY
Life Science Course (SCIE 215)
Additional Science Courses (choose 2: BIOL 101, 105, ENVS 210, 215; PHYS 220, 225; SCIE 390)
EDUC 422: Teaching Science MLE

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

**SECONDARY EDUCATION**

The BSED in Secondary Education program at Mercer University values the individual and authentic worth of the adolescent through the inclusive lens of the regular classroom. The BSED in Secondary Education connects course work with 4 field experiences in 6-12 schools. This clinical program links the practicum and student teaching field placements into a year-long placement, explicitly connects field placements to corequisite education coursework, and embeds special education methods into courses. Students in this degree program would complete their education coursework in one of the following areas of certification: English, History, Political Science, and Mathematics. Having completed this four-year program of study, the BSED in Secondary Education candidate will become a reflective practitioner, advocating the needs and rights of the adolescent, while collaborating and establishing partnerships with parents, schools, and communities.

**Secondary BSED Program Goals**

1. Prepare and retain high school teachers through clinical and induction periods to serve in high-need schools
2. Create and sustain strong, reciprocal, collaborative relationships between and among district partnerships and university faculty
3. Expand collaboration among College of Professional Advancement and College of Education

**Secondary Program Objectives - Outcomes**

Upon completion of the BSED in Secondary Education Program, the candidate will:

**To Know**

1. Understand adolescents from a holistic perspective with an emphasis on social, behavioral, emotional, cognitive, and physical characteristics, and needs of the adolescent student and how the environments support these needs are developed and maintained.
2. Acquire a broad knowledge base in regards to interdisciplinary middle and secondary curriculum design and content specific pedagogy.
3. Understand and appreciate key concepts and organization of middle and secondary level education.
4. Understand how students differ in their approaches to learning and how the learning environment can be adapted to meet the diverse needs of middle and secondary education.

**To Do**

1. Design and implement an content specific and/or integrated,
developmentally appropriate curriculum that considers social, behavioral, emotional, cognitive, and physical nature and needs of middle and secondary students in regards to their diverse, developing identities.

2. Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies.

3. Integrate research-based strategies and instructional technology into all components of secondary school curriculum.

4. Utilize the effective teaching pedagogy to make connections among academic knowledge and the cultural influences of the students, school, and community while building collaborative relationships with families, community and other stakeholders.

To Be

1. Continually seek to be reflective, to evaluate personal development, and to find opportunities to grow professionally and develop emerging leadership qualities.

2. 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.

The BSED Secondary Education Major

Program of Study

General Studies.............................................................................30 hours

Professional and Pedagogical Studies ............................................ 38 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 220.</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>EDUC 283.</td>
<td>Special Education</td>
</tr>
<tr>
<td>EDUC 356.</td>
<td>Psychology and Development of the Adolescent Learner</td>
</tr>
<tr>
<td>EDUC 374.</td>
<td>Integrated Methods and Curriculum for 6-12</td>
</tr>
<tr>
<td>EDUC 453.</td>
<td>Disciplinary Literacy &amp; Differentiation</td>
</tr>
<tr>
<td>EDUC 298.</td>
<td>Field Experience I</td>
</tr>
<tr>
<td>EDUC 487.</td>
<td>Assessment for Middle &amp; Secondary</td>
</tr>
<tr>
<td>EDUC 399.</td>
<td>Experience II</td>
</tr>
<tr>
<td>EDUC 441.</td>
<td>Collaboration, Interdisciplinary Planning, &amp; Special Education Methods</td>
</tr>
<tr>
<td>EDUC 485.</td>
<td>Professional Practicum</td>
</tr>
<tr>
<td>EDUC 492.</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>

Content Studies ............................................................................24-30 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>30 hrs.</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>30 hrs.</td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
<td>27 hrs.</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>24 hrs.</td>
</tr>
</tbody>
</table>

Electives...........................................................................................22-28 hours

Total Hours for Graduation Needed...............................................120 hours

Content Studies

Courses that are used to satisfy General Education requirements may not also be used to satisfy content course requirements. Students will need to take another content course that meets GaPSC standards and/or is a 300-400 level content course to satisfy the content studies hours requirements (total number of content hours vary by content area).

Course Requirements
<table>
<thead>
<tr>
<th>Field</th>
<th>Hours</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| **English** | 30 hrs.| - Content Methods Course: EDUC 468  
|             |        | - Choose 2: LBST 310, LBST 360, LITR 370, WRIT 320, OR WRIT 285  
|             |        | - Choose 2: COMM 360, COMM 345, OR HUMA 205  
|             |        | - Choose 3: LITR 334, LITR 356, LITR 407, LITR 447, LITR 477, WRIT 320, LITR 370, GLEN 245  
|             |        | - EDUC 379: Young Adult Literature  
|             |        | - Choose 1: ENGL 323 or COMM 370  
|             |        | * GLEN 245 requires a co-requisite course GLEN 301 Global Liberal Studies Practicum |
| **History** | 30 hrs.| - Content Methods Course: EDUC 430  
|             |        | - HIST 200: Topics in World History  
|             |        | - HIST 220 Topics in European History  
|             |        | - Choose 1: LBST 250: Arts and Ideas: Ancient and Medieval Culture OR LBST 255: Arts and Ideas II: Modern Culture  
|             |        | - HIST 210 Topics in American History  
|             |        | - HIST 410 Advanced Topics in American History  
|             |        | - Choose 1: HIST 366 The Civil War & Reconstruction or HIST 367 The South after Reconstruction  
|             |        | - HIST 368: Georgia History  
|             |        | - LBST 305: Globalization and Citizenship OR GLEN 235: Globalization and Social Change*  
|             |        | * GLEN 235 & 245 require a co-requisite course GLEN 301 Global Liberal Studies Practicum |
| **Political Science** | 27 hrs.| - Content Methods Course: EDUC 430  
|             |        | - POLS 100 Government in America  
|             |        | - LBST 280 Argument: Public Discourse and Citizenship and LBST 275 Argument: Social Thought and Citizenship  
|             |        | - PHIL 215 Foundations of Ethics  
|             |        | - POLS 200 Government at the State and Local Levels  
|             |        | - LBST 305: Globalization and Citizenship OR LBST 303: Issues of Justice in a Global Community  
|             |        | - SOCI 200 Addressing Social Injustice  
|             |        | - CRJS 260 Introduction to Criminal Justice or CRJS 359 The Judicial Process |
| **Math**    | 24 hrs.| - Content Methods Course: EDUC 456  
|             |        | - Calculus I MATH 181  
|             |        | - Calculus II MATH 282  
|             |        | - Discrete Math MATH 225  
|             |        | - Statistics MATH 220  
|             |        | - Linear Algebra MATH 310  
|             |        | - College Geometry MATH 160  
|             |        | - Additional math course: MATH 390 or MATH 410  

*GLEN 245 and 245 require a co-requisite course GLEN 301 Global Liberal Studies Practicum.
Teacher Education Minor

The minor in teacher education is available to all Mercer undergraduate students; however, receiving a minor in teacher education does not fulfill the requirements for teacher certification. The teacher education minor consists of 18 semester hours of education courses, of which at least six hours at or above the 300-level must be completed with Mercer. Students who have not been fully admitted to candidacy in teacher education but wish to complete a minor must choose the 18 hours from among unrestricted courses (any 100- or 200-level EDUC or ELAD course, plus EDUC 356, 360, 378, 379, and 230). Students who have been fully admitted to teacher education and decide to minor in teacher education may include restricted courses in the 18-hour requirement for the minor.

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

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

A. Mercer University will offer the opportunity for eligible students to earn a Bachelor's degree and a Master's of Arts in Teaching (MAT) degree in either Elementary Education, Middle Grades Education, or Secondary Education over the course of approximately five years of full-time study.

B. In the 4+1 Bridge Program in Education, students will have three phases of study:

   a. Phase 1: Beginning Study Solely during Undergraduate Student Status
      i. Before the Junior year
      ii. Before admission to this 4+1 Bridge program

   b. Phase 2: Advanced Study in MAT Coursework while in Undergraduate Student Status
      i. During the Junior and/or Senior years
      ii. After admission to this 4+1 Bridge program

   c. Phase 3: Graduate Study Solely in Graduate Status
      i. After completion of the Mercer undergraduate degree
      ii. After admission to this program.

C. The up-to-four courses that students may take during Phase 2 are:

   a. EDUC 220. Foundations of Education
   b. EDUC 356. Psychology and Development of the Adolescent Learner—OR—EDUC 257. Psychology and Development of the Learner
   c. EDUC 283. Fundamentals of Special Education
   d. EMAT 604. Planning for Instruction and Assessment in Elementary Education—OR—EMAT 606. Planning & Organizing Instruction in MGE—OR—EMAT 607. Planning and Organizing Instruction in SEC

Tift College 4+1 Bridge Requirements

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.

Special Consideration Program

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.

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

GPA requirements must be maintained through graduation to qualify.

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
2. Minimum 32 semester hours completed at Mercer.
3. Overall 3.0 GPA at Mercer
   a. GPA for Education core curriculum courses (if applicable)
   b. GPA for major courses at Mercer
4. Earned grade C or better in ALL Education and major courses taken at Mercer

GPA requirements must be maintained through graduation to qualify.

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

EARLY LEARNING AND DEVELOPMENT (ELAD)
ELAD 210. Characteristics of Typical and Atypical Child Development (3 hours)
This course will provide an overview of the theories of typical and atypical development from conception through age five. Attention will be paid to various influences on all aspects of development including the influence of stress and trauma, protective factors and resilience, and supportive relationships on the development of young children. Focus will include effects of biological and environmental factors on pre-, peri-, and post-natal development and impact of medical conditions on family concerns, resources, and priorities. Significance of socio-cultural and political context for the development and learning of young children who are cultural and linguistically diverse will be stressed. (Every Fall in at least one location)

ELAD 230. Learning through Play and Exploration (3 hours)
An in-depth study of play and its relationship to the physical, social, emotional, cognitive and language development of children ages birth through five. Includes an examination of the theories of play, types of play, and play materials and environments which form the basis of developmentally appropriate curriculum for children in the early years. A variety of play observations will be required. There will be an emphasis on play advocacy. (Every Fall in at least one location)

ELAD 240. Inquiry-based Curriculum for Infants and Toddlers (3 hours)
This course will focus on the development, design, and implementation of inquiry-based curriculum for infants and toddlers. Topics to be studied include: quality early childhood curriculum models, learning environments, developmentally appropriate practices, diverse learners, home/school/community curricular connections, and methods for documenting learner outcomes (birth to three years of age). (Every Fall in at least one location)

ELAD 260. Creative Arts for the Young Child (3 hours)
(Cross-listed with EDUC230)
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 285. Child Development Pre-Practicum/Fieldwork (1 hour)
(Age/Grade bands: B-2)
Prerequisites: Full Teacher Candidacy admission status. ELAD 285. 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 300. Integrated Curriculum: Preschool through Kindergarten (3 hours)
Prerequisite: Full Teacher Candidacy admission status.
This course is designed to survey developmentally appropriate curriculum for early childhood settings preschool through kindergarten. Topics to be studied include: curriculum structure, content, instructional goals and objectives, state and national standards, integration of the curriculum, and methods of assessing student performance (3-5 years). (Every Spring in at least one location)

**ELAD 310. Emergent Literacy in Young Children** (3 hours)
Prerequisite: Full Teacher Candidacy admission status.
This course focuses on how young children (birth through five years of age) develop emergent skills in listening, speaking, pre-reading/reading, and pre-writing/writing. Particular emphasis is placed on planning and implementing a print-rich environment that supports emergent literacy skills. (Every Spring in at least one location)

**ELAD 400. Curriculum and Intervention for Exceptional Young Children (Ages 3yrs-K)** (3 hours)
Prerequisites: Full Teacher Candidacy Admission Status. ELAD 210.
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 3yrs-K)** (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)
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 Teacher Candidacy admission status.
This course focuses on how kindergartners develop reading and writing skills. Particular emphasis is placed upon a balanced approach that includes research-based content and instructional strategies designed to support language and literacy development in kindergarten. Effective methods for assessing and documenting young children’s growth in literacy are included to plan and adapt instruction to meet the needs of diverse learners. (Every Fall in at least one location)

ELAD 420. Kindergarten, Numeracy, Spatial Sense, and Measurement (3 hours)
Prerequisites: Full Teacher Candidacy admission status.
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 Disorders (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 487. Observation and Assessment of Young Children and 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 NAECY Early Learning Center. Graded: S (Satisfactory) and U (Unsatisfactory). Special Fee. Application required.

ELAD 488. Program Administration in Diverse Settings and Practicum/Fieldwork (Age/Grade bands: B-5 years) (3 hours)
Prerequisites: Full Teacher Candidacy admission status. ELAD 488. Application required. This course will focus on the various types of local, state and federal child care programs/resources/partnerships that can be accessed to improve the quality of early learning and education programs. Topics of exploration will include child care 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 NAECY Early Learning Center. Graded: S (Satisfactory) and U (Unsatisfactory). Special Fee. Application required.

ELAD 489. Student Teaching (Age/Grade bands: Pre-K-Kindergarten) Certification (12 hours)
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 230. 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 256. Adolescent Health and Development (3 hours)
A study of the healthy development of adolescents. Specific attention will be given to the influences of health on biological, cognitive, social-emotional, and psychomotor development.

EDUC 257. Psychology and Development of the Learner (3 hours)
This course will provide an overview of the principles of growth and development from conception through early adolescence. Attention will be paid to various influences on all aspects of development: physical maturation, cognitive and linguistic development, social skills, learning styles, and personality development. Focus will be on individual student differences and learning theories. (Every year in at least one location)

EDUC 283. Fundamentals of Special Education (3 hours)
This course explores the fundamentals of special education in America's schools. Emphasis is given to the historical development of special education, relevant legislation and litigation, educational policy, and contemporary trends and issues. This course satisfies the requirement for Georgia certification and must be completed with a grade of B or higher. (Every year in at least one location)

EDUC 298. Fieldwork I (1 hour)
Prerequisite: Formal application; full admission status.
This course provides candidates a session-long school-based experience. Students will be assigned to diverse schools and will spend a minimum of 35 clock hours observing and participating, on a limited basis, in classroom-related activities. Students are required to attend Fieldwork I orientation and seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. Online application required. (Every semester in at least one location)

EDUC 356. Psychology and Development of the Adolescent Learner (3 hours)
The objective of this course is to integrate critical aspects of adolescent development with motivation and learning theories. The course addresses essential areas of child adolescent cognitive development, social/emotional development, learning theories, classroom management, motivation, and discipline theories. Specific obstacles to learning and subsequent treatment approaches also are presented. Advocacy issues and special needs students also are addressed in the context of each session.

EDUC 357. Psychology of Learning (3 hours)
The discipline of psychology is used to address educational issues and learning theory. Particular attention will be paid to individual student differences. The focus will be on variations in styles of learning while acknowledging gender and diversity. (Every year in at least one location)

EDUC 358. Nature of Learners with Special Needs (3 hours)
Pre-requisite: Full Teacher Candidacy admission status.
This course provides an in-depth overview of students with mild and moderate disabilities and particularly those with specific learning disabilities, intellectual disabilities, and emotional/behavioral disorders. Emphasis is also given to other diverse learners as well as those considered to be at risk. The course presents theories and current issues as they relate to etiology, definitions, characteristics, identification, eligibility, service delivery, and family needs. (Every year in at least one location)
EDUC 374. Integrated Methods and Curriculum for 6-12th Grade (3 hours)  
Prerequisite: EDUC 220, EDUC 356.  
This course is an orientation to curriculum studies (6-12) that affects middle and secondary students. Candidates will learn and implement methods of integrated/interdisciplinary curriculum including lesson plans, assessments, and instructional strategies to scaffold student learning and meet the diverse needs of students in grades 6-12. (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 379. Young Adult Literature (3 hours)  
This course provides an introduction to the genres of literature for young adults. Areas of focus include: selection and analysis of quality literature, appropriate integration of literature across the curriculum and application of response theory in literature. (Every Spring in at least one location)  

EDUC 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 Associate Dean.  
This course offers a study of some significant topics in education that is not available through other program offerings. (Occasionally)  

EDUC 399. Fieldwork II (1 hour)  
Prerequisite: Formal application; full Teacher Candidacy admission status; EDUC 205 or 360. Online FE application required.  
This course provides candidates a session-long school-based experience. Students will be assigned to diverse public schools and will spend a minimum of 35 clock hours observing and participating in teaching and learning activities. Students are required to attend Fieldwork II orientation and seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. (Every semester in at least one location)
EDUC 403. Connecting Home, School, and Community                  (3 hours)
Pre-requisites: Full Teacher Candidacy admission status; EDUC 380 or ELAD 310.
Candidates explore the importance of collaboration among the home, school, and broader community in the education of young children. Ways in which young children's learning, behaviors, viewpoints, and habits are affected by family members, by school personnel, and by members of the immediate and larger community will be addressed. Candidates grasp the range of situations professionals encounter as they work with children in a diverse society. (Every Fall in at least one location)

EDUC 405. Classroom Management                                                    (3 hours)
Pre-requisites: Full Teacher Candidacy admission status; EDUC 459.
Co-requisite: EDUC 492.
This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with elementary and special needs students. Focus is on organizing the classroom, rules and procedures, and student behavior in three areas: general, problems, and special groups. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom. (Every year in at least one location)

EDUC 406. Classroom Management for MLE and SEC                    (3 hours)
Pre-requisites: EDUC 460 or EDUC 469; Full Teacher Candidacy Admission Status.
This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with middle level and secondary students. Focus is on management as a triangular model that demonstrates the inter-relatedness of content, conduct, and covenant relationships. Practical application is emphasized, and teacher candidates are expected to develop their own relevant classroom management plans that could be effectively implemented in the public school classroom. (Every year in at least one location)

EDUC 421. Science for All Learners                                                   (3 hours)
Pre-requisites: Full Teacher Candidacy admission status.
Building upon constructivism-based learning theory, the design of this inquiry-based course promotes scientific literacy. Students are required to use critical thinking and problem solving skills. Scientific knowledge of the nature of science is developed through inquiry-based activities. Creating equitable learning environments will be modeled throughout the course. Adaptations so that special needs students can participate in inquiry-based activities will be integrated. (Every Spring in at least one location)

EDUC 422. Teaching Science for MLE                                                 (3 hours)
Prerequisite: Full Teacher candidacy admission status
Co-requisite: EDUC 455.
This course addresses science content, process skills, attitudes, and real-world applications which are developmentally appropriate for middle grades science instruction. Effective planning and teaching strategies which incorporate integrated and interdisciplinary approaches, technology, literature, and multicultural education are combined with the theories of learning. (Every year in at least one location)

EDUC 428. Content and Learning through the Social Studies           (3 hours)
Pre-requisite: Full Teacher Candidacy admission status.
This course will provide students with an in-depth study of the methods and materials essential for effective social studies instruction in elementary grades. Students will develop
knowledge and competencies in specific content areas and design appropriate instructional methods that reflect the individual needs of a diverse student population. Topics include but are not limited to: curriculum standards, assessment design and construction, interdisciplinary/integrated curriculum and unit planning, effective uses of instructional technology, and teaching strategies that adapt content for students with special needs. (Every year in at least one location)

**EDUC 429. Teaching Social Studies for MLE**  
(3 hours)  
Prerequisites: Full Teacher Candidacy admission status.  
Co-requisite: EDUC 466.  
The application of transient learning theories will be combined with effective teaching strategies that encourage success in social studies for all. The interdisciplinary nature of social studies will be the focus for the study of curriculum, methods, technology, and professional sources. An emphasis will be on the planning for and development of resources, including the development of a unit. (Every Fall in at least one location)

**EDUC 430. Teaching Social Science for Secondary**  
(3 hours)  
Prerequisites: EDUC 469 and full admission status.  
This course is designed to provide an understanding of curriculum, methods, media, materials, and technology appropriate for teaching the social sciences in the secondary classroom. Emphasis will be placed on knowledge of available professional sources and on developing instructional materials suitable for high school students. (Every year in at least one location)

**EDUC 441. Collaboration, Interdisciplinary Planning, & Special Education Methods**  
(3 hours)  
Prerequisite: Full Admission to Program, EDUC 374.  
This course explores the collaborative needs of middle and high school teachers in an inclusive regular classroom. Emphasis is placed on collaborative practices between teacher and the adolescents, the parents, and various agencies involved in meeting the needs of all learners within the classroom. Special attention is given to creating differentiated and interdisciplinary instruction for all students. (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 375.  
Emphasis will be given to helping the Transforming Educator understand and apply research-based intervention strategies and instructional principles in the classroom with special needs learners. Curriculum-based assessment techniques will be studied with an emphasis upon the decision-making process for developing instructional objectives for students with Specific Learning Disabilities, Intellectual Disabilities, and Emotional/Behavioral Disorders. Educational strategies for diverse learners and students considered to be at Risk will also be presented. (Every Spring in at least one location)

**EDUC 451. Assessment and Evaluation in Special Education and Elementary Education**  
(3 hours)  
Prerequisites: Full Teacher Candidacy admission status; EDUC 450.  
This course is designed to provide the Transforming Educator with a comprehensive knowledge base relevant to the assessment and evaluation of children in Elementary/Special Education General Curriculum programs. Emphasis will be given to the selection, administration, and interpretation of individualized and group assessment instruments. Authentic assessment strategies will also be presented. Assessment and evaluation tools for diverse learners as well as federal and state requirements regarding
student assessment will be addressed. The relevance of assessment and evaluation for
the design of successful educational strategies will be explored. (Every Fall in at least one
location)

**EDUC 452. Diagnosis and Remediation of Reading and Writing (3 hours)**
Pre-requisites: Full Teacher Candidacy admission status; EDUC 377.
In this course, students will examine the role of the teacher as a literacy instruction and
assessment decision maker. Focus will be to explore literacy and language strategies that
can be adapted to fit individual needs. Informal and formal assessment tools will be utilized
to inform instructional choices, facilitate parent/child conferences, and allow children to
participate in their own literacy development as they achieve goals in becoming
independent readers and writers. This course will focus on the reading process, the writing
process, and the developmental patterns of literacy. Attention is given to children at risk,
children with special needs, and other diverse learners. (Every Fall in at least one location)

**EDUC 453. Disciplinary Literacy and Differentiation (3 hours)**
Prerequisite: Full Admission to Program, EDUC 374.
Adolescent literacy and disciplinary literacy will be explored in relation to the specialized
literacy skills in language arts, mathematics, science, and social studies. In addition to
discipline specific literacy, interdisciplinary connections will also be explored as they relate
to deepening comprehension of concepts. Emphasis will be placed on the skills students
need to navigate complex texts, to enhance critical thinking, and to learn disciplinary
discourses. Attention will be given to sociocultural context of students to promote active
and engaged literacy learning. (Every year in at least one location)

**EDUC 454. Building Mathematical Competence and Confidence in Learners (3 hours)**
Prerequisite: Full Teacher Candidacy admission status.
Constructivism-based methods of mathematics learning for all children, with a deep focus
on the importance of problem solving, will be explored and implemented in this course.
Emphasis will be placed on developmentally appropriate teaching practices that nurture
positive dispositions, equity, critical thinking, collaboration, profound understanding of
fundamental mathematics concepts, and connections of mathematics to other areas of the
curriculum as well as to life outside of school. Instructional adaptations for students with
special needs, formal and informal assessment strategies, and creative uses of teaching
tools such as manipulatives and technology will serve as frameworks for discussion and
understanding of the mathematics teaching/learning process.

**EDUC 455. Teaching Mathematics for MLE (3 hours)**
Prerequisites: Full Teacher Candidacy admission status.
Corequisite: EDUC 422.
An overview of the essential components in middle grades mathematics for all children is
the focus of this course. Study includes methods, materials, media, technology, and
techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades 4-8. (Every year in at least one location)

**EDUC 456. Teaching Mathematics in the Secondary School (3 hours)**
Prerequisites: EDUC 469 and full admission status.
Study includes developmentally appropriate methods, materials, media, technology, and
techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades 6-12. (Every year in at least one location)
EDUC 457. Teaching Mathematics for Elementary Education: Number, Sense, and Operations (3 hours)
Prerequisites: Must meet Senior Year Progression criteria; C or better in general education mathematics courses.
Study includes developmentally appropriate methods focusing on problem solving and the development of mathematical concepts and procedures, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades P-5. The content will include number systems, number sense and number operations, and algebraic concepts. (Every year in at least one location)

EDUC 458. Teaching Mathematics for Elementary Education: Geometry, Measurement, and Data Analysis (3 hours)
Prerequisites: Must meet Senior Year Progression criteria; C or better in general education mathematics courses and a grade of C or higher in EDUC 457.
Study includes developmentally appropriate methods focusing on problem solving and the development of mathematical concepts and procedures, materials, media, technology, and techniques for diagnosing, correcting, teaching, and evaluating mathematics in grades P-5. The content will include geometry, measurement, and data analysis. (Every year in at least one location)

EDUC 459. Integrated Curriculum and Instruction (3 hours)
Prerequisites: Full Teacher Candidacy admission status; EDUC 375.
This course will focus on the development, design, and implementation of integrated, developmentally appropriate curriculum for all areas of a child's development, including: cognitive, social, emotional, and physical. Topics to be studied include: curriculum structure and content, instructional goals and objectives, content integration, developmentally appropriate practices, diverse learners, home/school/community curricular connections, and methods for assessing student performance. (Every Fall in at least one location)

EDUC 460. Middle School Curriculum (3 hours)
Prerequisites: Full Teacher Candidacy admission status.
The development of middle school curriculum as it has been shaped by sociocultural and technological forces will be examined. Topics to be studied include: curriculum planning and assessment, common core curriculum, advisee/advisor curriculum, exploration, school activities, integrating the curriculum, and instructional practices appropriate for the young adolescent learner. Issues, trends, and research relevant to effective middle-level instructional practices are discussed. (Every year in at least one location)

EDUC 461. Middle Level Integrated Methods I: Processes (3 hours)
Prerequisite: Full Teacher Candidacy admission status.
A study of knowledge, skills, and processes in an integrative manner that pulls together commonalities among the four areas of concentration in the middle grades. Special emphasis is given to the integrative/interdisciplinary nature of the topics, and special attention is given to adaptation for special needs, including gifted and talented. (Every Spring in at least one location)

EDUC 462. Middle Level Integrated Methods II: Instruction and Assessment (3 hours)
Prerequisite: Full Teacher Candidacy admission status; EDUC 461.
A study of instructional methods, integrated/interdisciplinary models of instruction, and
assessment as they relate to all subjects and to the diversity and special needs of students in the middle grades. (Every Fall in at least one location)

**EDUC 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 466. Teaching English/Language Arts MLE** (3 hours)
Prerequisites: Full Teacher Candidacy admission status.
Co-requisite: EDUC 429.
A study of methods, media, and materials for teaching English/language arts at the middle school level, including theory, research, materials, curriculum, units of study, and evaluation. (Every Fall in at least one location)

**EDUC 468. Teaching English/SEC** (3 hours)
Prerequisites: EDUC 469 and full admission status.
A study of methods, media, and materials for teaching English at the secondary school level, including theory, research, curriculum, units of study, and evaluation. Does not count toward the English major. (Every year in at least one location)

**EDUC 478. Teaching Literacy for MLE** (3 hours)
Prerequisites: Full Teacher Candidacy admission status.
This course will include an examination of the reading and writing processes and materials, strategies, and programs appropriate for teaching literacy in all content areas for all middle grade learners. Content covered will focus on literacy factors for reading informational texts, the reading-writing connection, and young adult literature. (Every year in at least one location)

**EDUC 485. Professional Practicum** (3 hours)
Prerequisites: application required; full Teacher Candidacy admission status and successful completion of EDUC 298 and EDUC 399.
This course provides candidates a semester-long school-based teaching experience. Students will be assigned to diverse schools, and are required to spend a minimum of 80 clock hours in the classroom during the entire semester. See course syllabus for weekly schedule. Students are required to attend orientation and practicum seminars. Successful completion of the Practicum is required for entry into student teaching. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. (Every year in at least one location) (Fall and Spring)

**EDUC 487. Educational Assessment** (3 hours)
Prerequisite: Full Admission to Program, EDUC 453.
This course provides an introduction to educational assessment. 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. (Every year in at least one location)
EDUC 488. Mentored Practicum  (3 hours)
Prerequisite: Full Teacher Candidacy admission status. Successful completion of EDUC 399. Online FE application required.
The mentored practicum is designed for those candidates who are employed in an approved accredited school setting on a non-renewable teaching certificate and in a setting appropriate to the certification that the candidate is seeking. The candidate will complete this course in his or her own classroom, under the mentorship of a teacher assigned by the school and a Mercer supervisor. Additional clock hours in other school settings may be assigned in order to meet diversity requirements. Candidates are required to attend orientation and practicum seminars. The mentored practicum is evaluated on a satisfactory (S) or unsatisfactory (U) basis. A special fee is assessed. Additional application paperwork required. (Fall and Spring)

EDUC 492. Student Teaching  (12 hours)
Prerequisites: Full Teacher Candidacy admission status and successful completion of all required education and middle level concentration courses. Online FE application required.
This course provides candidates a semester-long, full-day teaching experience for certification candidates. Candidates will be assigned to diverse public schools and will gradually assume all responsibility for the classroom to which they are assigned. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school-related experiences with guidance provided by the cooperating teacher(s) and university supervisor. Each student teacher will teach full-time for a minimum of three to five weeks. Required seminars will be held in conjunction with these experiences and will address a variety of topics. All students are required to attend orientation and FE seminars. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. (Fall and Spring)

EDUC 498. Internship  (12 hours)
Prerequisites: Full Teacher Candidacy admission status. Successful completion of all required education and middle level concentration courses. Online FE application required. Additional application paperwork required.
This internship is designed for candidates who are employed in an approved accredited public or private school setting on a non-renewable teaching certificate and who are teaching in a setting appropriate for the certificate that they are seeking. Candidates are required to attend the internship orientation and FE seminars. Specific policies and requirements are included in the Student Resource Guide. An internship is evaluated on a satisfactory/unsatisfactory basis. A special fee is assessed. (Fall and Spring)

EDUC 499. Clinical Experience III  (6 Hours)
Prerequisites: On-line application and submission of specified paperwork; successful completion of EDUC 399; 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, Margaret H. Eskew, J. Colin Harris, Ian C. Henderson, Laurie L. Lankin, Kyra L. Osmus, Charles H. Roberts, Clinton W. Terry, and Arthur J. Williams, Professors Emeriti
Karen O'Neill Lacey, Associate Professor Emerita
Tugba Ertan Bolelli, Carrie L. Elder, Forouzan L. Farnia, Rui Gong, Steve N. Hamilton, S M Shaful Hasan, Zhiling Long, Steven J. Miller, Brittany L. Prioleau, Kristin Robertson, Dina M. Schwam, Stefanie A. Sevick, Jacqueline S. Stephen, Ramya Tekumalla, 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 Talent Development, Human Services, Information Technology and Informatics, Liberal Studies, Organizational Leadership, Psychology, Software Application Development and Human Computer Interaction, and World Humanities. The College
offers graduate programs in Applied Data Intelligence and Machine Learning, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Criminal Justice and Public Safety Leadership, Health Informatics, Human Services Administration, Organizational Leadership, and School Counseling. The College also offers a Doctor of Philosophy degree in Counselor Education and Supervision. All of the undergraduate programs offered in the Regional Academic Centers and online 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, Macon, and Online)
- World Humanities (Online)

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

**Bachelor of Science**
- Criminal Justice Leadership (Atlanta, Douglas County, Henry County, Macon, and Online)
- Health Informatics (Atlanta and Online)
- Healthcare Leadership (Henry County and Online)
- Homeland Security and Emergency Management (Online)
- Human Resources Administration and Talent Development (Online)
- 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 Administration (Online)
- Organizational Leadership (Online)
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 $375.00 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 from the program coordinator.
- Students will receive a grade of Satisfactory (S) or Unsatisfactory (U) for the examinations. A satisfactory score must be equivalent to C level work or higher. The grade will not carry quality points and therefore will not affect the cumulative grade point average. Credit earned through a departmental challenge examination will be posted to the permanent academic record in the transfer credit area. This credit will carry the annotation that identifies it as credit-by-examination. An “unsatisfactory” grade will not be reflected on the student’s transcript.

**Portfolio Assessment**

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

- To be eligible to receive credit through Portfolio Assessment, a student, in consultation with a fulltime faculty member from the appropriate discipline, identifies a particular College of Professional Advancement course to challenge for which the student believes through experience he/she has met each of the stated student learning outcomes.
- The student submits to the Dean’s Office an application to challenge a course through the portfolio assessment method with a nonrefundable $375.00 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 (S) or Unsatisfactory (U) for the course identified in the portfolio. The grade will not carry quality points and therefore will not affect the cumulative grade point average. Credit earned through the portfolio assessment will be posted to the student’s permanent academic record in the transfer credit area. This credit will carry the annotation that identifies it as portfolio assessment. Denial of credit for the challenge will not be reflected on the student’s transcript.

**Satisfactory- Unsatisfactory Grading Option**

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

- From the list of general education requirements that are applicable to a student’s undergraduate major, area of concentration, or minor, a student may take no more than 6 total credit hours on an S/U basis.

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

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

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

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

**Class Attendance**

College of Professional Advancement students are expected to attend all scheduled classes and field events. Online and blended 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 that 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 in the MyMercer student portal. Declaring or changing a major in the college requires the approval of the associate dean.

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 255; HUMA 334; HUMA 370; 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; WRIT 210

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; BIOL 245 and BIOL245L; CHEM 103 and CHEM 105; CHEM 104 and CHEM 106; ENV 210; ENV 215; ENV 220; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 200; SCIE 215; SCIE 230

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

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 to multiple fields of study;
e. Engaging in dialogue with a text, practice, or artifact in relation to selves/others.

II. Explanation and Citizenship

Students will use analytic and systemic reasoning to explain the world empirically, experimentally, and mathematically by:

a. Using and critiquing scientific methods while demonstrating an understanding of the difference(s) among fact, scientific law, theory, and hypothesis;
b. Using mathematical terminology, notation, and symbolic processes;
c. Designing and implementing a multi-step mathematical process, appropriately employing mathematical and technological tools, to solve problems and assess the reasonableness of results within different contexts, including the human as well as natural world;
d. Practicing experimental/observational science by collecting, analyzing, and interpreting empirical data;

e. Analyzing observed phenomena within the human and natural world through the use of qualitative and quantitative scientific reasoning;

f. Analyzing underlying concepts of analytic and systemic reasoning within different contexts including the human and natural world.

III. Communication and Citizenship

Students will communicate in an informed manner in the public squares and spheres through which they engage the world by:

a. Using communicative practices (including, but not limited to, reading/writing, listening/speaking, verbal/non-verbal, or using/designing digital communication) as recursive, reflective processes of substantive revision;

b. Exploring and discussing how different modes of communication embody different ways of relating to others;

c. Demonstrating consideration of context, audience, and purpose in the focus of the assigned communicative task(s);

d. Demonstrating consistent use of important conventions particular to a specific discipline and/or communicative task(s), including organization, content, presentation, and stylistic choices;

e. Articulating specific positions (perspectives, theses/hypotheses) that consider the complexities of an issue and that acknowledge others’ points of view;

f. Articulating conclusions and making persuasive arguments that are logically tied to a range of information, including opposing viewpoints, and in which related outcomes are identified clearly;

g. Using research to develop ideas, ensuring that information is taken from a source (or sources) with enough interpretation/evaluation to develop a coherent analysis or synthesis in which viewpoints of experts are subject to questioning.

IV. Engagement and Citizenship

Students will engage issues of ethics and social justice across cultures and disciplines by:

a. Interpreting ways of seeing ourselves with others in communicative or social actions;

b. Explaining differences in access to power and citizenship among social groups;

c. Communicating diverse perspectives in a coherent and knowledgeable way;

d. Articulating how one might act ethically and responsibly in light of what one has learned.

General Education Structure

Successful completion of courses listed below will enable students to accomplish the general education I-IV outcomes.

Total hours: 39

Next to each outcome are the required hours to be completed for that outcome.

Outcome I. Interpretation and Citizenship: 12 hours

To be able to situate an interpretation within and across fields of study, students shall successfully complete courses in a variety of areas. Each course counted toward general education requirements in Interpretation and Citizenship must have a different prefix, one
of which must be RELG, and at least one course must be taken from each of the following four areas:

- **Texts: (What does the written or spoken text say, and how does it say it?)**
  - GLEN/HUMA 245. Interpreting Narratives across Cultures and Around the World (prerequisite: LBST 175, 180; corequisite: GLEN 301)
  - LITR/RELG 115. Readings in World Literature, Religion, and Citizenship
  - LITR 207. Topics in World Literature (prerequisites: LBST 175, 180)
  - LITR 247. Topics in British Literature (prerequisites: LBST 175, 180)
  - LITR 277. Topics in U.S. Literature (prerequisites: LBST 175, 180)
  - LITR/HUMA 334. Forms and Figures of Literature (prerequisites: LBST 175, 180)
  - LITR/HUMA 370. Interdisciplinary Approaches to Literature (prerequisites: 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 (prerequisites: LBST 175, 180)
  - MUSC 150. Music Appreciation
  - WRIT 210. Introduction to Creative Writing

- **Connections: (How are texts, practices, and artifacts connected, and how do we interpret their inter-relations?)**
  - LBST 250. Arts and Ideas I: Ancient and Medieval Culture (prerequisites: LBST 175, 180)
  - LBST/HUMA 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)
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. Quantitative Reasoning and Applications of Mathematical Concepts (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? How do we demonstrate the validity of an explanation?)
  - BIOL 101. Introduction to Biology and Evolution
  - BIOL 105. Life Forms and Functions
  - BIOL 210. Biology of Diseases (prerequisite: BIOL 101)
  - BIOL 245 & 245L. Human Anatomy and Physiology I and Laboratory (prerequisite: BIOL 101 or equivalent general biology course)
  - 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
  - ENVS 215. Environmental Impacts and Living Systems
  - ENVS 220. Ecotourism, Environment, and Sustainability
  - PHYS 106. Global Change and Earth Systems Science
  - PHYS 220. Astronomy and the Universe
  - PHYS 225. Meteorology
  - SCIE 100. Methods of Scientific Investigation
  - SCIE 200. Topics in Science
  - SCIE 215. Life Systems
  - SCIE 230. Introduction to Bioinformatics

- 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/or 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/or 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. Language 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; corequisites: 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)

**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

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(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 dean or associate 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 application of technology, 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, Counseling and Psychological Services, Access and Accommodations, 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 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.

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 to register for MATH 120.)
- **FDLS 130.** Language and Communication (students enrolled in FDLS 130 must receive a grade of C or higher to register for LBST 175 and 180.)
FDLS 150. Principles of Self-Renewal
FDLS 170. Fundamentals of Research Methods

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 College 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, conditionally admitted students, and all international undergraduate 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
Nadia G. Barnett, Marna L. Burns, and Merrin C. Oliver, Associate Professors
Steve N. Hamilton, Gail W. Johnson, 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 in human services administration is offered online.

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/Associate Professor
Priscilla R. Danheiser, Professor
Nadia G. Barnett, Marna L. Burns, and Cameron A. Miller, Associate Professors
Dina M. Schwam, Assistant Professor
Ming L. Hii, Instructor

Mission Statement

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

General Education Requirements ..........................................................39 hours

Core in Major ........................................................................................27 hours
PSYC 210. History and Systems of Psychology
PSYC 215. Cognitive Psychology
PSYC 227. Lifespan Development
PSYC 299. Careers in Psychology
PSYC 315. Research Methods I
PSYC 316. Research Methods II
PSYC/SOCI 333. Social Psychology
PSYC 360. Psychopathology
PSYC 498. Capstone Research Project

Electives in the Major .................................................................................................................. 12 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
- PSYC 395. Independent Study in Psychology

Electives ....................................................................................................................................... 42 hours
TOTAL ......................................................................................................................................... 120 semester hours

*Students must earn a C or better in MATH 220 and PSYC 111. Students must earn a C or better in LBST 175 and 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
Charles H. Roberts, Professor Emeritus
Hani Q. Khoury, Professor
Vikraman Baskaran, Greg A. Baugher, Awatef Ben Ramadan, and Tri M. Le, Associate Professors
Rui Gong, S M Shafiul Hasan, Zhiling Long, and Ramya Tekumalla, 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 courses in mathematics and technology, five degree programs, two minors, and one for-credit undergraduate certificate program, and a one 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.
Master of Science degree in Applied Data Intelligence and Machine Learning is also currently offered fully online or in-person on the Atlanta campus.

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, Awatef Ben Ramadan, and Tri M. Le, Associate Professor
Rui Gong, S M Shafiul Hasan, Zhiling Long, and Ramya Tekumalla, 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 should 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 PSYC111, Introduction to Psychology as a general education course because it is a required prerequisite to INFM 372, one of the required courses in the major.

Major Requirements ........................................................................ 39 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 I
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 ........................................................................................................6 hours
(Choose any two INFM or INSY courses)

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/Associate Professor
Feng Liu, Professor
Vikraman Baskaran, Greg Baugher, and Tri M. Le, Associate Professors
Rui Gong, S M Shafiul Hasan, Zhiling Long, and Ramya Tekumalla, 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 should 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 Requirements .............................................................................. 30 hours

INFM 110. Introduction to Informatics
INFM 204. Digital Logic and Programming
INFM 312. Data Base Design and Data Processing I
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 Requirements ........................................................................... 15 hours

(15 credit hours from a coherent disciplinary area or field of study)

General Electives ..................................................................................... 36 hours

TOTAL ........................................................................................................ 120 hours

*We recommend PSYC 111, Introduction to Psychology as a general education course because it is a required prerequisite for INFM331, one of the required courses in the major.

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 requirement 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 Talent Development. Prerequisites for chosen courses may be required. Students may choose a minor in Human Resources Administration and Talent 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
- 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*

Vikraman Baskaran, Greg A. Baugher,Awatif Ben Ramadan, and Tri M. Le, *Associate Professors*

Rui Gong, S M Shafiul Hasan, Zhiling Long, and Ramya Tekumalla, *Assistant Professors*
The Bachelor of Science (B.S.) 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 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 Requirements** ................................................................. 39 hours

**Major Requirements** .................................................................................. 45 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 I
- 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

**TOTAL** ........................................................................................................ 120 hours
*We recommend MATH 130, Topics in Precalculus and PSYC 111, Introduction to Psychology as general education courses because they are required prerequisites to 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 for courses required in the major to qualify for graduation.

Minors

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.

UNDERGRADUATE CERTIFICATE IN DATABASE DESIGN AND ANALYTICS

The for-credit undergraduate certificate in Database Design and Analytics is a 15 credit hour certificate designed for students in the Department’s technology programs and non-degree students. The certificate is designed to prepare students for a career change
and assist them in adopting new roles and responsibilities in database design and data analytics. Through the certificate program, students will learn fundamentals in database design and data analytics principles. Students will demonstrate and apply the fundamentals and principles of data analytics and statistical machine learning. They will gain basic knowledge in data access, manipulation, and reporting skills using query and programming languages. In addition, the students will gain essential knowledge and skills in using relational databases and tools. The skills students learn will keep them in demand in the current job market, and the certificate holders can use their knowledge and skillset in various industries. Bachelor-degree seekers will gain added value, where they can boost their resume before graduating.

The certificate courses will allow students to earn college credits. Our flexible class schedule and online/hybrid format is designed to help students advance their knowledge and skill sets to fit the entry-level database design and analytics job vacancies. Non-degree students who enroll in the certificate program can use the certificate credits and other credits toward the bachelor's degree in Information Technology and Informatics program.

Students must have completed INSY 102 or equivalent and MATH 120 or attained an adequate score on the mathematics proficiency assessment before starting the certificate program. Students must take MATH 220 Applied Statistical Methods and INFM 204 Digital Logic and Programming courses in the first semester. Both courses provide the knowledge and skill sets required for the remaining certificate courses. Students should successfully pass INFM 312 Data Base Design and Data Processing I before they will be eligible to enroll in the INFM 313 Data Base Design and Processing II and INFM 316 Data Analytics courses.

**Student Learning Outcomes**

Students completing the certificate will be able to:

- Apply fundamentals and principles of data analytics and statistical learning to analyze data sets and draw conclusions.
- Demonstrate basic knowledge and skills in using relational databases and tools.
- Demonstrate basic skills in data access, manipulation, and reporting using query and programming languages.

**Admission Requirements**

Certificate students must be admitted to Mercer University as either degree-seeking or non-degree-seeking students. Applicants should have a minimum cumulative GPA of 2.25 on a 4.0 scale to be eligible for admission to the certificate program. For credit-bearing certificates that require 12 or more credit hours, at least 2/3 of the courses used to complete the certificate must be earned at Mercer University.

**Certificate Courses (15 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>Applied Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>INFM 204</td>
<td>Digital Logic and Programming</td>
<td>3</td>
</tr>
<tr>
<td>INFM 312</td>
<td>Data Base Design and Data Processing I</td>
<td>3</td>
</tr>
<tr>
<td>INFM 313</td>
<td>Data Base Design and Data Processing II</td>
<td>3</td>
</tr>
<tr>
<td>INFM 316</td>
<td>Data Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduation Requirement**

To receive the certificate, students must complete the required 15 credit hours with at least a cumulative 2.5 gpa. The S/U grading option may not be selected for any course applied to the certificate.
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, organizational leadership, and a minor in public safety in the Regional Academic Centers. The undergraduate majors in organizational leadership and criminal justice leadership are also offered on the Atlanta Campus. The undergraduate majors in criminal justice leadership, healthcare leadership, homeland security and emergency management, human resources administration and talent development, and organizational leadership as well as a minor in human resources administration and talent development are offered online. A Master of Science degree program in criminal justice and public safety leadership and organizational leadership are 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 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 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
Upon successful completion of the Criminal Justice Leadership program, students will be able to:
• Identify and interpret criminal justice processes, terminology, and history.
• Evaluate and apply ethical, cognitive, and personal developmental theories in relation to the field of criminal justice.
• Develop and defend positions on current issues in criminal justice.
• Demonstrate effective interpersonal communication and leadership skills.
• Utilize analytical reasoning to describe and evaluate criminal justice research.
• Identify and critique the presence of biases and the role of diversity in the application of justice.

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 270. Communication for Business and the Professions
CRJS 160. Introduction to Criminal Justice
CRJS 205. Contemporary Policing
CRJS 250. 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 361. Criminal Offender
  CRJS 370. Current Trends in Criminal Law and Procedures
  CRJS 390. Special Topics in Criminal Justice
  CRJS 393. Cybercrime
  CRJS 401. Issues in Interpersonal Violence
  CRJS 415. Supervision in Criminal Justice

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. Students with two or more years of professional experience in criminal justice/public safety may take another CRJS/PSFT 300 or 400 level course in place of CRJS 470. 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 requirement may be made only with the approval of the student’s faculty advisor.

Grade Requirements

A student seeking a major in the 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
Lynn W. Clemons and Richard H. Martin, Professors
John J. Carroll and Stephen E. Ruegger, Associate Professors

The Bachelor of Science, 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**

Upon completion of the Homeland Security and Emergency Management program, students will be able to:

- Develop and defend positions on current issues in homeland security and emergency management.
- Demonstrate 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.
- Evaluate and apply ethical, cognitive, and personal developmental theories in relation to the field of emergency management.

**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 270.** Communication for Business and the Professions
- **CRJS 205.** Contemporary Policing
- **CRJS 380.** Forensic Behavior
- **ORGL 210.** Foundations of Leadership
- **ORGL 380.** Applied Research Methods
- **PSFT 265.** 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. Students with two or more years of professional experience in criminal justice/public safety may take another CRJS/PSFT 300 or 400 level course in place of PSFT 470. 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.

HUMAN RESOURCES ADMINISTRATION AND TALENT DEVELOPMENT

Forouzan L. Farnia, Program Coordinator/Assistant Professor
Laurie L. Lankin, Professor Emerita
Lynn W. Clemons, Professor
Jacqueline S. Stephen, Assistant Professor

The Bachelor of Science in Human Resources Administration and Talent Development is an interdisciplinary program designed to give students the knowledge, understanding, and key skills that are required by today’s HR professionals to effectively contribute to dynamic and productive organizations. The curriculum provides a strong grounding in broad-based fundamental HR functions within organizations such as human resource administration, diversity management, ethical and legal considerations, learning and talent development, instructional design, organization development, consultation, and critical evaluation in organizations. The program prepares students for meaningful and productive careers in a variety of roles in HR for business, industry, and education.

Student Learning Outcomes

Upon successful completion of the Human Resources Administration and Talent Development program, students will be able to:

- Demonstrate a thorough understanding of HR-related theories and practices that enhance individual, team, and organization performance.
- Apply strategies of effective communication and leadership to promote positive behavior in the workplace and develop high-performing healthy organizations.
- Exhibit competence in making strategic, data-driven HR decisions and developing solutions to organizational problems.
- Identify training needs; design, develop, implement, and evaluate training programs that successfully deliver instructional objectives across various settings, including classroom, blended, and virtual environments.
- Gain practical experience through industry partnerships, internships, or other hands-on experiences to apply their knowledge in real-world settings.
B.S. Degree

120 Semester Hours

Requirements

Prerequisites* (a grade of C or better is required)

General education mathematics course
- PSYC 111. Introduction to Psychology
- SOCI 111. Introduction to Sociology

General Education Requirements ........................................................................39 hours

Core in Major .....................................................................................................30 hours
- COMM 270. Communication for Business and the Professions
- HRAD 245. Introduction to Human Resources
- HRAD 250. Introduction to Training and Development
- HRAD 260. Principles of Adult Learning and Human Resource Development
- HRAD 305. Assessment and Evaluation
- HRAD 325. Diversity, Equity, and Inclusion in the Global Workplace
- HRAD 335. Employee Compensation and Benefits
- HRAD 365. Instructional Design and Delivery Strategies I: Classroom-based and blended learning environment
- HRAD 370. Leading Projects and Teams
- HRAD 375. Instructional Design and Delivery Strategies II: Virtual learning environment
- HRAD 470. Ethics in Human Resources Administration
- HRAD 495. Capstone Experience
- ORGL 320. Human Behavior in Organizations
- ORGL 470. Organization Development and Change

Major Electives ..................................................................................................3 hours
- Choose one course from the following list:
  - HRAD 360. Human Resources Information Systems
  - HRAD 460. Consultation and Critical Evaluation in Organizations

Electives .............................................................................................................36 hours

TOTAL ..............................................................................................................120 semester hours

* Students must have completed COMM 171, INSY 102, and LBST 175, 180 with a grade of C or better to take required courses in the major.

Grade Requirements

A student seeking a major in human resources administration and talent development must maintain a cumulative grade point average of 2.5 in the courses required in the major to qualify for graduation. A student may not have any grade lower than a C in any course required for the major. The S/U grading option may not be elected for any required course in the major other than the Capstone Experience (HRAD 495).

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 degree 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 an 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 Hour**

**General Education** ................................................................. 39 hours
MATH 220 recommended

**Required Major Core** ............................................................ 33 hours
COMM 270. Communication for Business and the Professions
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

**Electives in the Major** ............................................................. 6 hours
Choose 2 courses from the following list:

- HRAD 250. Introduction to Training and Development
- HSCL 310. Leadership in Healthcare Systems
- HSRV 380. Grant Proposal and Fundraising
- 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 the Nonprofit Organization
- ORGL 390. Special Topics in Organizational Leadership
- ORGL 445. Dimensions of Servant Leadership
- WGST 210. Women, Gender, and Identity

Electives ........................................................................................................................................42 hours
TOTAL ........................................................................................................................................120 semester hours

Grade Requirements

Students may not earn any grades lower than C in any courses in the major and may not take any course on an S/U basis. Students must attain an overall grade point average of 2.5 to qualify for graduation.

UNDERGRADUATE CERTIFICATE IN PUBLIC SAFETY RESPONSE TO MENTAL ILLNESS

18 Semester Hours

The for-credit undergraduate certificate in Public Safety Response to Mental Illness is an 18-credit hour certificate designed for public safety students in the Leadership Studies Department and non-degree seeking students. The certificate is designed to develop and support students’ ability to respond appropriately to individuals experiencing a mental health event. Through the certificate program, students will learn fundamentals in psychological and criminogenic theories which they can then apply during encounters with an individual experiencing a mental health crisis. Students will demonstrate their knowledge gained through certificate courses by accurately assessing situational factors and engaging appropriately with individuals experiencing a mental health event. They will gain knowledge in understanding human behavior, analyzing an individual’s presenting symptoms, and identifying ways to respond in a client centered manner. In addition, the students will acquire skills in applying theories to deviant behavior, recognizing the intersection of psychology and the legal system, and consolidating knowledge into a crime typology. The skills students learn will help them to respond appropriately to an individual experiencing a mental health crisis by balancing the safety of all parties involved. Certificate holders can use their knowledge and skills in a variety of situations, boost their resume credentials, and help destigmatize mental illness in the community.

Students must have completed CRJS 160 (Introduction to Criminal Justice), PSYC 111 (Introduction to Psychology), and LBST 175/180 (Academic Writing 1 and 2) or the equivalent, before starting the certificate program. Mercer University certificate requires 18 credit hours. Ideally, though not required, students should complete PSYC/SOCI 333 and PSYC 360 prior to HSRV 230 as well as CRJS 264 and CRJS/PSYC 380 prior to CRJS 361.

Student Learning Outcomes:

- Upon successful completion of the certificate, students will be able to:
  - Interpret psychological phenomena and apply principles of interpersonal relations to encounters with an individual experiencing a mental health crisis.
  - Identify manifestations of and apply theoretical explanations to deviant behaviors in public spheres.
Required Certificate

Courses........................................................................................................18 hours

- CRJS 264. Criminology
- CRJS/PSYC 380. Forensic Behavior
- CRJS 361. Criminal Offender
- HSRV 230. Interpersonal Skills for Helping Professions
- PSYC/SOCI 333. Social Psychology
- PSYC 360. Psychopathology

Admission Requirements:

Certificate students must be admitted to Mercer University as either degree-seeking or non-degree-seeking students. The admitted students should have a GPA of 2.25 out of 4.0 or more to be eligible to be admitted into the certificate. The certificate accepts up to six credit hours as transfer credits from other educational institutions.

Grade Requirements:

To receive the certificate, students must complete the required 18 credit hours with a grade of C or better in each course and a cumulative grade point average of 2.5 on a 4.0 scale. The S/U grading option may not be selected for any required course applied to the certificate.

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

Human Resources Administration and Talent Development

18 Semester Hours

Requirements

- HRAD 245. Introduction to Human Resources 3 hours
- HRAD 250. Introduction to Training and Development 3 hours
- 4 additional HRAD courses all of which are 300-level or above 12 hours

Human resources courses used for a student’s major may not be used toward a human resources administration and talent development minor.

Public Safety

18 Semester Hours

Requirements

- CRJS 160 or PSFT 265
- 5 public safety/criminal justice courses 18 hours

At least 6 hours must be 300-400 level and completed 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

Wesley N. Barker, Chair/Associate Professor
Duane E. Davis, Margaret H. Eskew, J. Colin Harris, Ian C. Henderson, and Clinton W. Terry, Professors Emeriti
Karen O’Neill Lacey, Associate Professor Emerita
Fred W. Bongiovanni, Professor
Arla G. Bernstein, J. Thompson Biggers, Timothy D. Craker, Melanie R. Pavich, Hollis Phelps, Jeffrey A. Waldrop, and Andrea L. Winkler, Associate Professors
Kevin G. McQueeny, Steven J. Miller, Kristin Robertson, and Stefanie A. Sevcik, 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, successful 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/Associate Professor
Ian C. Henderson, Professor Emeritus
Lynn W. Clemons and Feng Liu, Professors
J. Thompson Biggers, Associate Professor
Kevin B. Williams, Assistant Professor

B.A. Degree

The Bachelor of Arts, Communication degree provides a broad-based understanding of the process of communication, as well as specialization in three concentrations: organizational communication, public relations, and digital media communication. 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 or equivalent
   LBST 180. Academic Writing II or equivalent

General Education Requirements .................................................................39 hours

Core in Major .............................................................................................27 hours
   COMM 240. 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 for the Professions
      COMM 325. Nonverbal Communication
      COMM 496. Integrated Communication Capstone

   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 496. Integrated Communication Capstone

   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 496. Integrated Communication Capstone

Electives .........................................................................................................42 hours

TOTAL ...........................................................................................................120 semester 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. Students may not elect the S/U grading option 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 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

Wesley N. Barker, Chair/Associate Professor
Hollis Phelps, Program Coordinator/Associate Professor
Duane E. Davis, Margaret H. Eskew, J. Colin Harris, Ian C. Henderson, and Clinton W. Terry, Professors Emeriti
Karen O’Neill Lacey, Associate Professor Emerita
Fred W. Bongiovanni, Professor
Arla G. Bernstein, J. Thompson Biggers, Timothy D. Craker, Melanie R. Pavich, Jeffrey A. Waldrop, and Andrea L. Winkler, Associate Professors
Kevin G. McQueeney, Steven J. Miller, Kristin Robertson, and Stefanie A. Sevcik, 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 this program allows them 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 Liberal Studies chair, program coordinator, 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, program coordinator, or advisor.

The Bachelor of Arts degree, Liberal Studies focuses on several common 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 will be able to:

- Construct an individual degree program articulating their own “stories,” including the idea of the university and their program of study within it.
- Employ methods of interdisciplinary interpretation, research, and writing to develop a research topic in the liberal studies major.
- 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.
- Develop and articulate interdisciplinary interpretations of the arts and the humanities with a focus on particular texts, places, artists, populations, and ideas.
- Critically engage and respond to arguments in primary texts from social thought or public discourse and through making arguments of their own.
- 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, students will complete the final research project and the final ePortfolio.

B.A. Degree
120 Semester Hours

General Education Requirements ................................................................. 39 hours

Major Requirements .......................................................................................... 42 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 the LBST 210. 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    Pre-Law Studies
Communication Studies Religious Studies
Educational Studies  Science
Historical Studies   Social Science
Humanities          Women's and Gender Studies
Literary Studies     Writing
Mathematics

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 credit hours).

**Electives** .............................................................................................................................. 39 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.

**WORLD HUMANITIES**

Tim Craker, Associate Program Coordinator/Associate Professor
Duane E. Davis, Margaret H. Eskew, J. Colin Harris, Ian C. Henderson, and Clinton W. Terry, Professors Emeriti
Karen O'Neill Lacey, Associate Professor Emerita
Fred W. Bongiovanni, Professor
Wesley N. Barker, Arla G. Bernstein, Hollis Phelps, and Andrea L. Winkler, Associate Professors
Kevin G. McQueeney, Steven J. Miller, Kristin Robertson, and Stefanie Sevcik, Assistant Professors
Jason R. Holloway, Instructor

The World Humanities program focuses 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.

**Program Goals**

A major in World Humanities prepares citizens, professionals, and scholars of the 21st century for a complex and changing world through developing the capability to engage in cross-cultural critical inquiry. It also prepares graduates for professions in a globalized and transcultural society. Students completing the major will be able to:

- Engage in cross-cultural critical thinking.
- Be able to make comparisons while also acknowledging differences.
- Communicate across cultural, disciplinary, and organizational boundaries.
- Situate events and policies within different models of globalization and regionalization, rather than rely on a simplified conception of globalization.

**Student Learning Outcomes**
• Students will interpret, in critical and public inquiry (not in subjective and private opinion), what humans say, do, and make across cultures and around the world.
• Students will articulate comparisons across cultures and around the world that are non-reductive while acknowledging cultural and regional differences.
• Students will communicate with others across cultures and around the world.
• Students will examine both the limitations and the possibilities of various configurations of those interconnected networks even as they are examining the assumptions and anticipating the consequences of their thinking.

**B.A. Degree**

**120 Semester Hours**

**General Education Requirements**.................................................................39 credit hours

**Major Requirements**..................................................................................30 credit hours

**Interpreting Human Saying (oral and written)** 3 credit hours

*Choose one 3-credit hour course from the following:*

- GLEN 245. Interpreting Narratives Across Cultures and Around the World
- LITR/RELG 115. Readings in World Literature, Religion, and Citizenship
- LITR 207/407. Topics in World Literature
- LITR 247/447. Topics in British Literature
- LITR/HUMA 334. Forms and Figures of Literature
- LITR/HUMA 370. Interdisciplinary Approaches to Literature

**Interpreting Human Doing (historical and anthropological patterns and practices)** 3 credit hours

*Choose one 3-credit hour course from the following:*

- HIST 200/400. Topics in World History
- HIST 220/420. Topics in European History

**Interpreting Human Making (arts and artifacts)** 3 credit hours

*Choose one 3-credit hour course from the following:*

- HUMA 115. Interpreting Artifacts Across Cultures and Around the World
- HUMA 205. Film and Culture
- MUSC 150. World Music Appreciation

**Interpreting Human Saying, Doing, and Making** 6 credit hours

*In addition, choose one from the following:*

- RELG 220. Survey of World Religions
- LBST/HUMA 250. Arts and Ideas I: Ancient and Medieval Culture
- HUMA 245. Interpreting Narratives Across Cultures and Around the World

**Engaged and Entangled World Humanities** 9 credit hours

- LBST 302. Studies of Cultures in Contact
- LBST 303. Issues of Justice in a Global Community
- SCLT 304. Ways of Worldmaking

**Communicating Between Cultures and Nations** 3 credit hours

*Choose one 3-credit hour course from the following:*

- GLEN 225. Languages in Contact
- COMM 370. Intercultural Communication in a Globalized Society

**Interpretation and Scholarship** 3 credit hours.

- HUMA 415. Directed Study in Globalization and Humanities
Scholarship (12-16 weeks)

Electives ................................................................................................................................. 51 hours
TOTAL ................................................................................................................................. 120 semester hours

Grade Requirements
A student seeking a major in World Humanities 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.

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 communication contexts.

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 the 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 at the 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 literary work.
- Formulating questions and responses to what one reads.
- 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 at the 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 at the 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/HUMA 334.  Forms and Figures (Topic related to WGST)
LITR/HUMA 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
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:

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<th>Course</th>
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<td>THOT 500.</td>
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<td>THNT 500.</td>
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<td>THCH 500.</td>
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<td>THTP 500.</td>
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<td>THXX xxx.</td>
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(Students will choose one: THNT 701/THOT 701. The Bible and Popular Culture; THTP 604. Whatever Happened to Abram’s Children? Judaism, Christianity, and Islam Today; THTP 605. Why Did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies; THTP 652. Gender and Sexuality; or THTP 601. Christian Theology and Culture)

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<td>THET 500.</td>
<td>3</td>
</tr>
<tr>
<td>THSP 511.</td>
<td>1</td>
</tr>
<tr>
<td>THSP 512.</td>
<td>1</td>
</tr>
</tbody>
</table>

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 the 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 people who combine the call of God’s spirit with the intellectual gifts, emotional maturity, and 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:

270 / MERCER UNIVERSITY
- 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/HUMA 255. Arts and Ideas II: Modern Culture
  - LBST 275. Argument: Social Thought and Citizenship
    or
  - 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, Liberal Studies Capstone), before application to the ASCP B.A./M.Div. degree. A minimum of 15 undergraduate hours (to include the five B.A./Liberal Studies 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. Liberal Studies 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 the 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. 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.

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.
- **Engage** the values that are at stake in relationships across cultures and around the world.

Required Certificate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLEN 225. Languages in Contact</td>
<td>3</td>
</tr>
<tr>
<td>GLEN/SOCI 235. Globalization and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>GLEN/HUMA 245. Interpreting Narratives Across Cultures and Around the World</td>
<td>3</td>
</tr>
<tr>
<td>GLEN 301. Global Liberal Studies Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

The blended 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**

Sabrina L. Walthall, **Professor**

Tugba Ertan Bolelli, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 151</td>
<td>Introductory Physics for Life Science I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 151L</td>
<td>Introductory Physics for Life Science I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>Introductory Physics for Life Science II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 152L</td>
<td>Introductory Physics for Life Science II Laboratory</td>
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</tbody>
</table>

Pre-Accelerated B.S. Nursing (pre-ABSN) Track Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 256</td>
<td>Microbiology for Allied Health</td>
<td>3</td>
</tr>
<tr>
<td>BIO 256L</td>
<td>Microbiology for Allied Health Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 245</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 245L</td>
<td>Human Anatomy and Physiology I Laboratory</td>
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</tr>
<tr>
<td>BIO 246</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 246L</td>
<td>Human Anatomy and Physiology II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 206</td>
<td>Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

Pre-Nursing Related Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 245</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>BIO 245L</td>
<td>Human Anatomy and Physiology I Laboratory</td>
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</tr>
<tr>
<td>BIO 246</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>BIO 246L</td>
<td>Human Anatomy and Physiology II Laboratory</td>
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</tr>
<tr>
<td>BIO 256</td>
<td>Microbiology for Allied Health</td>
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</tr>
<tr>
<td>BIO 256L</td>
<td>Microbiology for Allied Health Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 206</td>
<td>Nutrition</td>
<td>3</td>
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</table>

Pre-Pharmacy Track Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>
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)
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)
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)
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 other year in at least one location or online)

BIOL 245. Human Anatomy and Physiology I (3 hours)
Prerequisite: BIOL 101 or equivalent general biology course.
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 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 245.
Students will study fundamental microbiology principles related to allied health including: basic culture and staining techniques, cellular metabolism, microbial control measures (sterilization, disinfection, and antimicrobial therapy), and basic concepts of immunology. Emphasis will be placed on the study of various pathogenic microorganisms and the human diseases they cause. (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.
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 (1-3 hours)
Prerequisite: Consent of instructor.
Students will study some significant topic in the life sciences that is not available through other program offerings. Laboratory fee may apply. (As needed)

CHEMISTRY (CHEM)
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
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 206L. Organic Chemistry I Laboratory**  
(1 hour)  
Prerequisites: CHEM 103, 104, 105, 106, or equivalent.  
Co-requisite: CHEM 206 or equivalent.  
This course is designed for students who intend to apply for admission to pharmacy or other health profession programs. Using 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. Students will develop their scientific reasoning skills and study the scientific concepts of each laboratory they perform 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 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 207L. Organic Chemistry II Laboratory** (1 hour)
Prerequisites: CHEM 103, 104, 105, 106, 206, 206L or equivalent.
Prerequisite or corequisite: CHEM 207 or equivalent.
This course is designed for students who intend to apply for admission to pharmacy or other health profession programs. Using hands-on and simulated methods, students will perform experiments in organic synthesis and qualitative analysis designed to illustrate the topics covered in Organic Chemistry II. Students will develop their scientific reasoning skills and study the scientific concepts of each laboratory they perform 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 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year 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 other year in at least one location and online)

**COMM 360. Digital Media and Analytics (3 hours)**
Prerequisites: INSY 102 or equivalent; 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 other year 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 (S) or Unsatisfactory (U). Special Fee. (As needed)

**COMM 496. Integrated Communication Capstone** (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 apply an advanced approach to integrated communication that is specifically built for today's communication discipline. Students in the Communication concentrations will collaborate in a synergistic environment to demonstrate integration of theory, strategy, and context, working with a client on a course-based service-learning project that includes strategic goals, objectives, and means of assessment. (Every fall and spring semesters)

**CRIMINAL JUSTICE (CRJS)**

**CRJS 160. Introduction to Criminal Justice** (3 hours)
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 other year in at least one location, every year online)

**CRJS 205. Contemporary Policing** (3 hours)
Prerequisites: CRJS 160; 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 other year in at least one location, every year online)
CRJS 225. Criminal Law
Prerequisites: CRJS 160; 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 230. Criminal Procedure
Prerequisites: CRJS 160; 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 250. Theoretical Forensic Criminalistics
Prerequisite: CRJS 160; LBST 175, 180 or equivalent.
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 264. Criminology
Prerequisites: CRJS 160; 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 359. The Judicial Process
Prerequisites: CRJS 160; 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 other year in at least one location, every year online)

CRJS 361. Criminal Offender
Prerequisites: CRJS 160; 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 other year in at least one location, every year online)

CRJS 362. Issues in Juvenile Delinquency
Prerequisites: CRJS 160; 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: CRJS 160; 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: CRJS 160; 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: CRJS 160; 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 other year in at least one location, every year online)

CRJS 370. Current Trends in Criminal Law and Procedure (3 hours)
Prerequisites: CRJS 160; 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 other year in at least one location, every year online)

CRJS 375. Criminal Investigation (3 hours)
Prerequisites: CRJS 160; 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 other year in at least one location, every year online)

CRJS 390. Special Topics in Criminal Justice (1-3 hours)
Prerequisites: CRJS 160; 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 other year in at least one location, every year online)

CRJS 391. Computer Privacy, Ethics, Crime, and Society (3 hours)
(Cross-listed with INSY 391)
Prerequisites: INFM 110 or INSY 102 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 other year in at least one location, every year online)

CRJS 393. Cybercrime  (3 hours)
Prerequisites: CRJS 160; 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 other year 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: CRJS 160; 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 other year in at least one location, every year online)

CRJS 415. Leadership in Criminal Justice  (3 hours)
Prerequisites: CRJS 160; LBST 175, 180 or equivalent.
Emphasis of the course will be on supervision and mid-level and upper management of criminal justice agencies. The course will include trends in selection, promotion, and retention of officers. (Every other year 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 (S) or Unsatisfactory (U). 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 (S) or Unsatisfactory (U). Special fee. (As needed)

CRJS 498. Senior Seminar  (3 hours)
(Cross-listed with PSFT 498)
Prerequisites: CRJS 160 or PSFT 265; 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 (S) or Unsatisfactory (U). (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)
Prerequisite: 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 other year 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)
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)
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 220. Ecotourism, Environment, and Sustainability (3 hours)
Government, communities, non-profit organizations, businesses and others offer ecotourism as an option to manage the effects of tourism on the natural environment. Students will study theories of environmental sustainability and apply them to one or more ecotourism case studies. Students will analyze and interpret relevant environmental science data in the context of environmental sustainability theories and communicate the results appropriately. Integrated lecture/laboratory. Laboratory fee. (Every year in at least one location or online)

ENVS 390. Special Topics in Environmental Sustainability (1-3 hours)
Prerequisite: Consent of instructor.
Students will study a significant topic in the interdisciplinary field of environmental science, that 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)

**HEALTHCARE LEADERSHIP (HSCL)**

**HSCL 310. Leadership in Healthcare Systems** (3 hours)
Prerequisites: LBST 175, 180 or equivalent; ORGL 210.
Students will be provided an overview of essential components of leadership for a successful health services career. Students will be exposed to key values and ethical considerations that help guide a health service leader's personal and professional decision making. Students will explore the challenges that leaders are confronted within an ever-changing health services environment. Emphasis will be placed on the 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 services. (Every year in Henry County or online)

**HSCL 350. Healthcare Policy, Law, and Ethics** (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will explore the determinants, components, and processes of health policy and lawmaking in the United States. Students will examine political forces and their role in policy analysis, formulation, implementation, evaluation, and change. This course surveys the legal environment of the healthcare industry and its use and impact on the workforce and patients operating inside of the United States healthcare system. Students will also examine leadership and philosophical implications of common ethical issues observed in healthcare settings and its possible impact on the delivery of healthcare services. (Spring Semester in Henry County or online)

**HSCL 390. Special Topics in Healthcare Leadership** (3 hours)
Prerequisites: HSCL 310; LBST 175, 180 or equivalent.
A significant topic in healthcare leadership that is not available through other program offerings will be studied in the classroom setting. (Students may enroll in a maximum of three sections with different topics). (Every year)

**HSCL 498. Senior Capstone Experience** (3 hours)
Prerequisites: All courses in the major; exceptions only with approval of the advisor.
The capstone serves as the culminating experience for students in the major. It will involve the application of learning and skill development provided in the major courses to an actual workplace. Students will be exposed to typical issues which arise in the workplace. Documentation of 120 hours of field work with a time log, journal, paper and project will be required, as well as attendance at meetings and participation in an on-line discussion. In some circumstances, students may be permitted to do a major project showcasing the competencies in the degree in their own workplace or do an alternate project with the approval of the advisor. It is likely this course will be taken in the student's final semester. Note: grade of Satisfactory (S) or Unsatisfactory (U). Special fee. (Every year)

**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 400. Advanced Topics in World 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 World history. This course meets with HIST 200, and it will have additional reading and discussion components and will require a substantive research paper. (Students who have completed HIST 200 may enroll in HIST 400 only when a different topic is addressed.) (As needed)

**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 220, 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)

**HUMAN RESOURCES ADMINISTRATION AND TALENT DEVELOPMENT (HRAD)**

**HRAD 245. Introduction to Human Resources** (3 hours)
Prerequisites: COMM 171; LBST 175, 180 or equivalent.
Recommended prerequisite: INSY 102 proficiency.
This course serves as an introduction to the field of human resources. It will cover the essential human resources functions within organizations, including job analysis and design, recruitment and selection, performance appraisal, training, safety enforcement, and the basics of compensation and benefits as well as an overview of ethics in the field. The course will serve as a gateway to the HRAD major. (Every year)

**HRAD 250. Introduction to Training and Development** (3 hours)
Prerequisites: COMM 171; LBST 175, 180 or equivalent. INSY 102 proficiency recommended.
Students will learn the basic principles and processes involved in identifying and assessing training needs, designing and delivering training programs, and implementing and
evaluating an employee training program in a work environment. Students will also examine the function of training and development in a global context. (Every year)

**HRAD 260. Principles of Adult Learning and Human Resource Development** (3 hours)

Prerequisites: COMM 171; LBST 175, 180 or equivalent; INSY 102 proficiency recommended.

Human Resources Development (HRD) is grounded in the concept of using learning to improve performance through three primary application areas: career development, training and development, and organization development. This course is designed to be an overview of practice in the field of HRD. Students will examine the applications of adult learning theories in the workplace. Learning is a pervasive feature of the adult experience both at work and in other aspects of adult life. It is essential for HR students to obtain the ability to critically analyze how adults acquire, process, and apply this knowledge to facilitate learning, development, and growth in organizations. (Every year)

**HRAD 305. Assessment and Evaluation** (3 hours)

Prerequisites: HRAD 250; MATH 129, 140, or 220.

Students will learn how to carry out individual, team, and organizational needs assessments, and how to apply this knowledge to the improvement of human performance and talent development. Data analysis and a review of relevant literature will be used to design and measure the effectiveness of programs. (Every year)

**HRAD 315. Workplace Law and Labor Relations** (3 hours)

Prerequisite: HRAD 245.

This course is designed to provide students with a basic understanding of both labor and employment law. Students will examine the roles and responsibilities of unions and employers, as well as the law and legal systems related to the workplace. Specific laws and acts such as disabilities, discrimination, sexual harassment, and other employment issues will be covered. Students will read court decisions, prepare written answers to questions about those decisions, and answer hypothetical questions both in written assignments and in open class discussions. (Every year)

**HRAD 325. Diversity, Equity, and Inclusion in the Global Workplace** (3 hours)

Prerequisite: HRAD 245 or HRAD 260.

The course will expose students to a broad spectrum of factors involved in the challenges and opportunities of diversity in the workplace. Aspects of diversity examined will include race/ethnicity, gender, age, religion, national origin, disability, and sexual orientation. Students will focus on current trends as well as historical patterns. Strategies to enhance workplace diversity will be explored. (Every year)

**HRAD 335. Employee Compensation and Benefits** (3 hours)

Prerequisites: HRAD 245; MATH 129, 140, or 220.

Students will study financial and non-financial methods to compensate employees for their work, as well as examine flexible benefits which can be offered to enhance the workplace. Cost-benefit analyses of strategies will be included. (Every year)

**HRAD 360. Human Resources Information Systems** (3 hours)

Prerequisite: HRAD 245; MATH 129, 140, or 220.

Human Resources Information System (HRIS) is designed to manage the data of the workplace and the entire employee lifecycle: from hiring to managing payroll, benefits, and training. HRIS is an essential function of HR in organizations. As future HR professionals, students need this skill set to create and sustain effective HR practices that contribute to the effectiveness of organizations. (Every year)

**HRAD 365. Instructional Design and Delivery Strategies I: Classroom-based and Blended Learning Environments** (3 hours)

Prerequisites: HRAD 305.

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Students will focus on the concepts that lead to the effective application of learning theory and training needs to develop comprehensive curricula and to design written, oral, and electronic materials which will deliver instructional objectives. This course will address the design, development, implementation, and evaluation of training and development programs in classroom-based and blended settings. (Every year)

**HRAD 370. Leading Projects and Teams** (3 hours)
Prerequisite: HRAD 245, 260.
Building effective teams, improving teamwork and collaboration, and sustaining team performance through continuous learning and environments is essential for the human aspect of an organization. In this course, students will learn best practices for composing a team, aligning individual and team goals, establishing roles, building structures, and managing decision-making so that the team excels. The course will also equip students with a working knowledge of the basics of project management. (Every year)

**HRAD 375. Instructional Design and Delivery Strategies II: Virtual Learning Environments** (3 hours)
Prerequisite: HRAD 365.
Students will focus on the concepts that lead to the effective application of learning theory and training needs to develop comprehensive curricula and to design written, oral and electronic materials, which will deliver all instructional objectives through the use of instructional technology. This course will address the design, development, implementation, and evaluation of training and development programs in virtual settings. (Every year)

**HRAD 390. Special Topics in Human Resources** (1-3 hours)
Prerequisites: LBST 175, 180 or equivalent; some special topics sections may require other prerequisites.
This course is a study of some significant topic in human resources that is not available through standard program offerings. A maximum of 6 credit hours in human resources special topics may be selected by students seeking a Human Resources Administration and Talent Development major. (Every year)

**HRAD 460. Consultation and Critical Evaluation in Organizations** (3 hours)
Prerequisite: HRAD 245, 260; ORGL 470.
Consultation and critical evaluation are two essential competencies for HR professionals who are involved in the problem-solving and decision-making processes. In this course, students will explore the underlying architecture of consultation and critical evaluation competencies and learn about business situations that highlight their application. (Every year)

**HRAD 470. Ethics in Human Resources Administration** (3 hours)
Prerequisite: HRAD 245.
Students will examine a variety of ethical issues which can occur in the administration of human resources functions. Special emphasis will be on real-world examples and the establishment of an ethical workplace. (Every year)

**HRAD 495. Capstone Experience** (3 hours)
Prerequisites: All courses in the major; exceptions only with approval of the advisor.
The capstone serves as the culminating experience for students in the major and develops a progression pathway to facilitate the transition of students from an academic environment to a professional business environment. The course involves the application of learning and skill development provided in the major courses to an actual workplace by doing an internship. Documentation with a time log, journal, paper, and project will be required, as well as attendance at meetings and participation in an on-line discussion. Alternatively, students can do a major organization development consulting project in an organization showcasing the competencies in the degree or obtain a professional certificate from accredited agencies in Human Resource Management or Training and Development with the approval of the advisor. It is likely this course will be taken in the
student’s final semester. Note: grade of Satisfactory (S) or Unsatisfactory (U). Special fee. (Every year)

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: INSY 102; 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: INSY 102 or equivalent.
This course provides an opportunity to develop knowledge and skills required for manipulation of vector and pixel based graphics. It introduces image processing concepts and methods for optimizing the use of graphics and other multimedia components in web applications. As one of the key steps in the production cycle for web design, a prototype will be introduced and completed in high fidelity detail using software tools. Laboratory fee. (Every year in at least one location or online)

INFM 204. Digital Logic and Programming (3 hours)
Prerequisite: INSY 102 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 the 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 I**  
(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 or equivalent; 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: INSY 102 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.
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; 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 201, 210, 212, 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. Students will 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** (3 hours) for Health Informatics  
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 Informatics and Mathematics. 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 (S) or Unsatisfactory (U). Special Fee. (As needed)

**INFM 480. Capstone Project for Information Technology and Informatics** (3 hours)  
Prerequisites: All other required information technology and informatics major 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 required 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 required 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 consent of advisor: INFM 110 or INSY 102 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 other year in at least one location or online)

**INSY 391. Computer Privacy, Ethics, Crime, and Society**  
(3 hours)  
(Cross-listed with CRJS 391)  
Prerequisites: INFM 110 or INSY 102 or consent of advisor; 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 other year 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)  
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**  
(Cross-listed with HUMA 255)  
(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 175, 180, 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, 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  
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  
Prerequisites: LBST 175, 180 or equivalent, 210, 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  
(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  
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  
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  
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  
(Cross-listed with HUMA 334)
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 other year in at least one location)

LITR 370. Interdisciplinary Approaches to Literature (3 hours)
(Cross-listed with HUMA 370)
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 other year 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 and department chair; 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 for Statistics (3 hours)
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. Quantitative Reasoning and Applications of Mathematical Concepts (3 hours)
Prerequisite: MATH 120 with a grade of C or better, or adequate mathematics proficiency assessment score.
Students will advance their quantitative reasoning skills. Critical thinking and problem solving related to topics such as Set Theory, Logic and Argument, Proportionality, Probability, Statistics, and Personal Finance will be discussed contextually and 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 or online)

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)

MODERN FOREIGN LANGUAGES
FRENCH (FREN)
FREN 101. Elementary French I (3 hours)
The basics of pronunciation, grammar, diction, and the reading of simple texts are part of
this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language. (Occasionally)

FREN 102. Elementary French II
(3 hours)
Prerequisite: FREN 101.
Elementary French II is a continuation of the subjects presented in FREN 101 with an emphasis on reading comprehension. (Occasionally)

GERMAN (GERM)

GERM 101. Elementary German I
(3 hours)
The basics of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language. (Occasionally)

GERM 102. Elementary German II
(3 hours)
Prerequisite: GERM 101 with a grade of C or better.
This course is a continuation of the subjects presented in GERM 101 with an emphasis on reading comprehension. (Occasionally)

SPANISH (SPAN)

SPAN 101. Elementary Spanish I
(3 hours)
The basic elements of pronunciation, grammar, diction, and the reading of simple texts are part of this course. Emphasis will be placed on the early development of aural comprehension and oral facility in the language. (Occasionally)

SPAN 102. Elementary Spanish II
(3 hours)
Prerequisite: SPAN 101 with a grade of C or better.
Elementary Spanish II is a continuation of the subjects presented in SPAN 101 with an emphasis on reading comprehension. (Occasionally)

SPAN 390. Special Topics in Spanish
(1-3 hours)
A study of some significant topic in Spanish or in Latin American area studies which is not available through other program offerings. (Occasionally)

MUSIC (MUSC)

MUSC 150. World 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)
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
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 498. Organizational Leadership Senior Seminar**  
(3 hours)  
Prerequisite: Successful completion of the 33 hours of organizational leadership core courses.
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 topics. (Every Fall and Spring online, blended every year in at least one location)

**PHILOSOPHY (PHIL)**

**PHIL 101. Introduction to Philosophy**
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**
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**
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. Global Change and Earth Systems Science**
Students will examine how Earth's natural systems interact to make global changes and explore the implications of those changes on society. Students will engage in experiments and field work to collect and analyze scientific data to model Earth's systems and their interactions, to explain changes in Earth's systems through time, including in climate atmosphere composition, Earth's surface, and ocean circulation. Integrated lecture/laboratory course. Laboratory fee. (Every year in at least one location or online)

**PHYS 151. Introductory Physics for Life Science I**
Prerequisite: MATH130.
Students will study topics in physics from periodic motion, electrostatics, circuit elements, magnetism, sound, light and electromagnetic radiation, geometrical optics, and radioactivity in natural physical processes and with relevant examples and application in biology, human health and physiologically important processes, and medical devices. (Every year in at least one location or online)

**PHYS 151L. Introductory Physics for Life Science I Laboratory**
Prerequisite or corequisite: PHYS 151.
Students will carry out hands-on labs to study physical phenomena in motion, force, equilibrium, work, energy, fluid statics and dynamics, and thermodynamics. Students will collect and organize experimental data to analyze natural physical processes and communicate relevant results and conclusions appropriate in the fields of physics. Students will identify relevant applications in biology, human health and physiologically important processes, and medical devices. Laboratory fee. (Every year in at least one location or online)

**PHYS 152. Introductory Physics for Life Science II**
Prerequisite: MATH130.
Students will study topics in physics from periodic motion, electrostatics, circuit elements, magnetism, sound, light and electromagnetic radiation, geometrical optics, and radioactivity in natural physical processes and with relevant examples and application in biology, human health and physiologically important processes, and medical imaging and devices. (Every year in at least one location or online)
PHYS 152L. Introductory Physics for Life Science II Laboratory  (1 hour)
Prerequisite or corequisite: PHYS 152.
Students will carry out hands-on labs to study physical phenomena in periodic motion, electrostatics, circuit elements, magnetism, sound, electromagnetic radiation, and geometrical optics. Students will collect and organize experimental data to analyze natural physical processes and communicate relevant results and conclusions appropriate in the fields of physics. Students will identify relevant applications in biology, human health and physiologically important processes, and medical devices. Laboratory fee. (Every year in at least one location or online)

PHYS 220. Astronomy and the Universe  (3 hours)
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 or 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)
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 265. 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 265.
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; PSFT 265.
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; PSFT 265.
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; PSFT 265.
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; PSFT 265.
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: CRJS 160 or PSFT 265; 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 other year in at least one location, every year online)

PSFT 470. Field Experience (3-6 hours)
Prerequisites: LBST 175, 180 or equivalent; PSFT 265; 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
PSFT 498. Senior Seminar (3 hours)
(Cross-listed with CRJS 498)
Prerequisites: CRJS 160 or PSFT 265; 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**

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**

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**

Prerequisites: MATH 220; PSYC 299.

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**

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**

(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**

(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**

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  
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  
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  
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  
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 year in at least one location)

PSYC 380. Forensic Behavior  
(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  
Prerequisites: LBST 175, 180 or equivalent; PSYC 111.  
Students will explore the biological, psychological, and sociological aspects of human sexuality. Discussion will include the biological male and female, human sexual response, contraception, choices of sexual conduct and behavior, and other related topics. (Every year in at least one location)

PSYC 390. Special Topics in Psychology  
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  
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  
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**

(Cross-listed with LITR 115)

(3 hours)

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 other year 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 other year 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 other year 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 coursework 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)
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 230. Introduction to Bioinformatics (3 hours)
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 390. Special Topics in Science (1-3 hours)
Prerequisite: Consent of instructor.
Students will study a significant topic that 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)

SCIE 395. Directed Study in Science (1-3 hours)
Prerequisite: Consent of instructor.
Students will study an area of science not normally found in established science courses or a study that allows students to explore in greater detail a topic raised in established science courses. 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. Addressing Social Injustice** *(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 other year 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 other year 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 other year 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**  
(Cross-listed with PSYC 333)  
(3 hours)  
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**  
(Cross-listed with COMM 345)  
(3 hours)  
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 other year in at least one location)

**SOCI 356. Sociology of Religion**  
(Cross-listed with RELG 356)  
(3 hours)  
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.
Students will study a significant topic in sociology that is not available through other program offerings. (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** (3 hours)
Around the World
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 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)

HUMA 255. Arts and Ideas II: Modern Culture (3 hours)
(Cross-listed with LBST 255)
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)

HUMA 315. Interpreting Texts, Practices, and Artifacts Across Cultures and Around the World (3 hours)
Prerequisites: LBST 175, 180 or equivalent.
Students will address the following questions. What are the humanities? How should we make comparisons across cultures and languages? How do we acknowledge how thoroughly intertwined or entangled our cultures and our languages are? Students will address these questions in and by means of: developing interpretations of the interconnections of texts, practices, and artifacts in a cross-cultural/global framework; articulating 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; examining and reflecting on various definitions of the humanities and of the worlds they create. (Every year online)

HUMA 334. Forms and Figures of Literature (3 hours)
(Cross-listed with LITR 334)
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 the meanings and contexts of those texts orally and in writing, using a variety of theoretical approaches. Students may enroll in additional sections of HUMA 334 when different topics are addressed. (Every other year in at least one location)
HUMA 370. Interdisciplinary Approaches to Literature (3 hours)
(Cross-listed with LITR 370)
Prerequisites: LBST 175, 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 other year in at least one location)

HUMA 415. Directed Study in Globalization and Humanities Scholarship (3 hours)
Prerequisites: LBST 175, 180 or equivalent; 24 hours in major or permission of instructor.
Prerequisite or corequisite: HUMA 315.
Interrogate different conceptions of the world for how they shape the ways we imagine ourselves with others. Develop strategies for identifying geopolitical assumptions embedded in scholarship and avoiding as much as possible implicit English-language bias in your own research. Engage in an informal literature review of interpretations of a work studied in a previous course in the major and articulate how you would frame your research. (Every year online)

WRITING (WRIT)

WRIT 210. Introduction to Creative Writing (3 hours)
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 (S) or Unsatisfactory (U). 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
- Master of Science
- Specialist in Education
- Doctor of Philosophy in Educational Leadership
- Doctor of Philosophy in Curriculum and Instruction

School of Music (Macon)
- Master of Music (Church Music)
- Master of Music (Performance)
- Master of Music (Conducting)
- Master of Music in Collaborative Piano (Vocal or Instrumental)

College of Professional Advancement (Atlanta 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
- 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 Administration
- 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 Pharmacoeconomics and 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 Music in Church Music
  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 Admissions
International students must provide a complete record of all previous schooling. Official transcripts must be accompanied by a certified English translation. The Office of Global Engagement, which maintains certification by The Association of International Credential Evaluation Professionals (TAICEP) and maintains institutional standards as specified by the American Association for Collegiate Registrars and Admissions Officers (AACRAO) can provide international credential evaluation to establish grade point average and degree equivalency for admissions purposes at no cost. While this service is available to all applicants with international credentials, applicants in some specialized programs may require a course-by-course evaluation. Please refer to the specific admissions requirements for the academic program being applied. International Credential Evaluations produced by a NACES accredited evaluation service are also accepted for admissions.

Three reference letters, preferably from instructors in the undergraduate school(s) attended, are required, along with a personal vita which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted. Proficiency in English must be established by presenting a score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), or IELTS score of 6.5 or above.

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 U.S. 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 an international 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 international 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 an international institution.

**Prior Learning Assessment**

Mercer University recognizes that students may attain graduate-level competencies outside of the traditional academic environment. Decisions to consider, assess, and award academic credits for such prior learning are made by individual colleges and academic programs. Individual colleges and academic programs may completely opt out of the Prior Learning Assessment for Academic Credit. Academic credits earned for prior learning credit are considered transient credits and are subject to such limitations.

Where allowed, opportunities for earning Prior Learning graduate credits are categorized by:

- Credit by Credential – Official credentials earned through structured educational programs, including military and professional training. The earned credential is subject to review to determine any direct award of credit.

- Credit by Validation -- Validation is an option for students who attended extensive, informal training or a comprehensive series of workshops that equate to the learning outcomes of the program of study. Experiences in this category may be related to work experience or service-learning activities.

- Credit by Portfolio – A structured portfolio documenting their prior learning equivalent to specific courses requirements may be presented for review. The portfolio stresses learning outcomes rather than attendance or participation in events. It is prepared under the direction of the University’s professional staff.
and is evaluated by the faculty for an award of credit. An assessment fee may be assessed by the academic unit.

- Credit by Examination – Graduate and professional programs may provide opportunities to demonstrate prior learning through an institutionally provided or recognized examination. Credit by examination is typically limited to credit for or waiver of prerequisite or core courses.

Limitations on Prior Learning credits include:

- Prior Learning Assessment must be deemed graduate level by the academic program director and must meet or exceed "B" level work.
- Prior Learning credits can only be earned from a verifiable non-credit learning opportunity.
- Only matriculated students seeking a degree or pursuing a certificate are eligible for prior learning assessment consideration.
- Prior Learning credit must fit within the student's degree requirements.
- Prior Learning completed over four (4) years ago for graduate certificates and six (6) years ago for master's or doctoral degrees may not apply to a student's current degree program unless otherwise approved by the program Dean of Graduate Studies.
- Prior Learning credit provided by Mercer University may or may not transfer to other institutions.
- Duplication of Prior Learning Assessment credit is not permitted.
- Prior Learning Assessment credits neither fulfill nor interrupt the continuous enrollment requirements.

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 Pharmacoeconomics and Health Outcomes
- Master of Science in Pharmaceutical Sciences

**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.

**School of Engineering**
500-599: First level graduate courses; may also be taken by qualified undergraduates
600-699: Advanced-level graduate offerings; not normally open to undergraduates
Courses are generally 3 credit hours each.

**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

**School of Music**
500-599: Graduate level offerings in Applied and ensemble Areas
600-699: Master of Music course offerings
700-799: Graduate level offerings co-listed with McAfee School of Theology

**College of 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

**McAfee School of Theology**
500-901: Master of Divinity/Doctor of Ministry classes

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College of Health Professions
500-599: PA Program; 1st Year DPT; 1st Year MAT
600-699: PA Program; 1st Year MPH; 2nd Year DPT; 2nd Year MAT
700-799: 2nd Year MPH; Psy.D. Program; 3rd Year DPT; 3rd Year MAT
800-899: DrPH Program; Psy.D. Program
900-999: DrPH Program; Psy.D. Program

School of Medicine
600-699: Graduate courses designed for graduate students only.
Courses are generally 3 semester credit hours each.

Academic Standards

To maintain good standing in progress toward 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 beyond, 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.

**Academic Integrity and the Honor System**

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under a 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 including 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 [https://provost.mercer.edu/office-of-the-provost/honor-system/](https://provost.mercer.edu/office-of-the-provost/honor-system/).
College of Pharmacy

Faculty

Pamela M. Moye, Interim Dean and Clinical 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, Associate Professor, Interim Director of M.S. in Pharmacoeconomics and Health Outcomes Program, and Director of Pharm.D./MPH Program
Brian L. Crabtree and Hewitt W. Matthews, Deans Emeriti

Department of Pharmacy Practice

T. Vivian Liao, Interim Chair and Clinical Associate Professor
Leisa L. Marshall, Nicole Metzger, Angela Shogbon Nwaesei, and Maria M. Thurston, Clinical Professors
Susan W. Miller, Professor
Christine M. Klein, Vice Chair for Experiential Education and Clinical Associate Professor
Lori Dupree, Lydia C. Newsom, and Kenric Ware, Clinical Associate Professors
Tonya Pearson, Director of Introductory Pharmacy Practice Experiences and Clinical Assistant Professor
Reid Proctor, Clinical Assistant Professor and Director of Pharm.D./M.S. in Health Informatics Program
Tyler Boyd, Katelynn Mayberry, and Philip Mensah, Clinical Assistant Professors

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 Pharmaceutics, Director of Ph.D. and M.S. in Pharmaceutical Sciences Programs and Co-Director of the Center for Drug Delivery Research
Clinton Canal, Mahavir Bhupal Chougule, S. M. Raquibul Hasan, and M. Nasir Uddin, Associate Professors
Renee Hayslett Rowe, Associate Professor and Assistant Director of the Vivarium
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, Mission, Vision, and Core Values

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 Integrity and the Honor System

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under the 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 including but not limited to cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.
Procedures related to academic integrity and the Honor System are outlined in the specific handbooks and can be found on the Office of the Provost website [https://provost.mercer.edu/office-of-the-provost/honor-system/](https://provost.mercer.edu/office-of-the-provost/honor-system/).

**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/](http://pharmacy.mercer.edu/student-resources/handbook-and-catalog/).

**College of Pharmacy Calendar 2024-2025**

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<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td><strong>Fall 2024</strong></td>
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<tr>
<td>Orientation</td>
<td>August 15-16</td>
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<tr>
<td>White Coat Ceremony</td>
<td>August 16</td>
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<tr>
<td>Classes Start</td>
<td>August 19</td>
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<tr>
<td>COS Fall Picnic</td>
<td>August 20</td>
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<tr>
<td>Drop/Add</td>
<td>August 19-26</td>
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<tr>
<td>Last Day to Withdraw with Grade of W</td>
<td>See Registrar posting (semester long courses); Midpoint of course (blocked courses)</td>
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<tr>
<td>Labor Day</td>
<td>September 2</td>
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<tr>
<td>Residency Showcase</td>
<td>TBD</td>
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<tr>
<td>Honors Event</td>
<td>TBD</td>
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<tr>
<td>Registration for Spring Begins</td>
<td>October 31</td>
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<tr>
<td>Healthcare Career/Interview Days</td>
<td>TBD</td>
</tr>
<tr>
<td>Classes End</td>
<td>December 9</td>
</tr>
</tbody>
</table>
Thanksgiving Break  
Last Day of Term  
Course grades must be posted  

**Fall Intercession**  
Course grades must be posted  

**Spring 2025**  
January Class Orientation  
January Class White Coat Ceremony  
Classes Start  
Drop/Add  
Last Day to Withdraw with Grade of W  

Martin Luther King Jr. Day Holiday  
Spring Break  
Van Greene Lecture  
Registration for Summer/Fall Begins  
Good Friday  
COS Spring Picnic  
Classes End  

Last Day of Term  
Course grades must be posted  
Pinning Ceremony  
Hooding Ceremony  
Commencement  

**Summer 2025**  
**P1-January Class**  
Classes Begin  
Drop/Add  
Last Day to Withdraw with Grade of W  

Memorial Day Holiday  
Independence Day Holiday  
Classes End  
Last Day of Term  
Grades Must be Posted  

**Remediation for P3**  
Classes Begin  
Drop/Add  
Memorial Day Holiday  
Classes End  
Grades Due from Faculty  

**Remediation for P1-Traditional and P2**  
Classes Begin  
Drop/Add  
Memorial Day Holiday  
Independence Day Holiday  
Classes End  
Grades Due from Faculty  

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Community IPPE Scheduling Options
Three-week Community IPPE
- Fall intercession (Dec 9, 2024-Jan 5, 2025)
  - This option for P2 students who did not complete it in Summer 2024 (Class of 2027).
- Summer (May 12-Aug. 8, 2025) – This option is for rising P2 students (Class of 2028).

Institutional IPPE Scheduling Options
Three-week Institutional IPPE
- Fall intercession (Dec. 9, 2024-Jan. 5, 2025)
  - This option for P3 students who did not complete it in Summer 2024 (Class of 2026).
- Summer (May 12-Aug. 8, 2025) - This option for rising P3 students (Class of 2027)

Health and Wellness IPPE Scheduling Options*
40 hour IPPE
- Students may complete this during the P2 or P3 year.
- Options: Fall 2024, Spring 2025 semesters
- Fall intercession (Dec 9, 2024-Jan 5, 2025)
- Spring break (March 3-7, 2025)
- Summer (May 12-Aug 8, 2025)-This option for rising P2 and rising P3 students

Fourth Professional Year
APPE 1
APPE 2
One week off
APPE 3
APPE 4
APPE 5
APPE 6
Three weeks off
APPE 7
One week off
APPE 8
APPE 9
Last week of PHA 622

May 13-June 14, 2024
June 17-July 19, 2024
July 22-26, 2024
July 29-Aug. 30, 2024
Sept. 2-Oct. 4, 2024
Oct. 7-Nov. 8, 2024
Nov. 11-Dec. 13, 2024
Dec. 16, 2024-Jan. 3, 2025
Jan. 6-Feb. 7, 2025
Feb. 10-14, 2025
Feb. 17-March 21, 2025
March 24-April 25, 2025
April 28-May 2, 2025

Holidays and Special Events
Memorial Day (2024)
Independence Day (2024)

May 27, 2024
(Affects P4 APPE 1 – students follow holiday schedule of practice site.)
July 4, 2024
White Coat Ceremony Aug. 16, 2024
COS Fall Picnic Aug. 20, 2024
Labor Day Sept. 2, 2024
Residency Showcase TBD
Honors Event TBD
Healthcare Career/Interview Days TBD
Thanksgiving Break Nov. 25-29, 2024
Martin Luther King, Jr. Day Jan. 20, 2025
Spring Break March 3-7, 2025
Van Greene Lecture TBD
Good Friday April 18, 2025
COS Spring Picnic TBD
Pinning Ceremony May 5, 2025
Hooding Ceremony May 9, 2025
Commencement May TBD, 2025
Memorial Day (2025) May 26, 2025 (affects summer school)
Independence Day (2024) July 4, 2025 (affects summer school)

The College of Pharmacy reserves the right to revise or amend this academic calendar as special circumstances warrant.

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 Pharmacoeconomics and 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 3000, Chicago, IL 60603; telephone (312) 664-3575; Fax (866) 228-2631; website http://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 (AACP).

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 63 semester hours (or 94.5 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)
  - 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 or pre-health studies.
- 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, pharmacy/work experience, and extracurricular experiences.

Grades for all undergraduate coursework attempted are included in the calculation of the cumulative undergraduate GPA as part of the PharmCAS application. 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 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 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 if they meet requirements outlined in the Special Consideration Program documents available from the Academic Advising Services office in Macon.

**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 an international 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, http://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 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.

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 faculty members(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**

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
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<tbody>
<tr>
<td>First, Second, Third Year Tuition (per didactic semester*)</td>
<td>$20,645.00</td>
</tr>
<tr>
<td>Fourth Year Tuition (per five-week Advanced Pharmacy Practice Experience*)</td>
<td>$5,161.25</td>
</tr>
<tr>
<td>Facilities and Technology Fee (per semester**)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Course Materials Fees†</td>
<td>$1,154.95</td>
</tr>
</tbody>
</table>

Total (four-year*) Pharm.D. program estimated tuition and fee cost for students entering in 2024-2025‡ $167,664.95

* 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 621 - $879, PHA 361 - $84, PHA 364 - $23.95, PHA 491 - $84, PHA 591 - $84.

‡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,
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 Associate 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 Associate Dean for Student Affairs with an original signature and date. The Associate 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 Vice Chair for 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 Vice Chair for Experiential Education will provide information to the appropriate representative on charges resulting in a *nolo contendere*, *nolo proseque*, 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 Vice Chair for Experiential Education, in consultation with the Associate 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 Vice Chair for Experiential Education, in consultation with the Associate Dean for Student Affairs, disagree with the facility’s decision, the Vice Chair for Experiential Education 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 Associate Dean for Student Affairs within 72 hours of the arrest or issue of a citation. The Associate 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 Associate Dean for Student Affairs and the Vice Chair for Experiential Education, who will make a request to the vendor to verify this information and supply a copy to the student and College of Pharmacy. 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 and Admissions. 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 and successful completion of all first professional year courses and professional engagement program requirements 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; and successful completion of a minimum of four semester hours of elective coursework 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; and successful completion of at least ten semester hours of elective coursework 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: June 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

3.2. 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)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>329 Pharmacy Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>334 Foundations of Pharmacology and Immunology</td>
<td>5</td>
</tr>
<tr>
<td>339 Biochemistry for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>335 Healthcare Delivery and Population Health</td>
<td>3</td>
</tr>
<tr>
<td>336 Self-Care</td>
<td>3</td>
</tr>
<tr>
<td>363 Professional Development and Engagement I</td>
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</table>

COLLEGE OF PHARMACY / 351
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>337</td>
<td>Biopharmacaceutics and Pharmacokinetics</td>
<td>4</td>
</tr>
<tr>
<td>338</td>
<td>Pharmaceutics and Medicinal Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>338L</td>
<td>Pharmaceutics and Medicinal Chemistry Laboratory</td>
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</tr>
<tr>
<td>373</td>
<td>Introductory Law</td>
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<tr>
<td>361</td>
<td>Integrated Patient Care I</td>
<td>4</td>
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<tr>
<td>364</td>
<td>Professional Development and Engagement II</td>
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</tr>
<tr>
<td>375</td>
<td>Comprehensive Patient-Centered Care I</td>
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</tbody>
</table>

Total Hours: 18

Satisfactory completion of all First Professional Year coursework 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
- 463 Cardiovascular and Renal Pharmacotherapy I | 4
- 464 Cardiovascular and Renal Pharmacotherapy II | 3
- 467 Endocrine Pharmacotherapy | 5
- 491 Integrated Patient Care IIb | 4
- 487 Community Introductory Pharmacy Practice Experience* | 2
- 447 Health and Wellness Introductory Pharmacy Practice Experience** | 1
- Elective | 2

Total Hours: 18-20

#### Spring
- 468 Infectious Diseases Pharmacotherapy | 6
- 469 Pulmonary and Integument Pharmacotherapy | 4
- 492 Integrated Patient Care III | 3
- 493 Professional Development and Engagement III | 1
- 495 Comprehensive Patient-Centered Care II | 2
- 447 Health and Wellness Introductory Pharmacy Practice Experience** | 1
- Elective | 2

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 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

352 / MERCER UNIVERSITY
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
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<td>Nervous System Pharmacotherapy</td>
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<tr>
<td>537</td>
<td>Gastrointestinal and Musculoskeletal Pharmacotherapy</td>
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<tr>
<td>573</td>
<td>Advanced Law</td>
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<td>591</td>
<td>Integrated Patient Care IVb</td>
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<tr>
<td>447**</td>
<td>Health and Wellness Introductory Pharmacy Practice Experience**</td>
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<tr>
<td>Elective</td>
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**Spring**

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<th>Credit Hours</th>
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<tr>
<td>539</td>
<td>Oncology, Toxicology, and Drug-Induced Disorders Pharmacotherapy</td>
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<tr>
<td>598</td>
<td>Pharmacy Management</td>
<td>3</td>
</tr>
<tr>
<td>596</td>
<td>Professional Development and Engagement IVb</td>
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<td>597</td>
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<tr>
<td>447**</td>
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<td>Elective</td>
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<tr>
<td>Total Hours</td>
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<td>17-18</td>
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*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 Third Professional Year coursework and Professional Engagement Program requirements is necessary for progression to the Fourth Professional Year.

**Fourth Professional Year**

(43 Credit Hours)

**Advanced Pharmacy Practice Experiences**

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<tr>
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<th>Credit Hours</th>
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<tr>
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<td>Community Pharmacy Practice</td>
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<tr>
<td>APPE 2</td>
<td>Institutional Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 3</td>
<td>Adult Medicine Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 4</td>
<td>Ambulatory Care Pharmacy Practice</td>
<td>5</td>
</tr>
<tr>
<td>APPE 5</td>
<td>Elective I</td>
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<tr>
<td>APPE 6</td>
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<td>620</td>
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<tr>
<td>621</td>
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<tr>
<td>622</td>
<td>Pharmacy Review III</td>
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<tr>
<td>Total Hours</td>
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</tr>
</tbody>
</table>

APPEs can occur in any order, 8 out of 9 blocks

**Required Didactic Courses**

**PHA 329. Pharmacy Fundamentals**

(3 hours)

This course facilitates the transition from pre-pharmacy coursework to the professional program. It provides a foundation of human anatomy and physiology relevant to pharmacy practice using a systems-based approach. The course will also review foundational mathematics concepts relevant to pharmacy calculations.

**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 (4 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 338L. Pharmaceutics and Medicinal Chemistry Laboratory (1 hour)**
This course acquaints the student pharmacist with basic compounding skills and techniques related to pharmaceutical dosage forms. The course also involves the study of related mathematical skills.

**PHA 339. Biochemistry for Health Care Professionals (3 hours)**
Biochemistry for healthcare professionals is designed to provide a foundation for understanding of biochemical processes related to human health and disease. Through this course, students will understand major metabolic processes essential to the human body, including protein structure and function, cellular energy utilization and metabolism, as well as the roles of carbohydrates, lipids, amino acids, proteins, and nucleic acids on cellular function.

**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 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 463. Cardiovascular and Renal Pharmacotherapy I**  (4 hours)
This integrated course is the first in a two course series that explores the relationship between anatomy, physiology, pathophysiology, pharmacology, medicinal chemistry, and therapeutics of cardiovascular and renal disorders with a focus on disease states that are cardiovascular and renal disease risk factors.

**PHA 464. Cardiovascular and Renal Pharmacotherapy II**  (3 hours)
This integrated course is the second course in a two course series that explores the relationship between anatomy, physiology, pathophysiology, pharmacology, medicinal chemistry, and therapeutics of cardiovascular and renal disorders with a focus on disease states that are a complication of underlying cardiovascular and renal risk factors.

**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 IIb**  (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 III**  (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 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 547. Nervous System Pharmacotherapy** (6 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 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 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 IVb** (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 596. Professional Development and Engagement IVb** (2 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 597. Comprehensive Patient-Centered Care III** (4 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.

**PHA 598. Pharmacy Management** (3 hour)
This course will introduce students to: basic management principles and methods, develop and manage different pharmacy practice settings, and entrepreneurial, social, and economic aspects of practice. This course will discuss these topics and apply them to a variety of pharmacy practice models, including community, institutional, ambulatory care, specialty, and novel practice sites

**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 510 Professional Development Best Sellers** (2 hours)
This self-directed course is focused on helping learners to introduce leadership, professionalism, and wellness concepts using best selling books. By selecting their own books from a list, students are able to design their own learning outcomes and focus on their personal areas of interest.

**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:
- Integrated Patient Care 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 (1 Hour) Practice Experience**
This course is a 40-hour practice experience 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
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
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 Vice Chair for Experiential Education of the Department of Pharmacy Practice.

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
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 Office of Experiential Education.

**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 international 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 602. Anticoagulation**

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 603. Compounding  
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  
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  
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 and Pharmacy Services  
This practice experience is designed to introduce the student to the practice of pharmacy within a global medical and pharmacy practice setting. The student will participate in pharmacy-related activities as a means of global outreach, service, and personal growth. This experience can occur stateside in community-based clinics serving a diverse patient population or on medical mission trips outside the country.

PHA 611. Specialty Pharmacy Practice  
This experience is designed to provide the student with an overview of the clinical and administrative functions in a Specialty Pharmacy environment. These pharmacies are generally closed-door pharmacies that dispense specialty medications that are high-cost and require clinical monitoring and/or administration. Specialty pharmacies typically focus on the treatment of ongoing, chronic medical conditions. Working with the clinical pharmacy team, the student will collaborate with members of the health-care team to optimize medication therapies and provide assistance with insurance prior authorizations and/or prescription financial assistance programs. Additionally, students will work with the clinical team to provide patient education and enhance patient compliance.

PHA 612. Transplant Pharmacy  
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  
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 620. Pharmacy Review I  
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 648. Public and Population Health Program**  (5 hours)
This experience is designed to provide students with a comprehensive overview of the role of a pharmacist in a public health organization or in population health program administration. The student will participate in various initiatives that may include quality or process improvement programs, data analytics and program development.

**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 661. Industrial Pharmacy Clinical Research (5 hours)
This experience is designed to provide those students interested in pursuing a career in the pharmaceutical industry with general knowledge and a high level of exposure to a variety of areas within the pharmaceutical industry. The experience is specifically designed to give the student experience in conducting clinical research and is designed for those students who believe they may want to pursue a career in this area.

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 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 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 684. General Clinical  
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 685. Geriatrics–Long Term Care  
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  
This practice experience is designed to provide the student with a basic understanding of health outcomes (clinical, economic, humanistic) focusing on pharmaceconomics 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 687. Home Health Care  
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 689. International Pharmacy  
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  
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 691. Nutritional Support  
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 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.

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.

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 (63 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 137 credit hours (consisting of a minimum of 63 prerequisite hours and 74 hours of professional degree coursework).

**Mercer University General Education and Additional Pharmacy Prerequisites**

Entering Doctor of Pharmacy students must have 63 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>English Composition II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Religionª**

**Humanities/Fine Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities/Fine Arts Elective Iª</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Humanities/Fine Arts Elective IIª</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Behavioral/Social Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (Microeconomics or Macroeconomics)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Behavioral/Social Science Elective Iª</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Quantitative Reasoning**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>3 hrs.</td>
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</tbody>
</table>

**Scientific Reasoning**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry I with lab</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>General Chemistry II with lab</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>

**General Education Subtotal**

32 hrs.

**Additional Pharmacy Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics or Biostatistics</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>General Biology I with lab</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>General Biology II with lab</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Microbiology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Organic Chemistry I with lab</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>Organic Chemistry II with lab</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>Behavioral/Social Science Elective IIª</td>
<td>3 hrs.</td>
</tr>
</tbody>
</table>

**Additional Pharmacy Prerequisites Subtotal**

31 hrs.

**Total Prerequisite Coursework**

63 hrs.
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.

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.

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 61 of the 63 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. 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 Advanced Leadership (PHA 583) 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:

In order to achieve distinction in the Entrepreneurial-Focused Track, students will be required to earn a passing grade in the following:

Required Courses (16 total hours):

- PHA 516: Advanced Community Practice (2 hours)
- PHA 598: Pharmacy Management (3 hours)
- PHA 681: Advanced Community (practice experience) (5 hours)
- ENT 620: Innovation Management (3 hours)
- ENT 610: Entrepreneurship, Intrapreneurship and Innovation (3 hours)

Elective Courses (7 total hours):

Choose at least 1 of the following (2 total hours):

- PHA 505: Community Pharmacy Ownership (2 hours)
- PHA 529: Contemporary Compounding (2 hours)
- PHA 520: Veterinary Pharmacy (2 hours)
• PHA 583: Advanced Leadership (2 hours)

Choose at least 1 of the following (5 total hours):
• PHA 603: Compounding (5 hours)
• PHA 605: Pharmacy Informatics and Technology (5 hours)
• PHA 649: Managed Care Pharmacy (5 hours)
• PHA 651: Leadership in Pharmacy Management (5 hours)
• PHA 668: Pharmacy Association Management (5 hours)

*Listed pre-requisites for these courses have been deemed fulfilled by the School of Business.

Program Details
  Recognition
  • Pharm.D. students who successfully complete the entrepreneurial-focused track will receive specific recognition on their transcript (but not their diploma).
  • The transcript will indicate that the student’s major is Doctor of Pharmacy with a concentration in entrepreneurship.

  Registration
  • 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.
  • Interested students should contact the faculty advisor for the track to navigate proper registration of courses to ensure completion of the focus track.
  • 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.

  Student Requirements
  • First year student pharmacists will be eligible to register for courses associated with this focused track during their spring semester (and subsequently thereafter).
  • Initially, a student pharmacist will need a minimum 2.75 pharmacy GPA to register for courses associated with this focused track.
  • 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.
  • 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 onsite pharmacy practice experience. Intern license information is available on the Georgia Board of Pharmacy website: https://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 (https://nabp.pharmacy/about/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

Fellowships

The College of Pharmacy has partnered with local pharmaceutical industries to offer pharmaceutical industry fellowships. More information is available online at: https://pharmacy.mercer.edu/academic-programs/pharma-industry-fellowships/.

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 University’s Stetson-Hatcher 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.

**Financial Arrangements**

Tuition for each degree in the Pharm.D./MBA Program will be charged at the host college rate. For example, students enrolled simultaneously in the Pharm.D. Program and MBA Program will pay the College of Pharmacy’s tuition rate for their Pharm.D. courses and the School of Business’ tuition rate for their MBA courses. Pharm.D./MBA students are required to complete and pay tuition for a minimum of 30 credit hours to satisfy degree requirements.

Students enrolling in the Pharm.D./MBA Program should connect with Student Financial Planning staff to discuss their financial aid options to cover the additional degree’s tuition.

**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.

Admissions 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.

**Financial Arrangements**

Tuition for each degree in the Pharm.D./MPH Program will be charged at the host college rate. For example, students enrolled simultaneously in the Pharm.D. Program and MPH Program will pay the College of Pharmacy’s tuition rate for their Pharm.D. courses and the College of Health Professions’ tuition rate for their MPH courses.

Students enrolling in the Pharm.D./MPH Program should connect with Student Financial Planning staff to discuss their financial aid options to cover the additional degree’s tuition.

**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 and Proposal Writing and Development (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-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 12 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
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 also apply to the combined Pharm.D./M.S. in Health Informatics program.
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.

**Financial Arrangements**

Tuition for each degree in the Pharm.D./M.S. in Health Informatics Program will be charged at the host college rate. For example, students enrolled simultaneously in the Pharm.D Program and M.S. in Health Informatics Program will pay the College of Pharmacy’s tuition rate for their Pharm.D. courses and the College of Professional Advancement’s tuition rate for their M.S. in Health Informatics courses.

Students enrolling in the Pharm.D./M.S. in Health Informatics Program should connect with Student Financial Planning staff to discuss their financial aid options to cover the additional degree’s tuition.

**Master of Science in Pharmacoeconomics and Health Outcomes**

**Program Description**

Mercer’s Master of Science in Pharmacoeconomics and Health Outcomes 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. 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
- 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

**Admissions Requirements and Procedure**

The College of Pharmacy uses a “rolling” admissions policy for the Master of Science in Pharmacoeconomics and 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 Pharmacoeconomics and 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 Pharmacoeconomics and Health Outcomes program is provided by the Director of the Master of Science in Pharmacoeconomics and 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 Pharmacoeconomics and 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
PHA 713 Pharmacoeconomic modelling 3 semester hours
PHA 714 Advanced statistical methods 3 semester hours
PHA 719 Patient reported outcomes 3 semester hours

Requirements for Optional Capstone or Optional Thesis
Depending on the goals of the student, each student may 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. This is not a requirement for graduation.

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.
PHÁ 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.

PHÁ 710. Quantitative Methods (3 hours)
Prerequisites: PHÁ 703 Biostatistics or approval of course instructor.
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.

PHÁ 712. Health Economics (2 hours)
Prerequisites: PHÁ 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.

PHÁ 713. Pharmacoeconomic Modelling (3 hours)
Prerequisites: PHÁ 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.

PHÁ 714. Advanced Statistical Methods (3 hours)
Prerequisites: PHÁ 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.

PHÁ 719. Patient Reported Outcomes (3 hours)
Prerequisites: PHÁ 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.

PHÁ 722. Seminar (1 hour)
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.

PHÁ 794. Capstone (3 hours)
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.

PHÁ 795. Thesis (3 hours)
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 Pharmacoeconomics and Health Outcomes

Program Description
For qualified Pharmacy students, Mercer University provides the opportunity to pursue the Master of Science in Pharmacoeconomics and Health Outcomes degree concurrently with a Doctor of Pharmacy (Pharm.D.) degree.

The Master of Science (M.S.) in Pharmacoeconomics and Health Outcomes 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. 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 Pharmacoeconomics and Health Outcomes program also apply to the combined Pharm.D./M.S. in Pharmacoeconomics and 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 Pharmacoeconomics and Health Outcomes. Please refer to the College of Pharmacy for admission requirements for the Pharm.D. program. Admission requirements for the M.S. in the Pharmacoeconomics and Health Outcomes portion of the combined program are as follows:

- Applicants are required to have completed a bachelor’s degree program or higher or can be considered for 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 Pharmacoeconomics and Health Outcomes program.

Program Requirements
While completing the requirements for the Doctor of Pharmacy degree, student may take courses towards the M.S. in Pharmacoeconomics and 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 Pharmacoeconomics and 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 Pharmacoeconomics and Health Outcomes program is provided by the Director of the Pharm.D./M.S. in Pharmacoeconomics and Health Outcomes program.

Certificate in Health Outcomes

Program Description

The certificate in Health Outcomes program is focused on providing graduates the ability to understand health outcomes research, which is research that seeks to understand the end results of particular health care practices and interventions and ultimately help health care practitioners make strategic treatment choices for patients.

Admission

Potential applicants are required to complete a bachelor’s degree program or higher, completing courses with a C grade or better. Potential applicants are also asked to submit their curriculum vitae or resume and a general application. Potential applicants should have a demonstrated interest in pharmacy and health care services through degree programs (e.g., undergraduate major or graduate degree) or work experience. 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.

Tuition, Required Fees, and Other Estimated Expenses

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<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$750.00 per semester hour</td>
</tr>
<tr>
<td>Facilities and Technology Fee</td>
<td>$17.00 per semester hour</td>
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Student Learning Outcomes

Upon completion of the certificate program, the student will be able to:

- Develop and evaluate analytical plans for testing the statistical significance of research findings
- Clearly articulate ideas and research proposal via oral and written communication
- Evaluate published literature, policy documents, and scientific research

Curriculum

Courses will be 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.

Certificate Requirements

All students must complete the courses within 12 semesters of starting the program.

Required Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHA 707 Qualitative Methods</td>
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<tr>
<td>PHA 709 Survey of Health Services Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHA 710 Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHA 719 Patient Reported Outcomes</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate in Pharmacoeconomic Modelling

Program Description

The certificate in Pharmacoeconomic Modelling program is focused on providing graduates the ability to conduct research on pharmacoeconomic analysis and modelling in order to help decision-makers assess the value of health interventions.
Admission
Potential applicants are required to complete a bachelor’s degree program or higher, completing courses with a C grade or better. Potential applicants are also asked to submit their curriculum vitae or resume and a general application. Potential applicants should have a demonstrated interest in pharmacy and health care services through degree programs (e.g., undergraduate major or graduate degree) or work experience. 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.

Tuition, Required Fees, and Other Estimated Expenses
Tuition $750.00 per semester hour
Facilities and Technology Fee (per semester) $17.00 per semester hour

Student Learning Outcomes
Upon completion of the certificate program, student will be able to:

- Develop and evaluate analytical plans for testing the statistical significance of research findings
- Clearly articulate ideas and research proposal via oral and written communication
- Evaluate published literature, policy documents, and scientific research

Curriculum
Courses will be 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.

Certificate Requirements
All students must complete the courses within 12 semesters of starting the program.

Required Coursework
PHA 708 Health Care Delivery, Policy, and Management 3 semester hours
PHA 712 Health Economics 2 semester hours
PHA 713 Pharmacoeconomic Modelling 3 semester hours
PHA 714 Advanced Statistical Methods 3 semester hours
PHA 722 Seminar OR Elective of choice 1-3 semester hours

Elective choices:
- 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 709 Survey in health services research methods 3 semester hours
- PHA 710 Quantitative methods 3 semester hours
- PHA 719 Patient reported outcomes 3 semester hours

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 Requirements and Procedure
An application cannot be given final consideration until all required components have been received. A complete application consists of the following:

• 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 that includes the name of the research professor that the student wishes to work with after mutual agreement.
• 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 international 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 [http://wes.org]
- Josef Silny & Associates, Inc. [https://jsilny.org]

- 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
such as a research assistantship 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 715 Pharmacokinetics*</td>
<td>3</td>
</tr>
<tr>
<td>PHA 742 Foundations in Pharmaceutical Sciences*</td>
<td>5</td>
</tr>
<tr>
<td>PHA 743 Foundations in Research</td>
<td>3</td>
</tr>
<tr>
<td>PHA 744 Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHA 745 Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHA 797 Graduate Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHA 899 Doctoral Research</td>
<td>35</td>
</tr>
</tbody>
</table>

*(waived for Combined Degree, Pharm.D./Ph.D. students)

### Departmental Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 804 Methods in Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>PHA 807 Pharmaceutical Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>PHA 814 Analytical Methods and Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>PHA 832 Computer-Assisted Drug Design</td>
<td>3</td>
</tr>
<tr>
<td>PHA 833 Advanced Pharmacokinetics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 835 Advanced Physical Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>PHA 837 Advanced Biopharmaceutics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 840 Industrial Pharmacy and Advanced</td>
<td>4</td>
</tr>
<tr>
<td>Drug Delivery Systems</td>
<td></td>
</tr>
<tr>
<td>PHA 841 Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PHA 846 Current Topics in Pharmaceutical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHA 847 Molecular and Behavioral Neuropharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PHA 849 Special Topics in Pharmaceutical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PHA 850 Immunology</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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.
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 (both core courses and electives) 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 pharmaceutics, 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, pharmaceutics, 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 Requirements and Procedure
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 that includes the name of the professor that the student wishes to work with after mutual agreement.
- 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.
- 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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 715</td>
<td>Pharmacokinetics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 742</td>
<td>Foundations in Pharmaceutical Sciences</td>
<td>5</td>
</tr>
<tr>
<td>PHA 743</td>
<td>Foundations in Research</td>
<td>3</td>
</tr>
<tr>
<td>PHA 744</td>
<td>Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHA 745</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PHA 749</td>
<td>Introduction to Research</td>
<td>2</td>
</tr>
<tr>
<td>PHA 797</td>
<td>Graduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Choose one</td>
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<tr>
<td>PHA 799</td>
<td>Thesis Research</td>
<td>10</td>
</tr>
<tr>
<td>PHA 798</td>
<td>Non-Thesis Project</td>
<td>10</td>
</tr>
</tbody>
</table>

*(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 project. 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 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 that includes the name of the professor that the student wishes to work with after mutual agreement. This 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

Faculty

Tammy D. Barbé, Ph.D., RN, CNE, Dean and Professor
Maura C. Schlairet, Ed.D., MA, MSN, RN, CNL, Associate Dean for the Undergraduate Program and Professor
Lanell M. Bellury, Ph.D., RN, OCN, AOCNS-Emeritus, Associate Dean for Graduate Programs, and Professor
Linda A. Streit, Ph.D., RN, CNE, Professor and former dean
Seongkum Heo, Ph.D., Professor and Piedmont Healthcare Endowed Chair
Justus Randolph, Professor
Jennifer Bartlett, Andra Opalinski, Humberto Reinoso, and Patricia Troyan, Associate Professors
Vicki Black and Sonique Sailsman, Assistant Professors
Tara Bertulfo and Natasha Laibhen-Parkes, Clinical Associate Professors
Tabatha Anderson, Stephanie Bennett, Kathy Davis, Emma El-Sahmi, Toinette Higgins, Macy Mosher, Mitzie Minor, Charles Smith, Daphnee Stewart, Judy Thigpen, Omolara Fyle-Thorpe, and Olga Turner, Clinical Assistant Professors
Tessy George, Robyn Johnson, and Caroline Moore, Clinical Instructors
Jennifer Gandia, Jennifer Kelley, Daphne Davis-Patrick, and Christine Wyers, 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

Georgia Baptist 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://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.
Georgia Baptist College of Nursing Academic Calendar

Georgia Baptist College of Nursing reserves the right to make changes to this calendar

Fall Semester 2024
August 19: Tuition and Fees Due for Fall 2024
August 19: First Day of Classes
August 19-26: Labor Day-No Classes
September 2: Late Registration and Drop/Add Period
October 21: Last Day to Withdraw and Receive a "W"
November: Spring 2025 Advisement and Registration Opens
November 25-29: Thanksgiving Holiday-No Classes
December 13: Last Day of Classes
December 17: Grades Due at noon

Spring Semester 2025
January 6: Tuition and Fees Due for Spring 2025
January 6: First Day of Classes
January 6-13: Martin Luther King Holiday-No Classes
January 20: Spring Break-No Nursing Classes
March 3-7: Last Day to Withdraw and Receive a "W"
March 19: Fall 2025 Advisement for BSN Students; Summer 2025 Advisement for RN-BSN, Graduate, and Doctoral Students
April 18-20: Easter Holiday-No Classes
May 2: Last Day of Classes
May 6: Grades due at noon
May: Pinning & Hooding Ceremony for Graduating Students
May TBD: Commencement Ceremony

Summer Semester 2025
May 19: Tuition and Fees Due for Summer 2024
May 19: First Day of Classes
May 19-27: Memorial Day-No Classes
May 26: Advisement and Registration Opens for RN-BSN, Graduate, and Doctoral Students for Fall 2024
June: Independence Day Holiday-No Classes
July 4: Last Day to Withdraw and Receive a "W"
July 11: Last Day of the Semester
July 25: Grades Due at noon
July 30:

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.
The following clinical compliance requirements apply to students in the M.S.N. and D.N.P programs. Failure to be compliant with clinical credentialing by the first day of class may result in an administrative withdrawal from the program. Students are not considered for clinical placements until clinical credentials are submitted and approved.

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<thead>
<tr>
<th>CLINICAL REQUIREMENT</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td><strong>HEPATITIS B VACCINES &amp; TITER</strong></td>
<td><em>Submit proof of (3) doses of the Hepatitis B vaccine Engerix-B, Recombivax HB, or Twinrix OR (2) doses of the Hepatitis B vaccine Heplisav-B AND</em>&lt;br&gt;<strong>If Hepatitis B titer is negative or equivocal:</strong>&lt;br&gt;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 Engerix-B, Recombivax HB, or Twinrix OR the 2 dose vaccine series (dose #1 now, dose #2 in 1 month) of Heplisav-B AND&lt;br&gt;Repeat Hepatitis B titer 6-8 weeks after completing the 2 or 3 dose vaccine series. If the second titer remains negative after a total of 4, 5, or 6 vaccines (depending on which vaccine was received), immunity is assumed, BUT the student must obtain a letter from his/her healthcare provider stating he/she is a non-converter.</td>
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<td><strong>MEASLES, MUMPS, AND RUBELLA (MMR) VACCINES &amp;/OR TITERS</strong></td>
<td>*Submit proof of (2) MMR Vaccines OR&lt;br&gt;*Submit proof of positive MMR titer (for EACH Measles, Mumps, &amp; Rubella)&lt;br&gt;<strong>If MMR titer is negative or equivocal and student cannot produce evidence of having received (2) MMR vaccines:</strong>&lt;br&gt;The student must receive 2 MMR vaccines 4 weeks apart. Submit documentation.</td>
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<tr>
<td><strong>VARICELLA VACCINES AND/OR TITER</strong></td>
<td>*If you have NOT had Varicella (Chicken Pox): Submit proof of (2) Varicella vaccines&lt;br&gt;*If you HAVE contracted Varicella (Chicken Pox): Submit proof of positive Varicella titer (You do not need the vaccine).&lt;br&gt;<strong>If Varicella titer is negative or equivocal and student cannot produce evidence of having received (2) Varicella vaccines:</strong>&lt;br&gt;The student must receive 2 Varicella vaccines 4 weeks apart. Submit documentation.</td>
</tr>
<tr>
<td><strong>TETANUS, DIPHTHERIA, PERTUSSIS (Tdap)</strong></td>
<td>*Submit proof of Tdap (not Td) vaccine within the 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, not a Td vaccine, and submit documentation of this.</td>
</tr>
<tr>
<td><strong>BASIC LIFE SUPPORT CARD (BLS/CPR)</strong></td>
<td>*Submit copy of current card (front &amp; 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. This may require recertification earlier than expiration date.</td>
</tr>
<tr>
<td><strong>NURSING LICENSURE</strong></td>
<td>A copy of proof of nursing licensure must be current, certified in the current state of residence, and on file in the Credentialing Coordinator’s office.</td>
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**DUE PRIOR TO REGISTRATION FOR SEMESTER AND/OR PRACTICUM COURSES OF ENROLLMENT**<br>Submit to College Designated Credentialing Site:
| **BACKGROUND AND DRUG SCREEN REPORT** | 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 account). This screening should be completed by:

*Full-time MSN, Post-Master’s Certificate, and Post-Master’s DNP students must complete background check and drug screen prior to registration for Semester 1. Part-time MSN and all BSN-DNP students must complete the background check and drug screen in the Fall semester prior to starting practicum. You must submit proof of completion of background check and drug screen. If your drug screen result is “negative dilute,” you must repeat your drug screen. 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.* |

| **POLICY DOCUMENTS** | Sign and Submit the following documents found in the college designated credentialing site:
- HIPAA Statement
- Social Networking and Professional Behaviors
- Use of PDA & Other Electronic Devices in Clinical and Class Settings
- Authorization for Photography and Recording
- Authorization to Release Student Records
- Graduate Honor System |

| **PERSONAL HEALTH INSURANCE CARD** | *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. 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.* |

| **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.* |

| **ANNUAL TB TESTING** | Submit proof of negative T-spot test OR Quantiferon Gold TB blood test. Each year thereafter, submit proof of negative T-spot test, **OR** Quantiferon Gold TB blood test. Test results must be valid for the entire academic year. **PLEASE NOTE:** Clinical |
facility requirements vary which may result in the need for students to obtain additional TB Testing in any given 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, they 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, they must submit proof of treatment and a current chest x-ray.

DUE BY SEPTEMBER 15th EACH YEAR
SUBMIT TO COLLEGE DESIGNATED CREDENTIALING SITE:

| ANNUAL FLU SHOT | Submit proof of current seasonal flu shot (received after August 1 of the current year). 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; a vaccine prescription is NOT an acceptable administration record unless it includes the above information, most importantly the provider 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 must have the name and address of the facility at which the immunization was received stamped (not handwritten) on the form. If no stamp is available, you must submit the GBCN form AND supporting documentation that verifies your name, the name and location of the facility where shot obtained, and date of vaccine administration (a vaccine prescription IS an acceptable SUPPORTING document). In that the flu shot changes from year to year, you may need to update your flu shot while enrolled in the program. |
| HIPAA ASSESSMENT | Complete assessment in CANVAS with achievement of minimum score of 80% |


- 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 GRADUATE PROGRAM ORIENTATION COURSE TO VERIFY AND TRACK ALL REQUIRED CLINICAL COMPLIANCE DOCUMENTS. LOGIN INSTRUCTIONS ARE INCLUDED IN YOUR PROGRAM ACCEPTANCE MATERIALS. PLEASE USE YOUR MERCER EMAIL ADDRESS WHEN ENROLLING IN YOUR COURSE.
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, 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). 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.

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 https://www.aacnnursing.org/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 four tracks: adult-gerontology acute care nurse practitioner (AGACNP), adult-gerontology primary care nurse practitioner (AGPCNP), psychiatric/mental health nurse practitioner (PMHNP), and family nurse practitioner (FNP). The M.S.N. program also provides an AGACNP, AGPCNP, PMHNP, and a FNP Post-Graduate 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-graduate or as a Bachelor of Science in Nursing (BSN) to D.N.P. option of hybrid online study. The College of Nursing uses various settings for clinical experiences, including Atlanta area hospitals and community-based facilities. The Ph.D. in nursing degree program is offered as a post-graduate or as a Bachelor of Science in Nursing (BSN) to Ph.D. with an education cognate. The Ph.D. program prepares nursing scholars equipped for careers in research, education, and practice.

Minimum Graduate Technology Requirements

The graduate program integrates technology into teaching and learning experiences for students across the curriculum and learning platforms. To ensure all students have adequate technology access and support, all enrolled graduate students are required to have a laptop (required for students in the M.S.N. and D.N.P. nurse practitioner tracks) and/or a desktop computer with keyboard (students in the Post-Graduate D.N.P. track or
the Ph.D. 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. Courses will require students to have access to headphones, speakers, microphones, and/or webcams for use with web conferencing applications such as Zoom.

<table>
<thead>
<tr>
<th>System Age</th>
<th>Recommended system 3 years old or newer</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Requirements</td>
<td>Windows:</td>
</tr>
<tr>
<td></td>
<td>✓ Windows 11 recommended</td>
</tr>
<tr>
<td></td>
<td>✓ Processor: Intel Core i5/i7/AMD Core CPU</td>
</tr>
<tr>
<td>Mac:</td>
<td>✓ MAC OS X 12 (Monterey) or greater</td>
</tr>
<tr>
<td></td>
<td>✓ Processor: Intel Core i5/i7/i9 or Apple M1 CPU</td>
</tr>
<tr>
<td>RAM/ Memory</td>
<td>Windows System Specifications:</td>
</tr>
<tr>
<td></td>
<td>✓ 8 GB (or more) RAM</td>
</tr>
<tr>
<td></td>
<td>MAC System Specifications:</td>
</tr>
<tr>
<td></td>
<td>✓ 8 GB (or more) RAM</td>
</tr>
<tr>
<td>Hard Drive</td>
<td>256 GB of available space or higher with at least 128 GB available space</td>
</tr>
<tr>
<td>Display</td>
<td>1024 x 768 or higher screen resolution</td>
</tr>
<tr>
<td>Webcam</td>
<td>720 P (1280x720) Resolution</td>
</tr>
<tr>
<td>Ports</td>
<td>2 USB ports</td>
</tr>
<tr>
<td>Browser Requirements</td>
<td>For the best user experience:</td>
</tr>
<tr>
<td></td>
<td>• Preferred: Mozilla Firefox latest version</td>
</tr>
<tr>
<td></td>
<td>• Preferred: Google Chrome latest version</td>
</tr>
<tr>
<td>Internet Access</td>
<td>A wired and/or wireless network card</td>
</tr>
<tr>
<td></td>
<td>Minimum high-speed connection: 3 Mbps (i.e. high-speed DSL, cable modem) [5 Mbps connection recommended for quicker load times]</td>
</tr>
<tr>
<td>Other Software/Plug-ins</td>
<td>Adobe Acrobat Reader latest version</td>
</tr>
<tr>
<td></td>
<td>Required to view documents in your browser</td>
</tr>
<tr>
<td></td>
<td>Java latest version</td>
</tr>
<tr>
<td></td>
<td>Required for several features in Canvas</td>
</tr>
<tr>
<td></td>
<td>Antivirus Software</td>
</tr>
<tr>
<td></td>
<td>Microsoft Office</td>
</tr>
<tr>
<td></td>
<td>Required for course assignments and presentations</td>
</tr>
</tbody>
</table>

**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. 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, 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
- Participate in an interview, when requested, with an admission advisor and/or complete an on-site writing assignment.

Additionally, applicants whose prior education is from a country other than the United States and whose first or primary language is not English must:

- 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.

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  
April 1 priority deadline  
July 1 final deadline (space available)  

Doctor of Philosophy in Nursing  
Fall Semester entry only  
April 1 priority deadline  
July 1 final deadline (space available)  

Residency Requirement  
Students must complete 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 at Mercer University.

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.  
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.

**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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Nursing Courses</th>
<th>Quality Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 75</td>
<td>0</td>
</tr>
<tr>
<td>FQ</td>
<td>Failure-Quit</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failure</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
</tr>
<tr>
<td>ABX</td>
<td>Absent from final examination (excused)</td>
<td>*</td>
</tr>
</tbody>
</table>
| IC    | Incomplete due to some requirement other than the final examination (excused) | *
| IP    | In Progress     | *                             |
| AU    | Audit           | *                             |
| W/MM  | Withdrawal/Withdrawal | *                      |
| Z     | Grade Not Reported | *                            |

* Quality Points Marked with an (*) can be referenced by categories below.

**Satisfactory/Unsatisfactory (S or 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 Standards

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 – Georgia Baptist 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.

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) track prepares advanced practice nurses to deliver psychiatric-mental health to individuals across the lifespan. Nurse practitioners with this specialty have the knowledge and clinical skills necessary for health promotion, disease prevention, and management of psychiatric, mental health, and behavioral disorders of individuals and families.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Post-Graduate 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-Graduate 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-Graduate 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.

Psychiatric-Mental Health Nurse Practitioner (PMHNP) Post-Graduate Certificate curriculum option is designed for nurses who have a master’s degree in nursing and who are certified as an advanced practice nurse seeking eligibility for PMHNP certification.

Admission Requirements

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), Post-Graduate Family Nurse Practitioner (FNP), or Post-Graduate Psychiatric-Mental Health Nurse Practitioner (PMHNP) Certificate Program**

**Admissions Requirements**

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**

- NUR 602. Advanced Health Assessment 3 hrs
- NUR 603. Advanced Physiology/Pathophysiology 3 hrs
- NUR 607. Advanced Pharmacology 3 hrs
- NUR 617. Evidence-Based Practice and Research for Advanced Nursing Practice 3 hrs
- NUR 628. Synthesis of Advanced Nursing Practice 1 hr
- NUR 635. Healthcare Information, Quality, and Safety 2 hrs
- NUR 639. Population Health & Policy for the APRN 2 hrs
- NUR 649. Role and Scope of the APRN 1 hr
- NUR 650. Interprofessional Leadership & Practice Excellence for the Advanced Practice Provider 2 hrs
- NUR 675. Statistics for Behavioral and Clinical Science 3 hrs

**Specialization Courses – Adult-Gerontology Acute Care Nurse Practitioner**

- NUR 659. Management of Adult-Gerontology Health Problems in Acute Care Settings I 4 hrs
- NUR 661. Management of Adult-Gerontology Health Problems in Acute Care Settings II 5 hrs
- NUR 669. Management of Adult-Gerontology Health Problems in Acute Care Settings III 4 hrs
NUR 671. Acute Care Practicum I  4 hrs
NUR 672. Acute Care Practicum II  4 hrs
NUR 673. Acute Care Practicum III  5 hrs
Clinical hours = 780  26 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 652. Adult-Gerontology Primary Care Practicum I  4 hrs
NUR 657. Adult-Gerontology Primary Care Practicum II  4 hrs
NUR 658. Adult-Gerontology Primary Care Practicum III  5 hrs
Clinical hours = 780  22 hours

Specialization Courses – Family Nurse Practitioner

NUR 622. Primary Care Practicum I  4 hrs
NUR 629. Primary Care Practicum II  3 hrs
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 636. Primary Care Practicum III  5 hrs
NUR 641. Care of Children/Adolescents in the Primary Care Setting
NUR 653. Women’s Health  2 hrs
Clinical hours = 780 Clinical hours  25 hours

Specialization Courses – Psychiatric-Mental Health Family Nurse Practitioner

NUR 679. Common Medical Conditions for the PMHNP  1 hr
NUR 680. Management of Psych-Mental Health I  4 hrs
NUR 681. Management of Psych-Mental Health II  2 hrs
NUR 682. Management of Psych-Mental Health III  3 hrs
NUR 683. Psych-Mental Health Practicum I  4 hrs
NUR 684. Psych-Mental Health Practicum II  4 hrs
NUR 685. Psych-Mental Health Practicum III  5 hrs
NUR 687. Psychopharmacology  3 hrs
Clinical hours = 780 Clinical hours  26 hours

Curriculum Plans

M.S.N. for Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) – 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 649. (Core) Role and Scope of the APRN  1 hr
NUR 659. (AGACNP). Management of Adult-Gerontology Health Problems in Acute Care Settings I  4 hrs

Semester 2 (Spring)
NUR 617. (Core) Evidence-Based Practice and Research for Advanced Nursing Practice  3 hrs
NUR 639. (Core) Population Health & Policy for the APRN  2 hrs
NUR 661. (AGACNP) Management of Adult-Gerontology Health Problems in Acute Care Setting II  5 hrs
NUR 671. (AGACNP) Acute Care Practicum I  4 hrs
(240 clinical hours)

**Semester 3 (Summer)**
- NUR 635. (Core) Healthcare Information, Quality, and Safety  2 hrs
- NUR 675. (Core) Statistics for the Behavioral and Clinical Sciences  3 hrs
- NUR 669. (AGACNP) Management of Adult-Gerontology Health Problems in Acute Care Settings III  4 hrs
- NUR 672. (AGACNP) Acute Care Practicum II (240 clinical hours)  4 hrs

**Semester 4 (Fall)**
- NUR 628. (Core) Synthesis of Advanced Nursing Practice  1 hr
- NUR 650. (Core) Interprofessional Leadership & Practice Excellence for the Advanced Practice Provider  2 hrs
- NUR 673. (AGACNP) Acute Care Practicum III (300 clinical hours)  5 hrs

**TOTAL CREDIT HOURS**  49 hrs
**TOTAL CLINICAL PRACTICE HOURS**  780 hrs

This program of study includes a minimum of 750 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. (AGPCNP) Care of Adults in the Primary Care Setting I  4 hrs
- NUR 649. (CORE) Role and Scope of the APRN  1 hr

**Semester 2 (Spring)**
- NUR 617. (Core) Evidence-based Practice and Research for Advanced Nursing Practice  3 hrs
- NUR 639. (CORE) Population Health & Policy for the APRN  2 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 634. Care of Adults in the Primary Care Setting II  3 hrs.
- NUR 635. (Core) Healthcare Information, Quality, and Safety  2 hrs
- NUR 657. (AGPCNP) Adult-Gerontology Primary Care Practicum II (120 clinical hours)  4 hrs
- NUR 675. (Core) Statistics for the Behavioral and Clinical Sciences  3 hrs

**Semester 4 (Fall)**
- NUR 628. (Core) Synthesis of Advanced Nursing Practice  1 hr
- NUR 650. (Core) Interprofessional Leadership & Practice Excellence for the Advanced Practice Nurse  2 hrs
NUR 658. (AGPCNP) Adult-Gerontology Primary Care Practicum III (300 clinical hours) 5 hrs

TOTAL CREDIT HOURS 45 hrs
TOTAL CLINICAL PRACTICE HOURS 780 hrs

This program of study includes a minimum of 750 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. (AGPCNP) Care of Adults in the Primary Care Setting I 4 hrs
NUR 649. (CORE) Role and Scope of the APRN 1 hr

Semester 2 (Spring)
NUR 617. (Core) Evidence-based Practice and Research for Advanced Nursing Practice 3 hrs
NUR 622. (FNP) Primary Care Practicum I (240 clinical hours) 4 hrs
NUR 639. (CORE) Population Health & Policy for the APRN 2 hrs
NUR 641. (FNP) Care of Children/Adolescents in the Primary Care Setting 3 hrs
NUR 653. (FNP) Women's Health 2 hrs

Semester 3 (Summer)
NUR 629. (FNP) Primary Care Practicum (240 clinical hours) 4 hrs
NUR 634. (FNP) Care of Adults in the Primary Care Setting II 3 hrs
NUR 635. (CORE) Healthcare Information, Quality, and Safety 2 hrs
NUR 675. (CORE) Statistics for the Behavioral and Clinical Sciences 3 hrs

Semester 4 (Fall)
NUR 628. (CORE) Synthesis of Advanced Nursing Practice 1 hr
NUR 636. (FNP) Primary Care Practicum III (300 clinical hours) 5 hrs
NUR 650. (CORE) Interprofessional Leadership & Practice Excellence for the Advanced Practice Practitioner 2 hrs

TOTAL COURSE HOURS 48 hrs
TOTAL CLINICAL PRACTICE HOURS 780 hrs

This program of study includes a minimum of 750 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).

M.S.N. for Psychiatric-Mental Health Nurse Practitioner (PMHNP) – Full-time

Semester 1 (Fall)
NUR 602. (Core) Advanced Health Assessment 3 hrs

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>NUR 603</td>
<td>(Core) Advanced Physiology/Pathophysiology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NUR 607</td>
<td>(Core) Advanced Pharmacology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NUR 649</td>
<td>(Core) Role and Scope of the APRN</td>
<td>1 hr</td>
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<tr>
<td>NUR 680</td>
<td>(PMHNP) Management of Psych-Mental Health I</td>
<td>4 hrs</td>
</tr>
</tbody>
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**Semester 2 (Spring)**
- NUR 617. (Core) Evidence-based Practice and Research for Advanced Nursing Practice | 3 hrs |
- NUR 639. (CORE) Population Health & Policy for the APRN | 2 hrs |
- NUR 681. (PMHNP) Management of Psych-Mental Health II | 2 hrs |
- NUR 683. (PMHNP) Psych-Mental Health Practicum I (240 clinical hours) | 4 hrs |
- NUR 687. (PMHNP) Psychopharmacology | 3 hrs |

**Semester 3 (Summer)**
- NUR 635. (Core) Healthcare Information, Quality, and Safety | 2 hrs |
- NUR 675. (Core) Statistics for the Behavioral and Clinical Sciences | 3 hrs |
- NUR 679. (PMHNP) Common Medical Conditions for the PMHNP | 1 hr |
- NUR 682. (PMHNP) Management of Psych-Mental Health III | 3 hrs |
- NUR 684. (PMHNP) Psych-Mental Health Practicum II (240 clinical hours) | 4 hrs |

**Semester 4 (Fall)**
- NUR 628. (Core) Synthesis of Advanced Nursing Practice | 1 hr |
- NUR 650. (Core) Interprofessional Leadership & Practice Excellence for the Advanced Practice Nurse | 2 hrs |
- NUR 685. (PMHNP) Psych-Mental Health Practicum III (300 clinical hours) | 5 hrs |

**TOTAL CREDIT HOURS** | 49 hrs |
**TOTAL CLINICAL PRACTICE HOURS** | 780 hrs |

This program of study includes a minimum of 750 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 the requirements to take the Psychiatric-Mental Health Nurse Practitioner (PMHNP) certification examination offered by the American Nurses Credentialing Center (ANCC).

**Post-Graduate Certificate for Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)**

**Semester 1 (Fall)**
- NUR 659. Management of Adult-Gerontology Health Problems in the Acute Care Setting I | 4 hrs |
- NUR 671. Acute Care Practicum I (240 practicum hours/variable) | 4 hrs |

**Semester 2 (Spring)**
- NUR 661. Management of Adult-Gerontology Health Problems in the Acute Care Setting II | 5 hrs |
- NUR 672. Acute Care Practicum II (240 practicum hours/variable) | 4 hrs |

**Semester 3 (Summer)**
- NUR 669. Management of Adult-Gerontology Health Problems in the Acute Care Setting III | 4 hrs |
NUR 673. Acute Care Practicum III (300 practicum hours/variable) 5 hrs

**TOTAL CREDIT HOURS** 26 hrs  
**TOTAL PRACTICUM HOURS** 780 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 657. Adult-Gerontology Primary Care Practicum II (240 clinical hours/variable) 4 hrs

**Semester 3 (Summer)**  
NUR 634. Care of Adults in the Primary Care Setting II 3 hrs  
NUR 658. Adult-Gerontology Primary Care Practicum III (300 clinical hours/variable) 5 hrs

**TOTAL CREDIT HOURS** 22 hrs  
**TOTAL PRACTICUM HOURS** 780 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 629. Primary Care Practicum II (240 practicum hours/variable) 4 hrs

**Semester 3 (Summer)**  
NUR 634. Care of Adults in the Primary Care Setting II 3 hrs  
NUR 636. Primary Care Practicum III (300 practicum hours/variable) 5 hrs

**TOTAL CREDIT HOURS** 25 hrs  
**TOTAL PRACTICUM HOURS** 780 hrs*
*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.

Post-Graduate Certificate for Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Semester 1 (Fall)
NUR 680. Management of Psych-Mental Health I 4 hrs
NUR 683. Psych-Mental Health Practicum I 4 hrs
(240 practicum hours/variable)

Semester 2 (Spring)
NUR 681. Management of Psych-Mental Health II 2 hrs
NUR 684. Psych-Mental Health Practicum II 4 hrs
(240 practicum hours/variable)
NUR 687. Psychopharmacology 3 hrs

Semester 3 (Summer)
NUR 679. Common Medical Conditions for PMHNP 1 hr
NUR 682. Management of Psych-Mental Health III 3 hrs
NUR 685. Psych-Mental Health Practicum III 5 hrs.
(300 practicum hours/variable)

TOTAL CREDIT HOURS 26 hrs
TOTAL PRACTICUM HOURS 780 hrs*

*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. A student completing this track will be prepared to meet requirements to take the Psychiatric-Mental Health Nurse Practitioner certification examination offered by the American Nurses Credentialing Center (ANCC). 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. Program

The Doctor of Nursing Practice (D.N.P.) Post-Master’s program includes five (5) continuous semesters of blended online study synchronous, asynchronous, and on campus study. The Bachelor of Science in Nursing (BSN) to D.N.P. program includes eight (8) continuous semesters of blended online synchronous, asynchronous, and on campus study. Students enrolled in the BSN to D.N.P. 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.

Admission Requirements

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-Masters**

1. Completion of a master’s degree in nursing from an ACEN, CNEA, or CCNE accredited nursing program*
2. Minimum cumulative grade point average of 3.0 on a 4.0 scale.
3. Graduate level statistics course must have been taken within five years from the date of application.
4. Unencumbered Registered Nurse license to practice in the state where the clinical project will be completed.
5. Advanced practice national certification or national certification as a nurse executive/nurse administrator (if applicable).
6. Three professional references from instructors, administrators, colleagues, or managers who have evaluated your professional practice.
7. Copy of current Curriculum Vita according to guidelines provided by the admissions office.
8. Confirmation of graduate practicum/clinical hours from the prior master’s program.
9. Evidence of strong writing ability, potential leadership, and scholarship.
10. 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
   - APRN certification
11. Applications are accepted and reviewed year-round for fall enrollment. Application deadline for fall admission is April 1. Applications received after the April 1st deadline may be considered for rapid enrollment on a space available basis.
12. International applicants must meet additional requirements for admission. See the Graduate Program Admission section for information.

*Applicants who do not have APRN licensure/certification or earned fewer than 500 graduate level clinical nursing hours as part of their MSN degree will be considered on a case-by-case basis. Additional courses may be required.

**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 Programs Committee may be consulted in the decision process.

Phase Two

1. Selected applicants are invited for an onsite interview.
2. Interview with the Associate Dean for Graduate Programs, Doctor of Nursing Practice Coordinator, or faculty designee.
3. 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

Post Graduate 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 729. DNP Project Development 1 hr
NUR 735. Informatics and Patient Care Technology 3 hrs
NUR 736. Outcomes Measurement and Program Evaluation 3 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 240 immersion hours) 4 hrs
**Post Graduate DNP with Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)**

**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 729. DNP Project Development 1 hr
- NUR 735. Informatics and Patient Care Technology 3 hrs
- NUR 736. Outcomes Measurement and Program Evaluation 3 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 759. Management of Adult-Gerontology Health Problems in the Acute Care Setting I 4 hrs.
- DNP 771. Acute Care Practicum I (240 practicum hours) 4 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 5 hrs
- DNP 772. Acute Care Practicum II (240 practicum hours) 4 hrs.

**Semester 6 (Summer)**
- DNP 769. Management of Adult-Gerontology Health Problems in the Acute Care Setting III 4 hrs.
- DNP 773. Acute Care Practicum III (300 practicum hours) 5 hrs

**Total Credit Hours** 58
**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.
Post Graduate Doctor of Nursing Practice with Psychiatric-Mental Health 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
- NUR 739. Healthcare Policy 3 hrs

Semester 3 (Summer)
- NUR 729. DNP Project Development 1 hrs
- NUR 735. Informatics and Patient Care Technology 3 hrs
- NUR 736. Outcomes Measurement and Program Evaluation 3 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 780. Management of Psych-Mental Health I 4 hrs.
- DNP 783. Psych-Mental Health Practicum I (240 practicum hours) 4 hrs.

Semester 5 (Spring)
- NUR 740B. DNP Immersion (60 immersion hours) 1 hr
- DNP 781. Management of Psych-Mental Health II 2 hrs
- DNP 784. Psych-Mental Health Practicum II (240 practicum hours) 4 hrs.
- DNP 787. Psychopharmacology 3 hrs

Semester 6 (Summer)
- DNP 779. Common Medical Conditions for the PMHNP 1 hr
- DNP 782. Management of Psych-Mental Health III 3 hrs.
- DNP 785. Psych-Mental Health Practicum III (300 practicum hours) 5 hrs

Total Credit Hours 58
Total Practicum Hours 780
Total Immersion Hours 180
Total Practice Hours 960

This program of study includes a minimum of 750 clinical practice hours; for practicum courses, the ratio of credit hours to clinical practice hours is 1:4. A student completing this track will be prepared to meet requirements to take the Psychiatric-Mental Health Nurse Practitioner (PMHNP) certification examination offered by the American Nurses Credentialing Center (ANCC).

Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) Program with AGACNP

Semester 1 (Fall)
- NUR 603. Advanced Physiology/Pathophysiology 3 hrs
- NUR 607. Advanced Pharmacology 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: 3 hrs
- NUR 735. Informatics and Patient Care Technology: 3 hrs

### Semester 4 (Fall)
- NUR 602. Advanced Health Assessment: 3 hrs
- NUR 649. Role and Scope of the APRN: 1 hr
- NUR 659. Management of the Adult-Gerontology Health Problems in Acute Care Settings I: 4 hrs.
- NUR 728. Theoretical Foundations for Advanced Nursing Practice: 3 hrs

### Semester 5 (Spring)
- NUR 661. Management of Adult-Gerontology Health Problems in Acute Care Settings II: 5 hrs
- NUR 733. Evidence Appraisal: 3 hrs
- NUR 761. Acute Care Practicum I for the DNP (180 practicum hours): 3 hrs

### Semester 6 (Summer)
- NUR 669. Management of Adult-Gerontology Health Problems in Acute Care Settings III: 4 hrs
- NUR 729. DNP Project Development: 1 hr
- NUR 736. Outcomes Measurement and Program Evaluation: 3 hrs
- NUR 762. Acute Care Practicum II for the DNP (180 practicum hours): 3 hrs

### Semester 7 (Fall)
- NUR 628. Synthesis of Advanced Nursing Practice: 1 hr
- NUR 650. Interprofessional Leadership & Practice Excellence for the Advanced Practice Provider: 2 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 765. Acute Care Practicum IV for the DNP (240 practicum hours): 4 hrs

### Total Credit Hours
77

### Total Practicum Hours
780

### Total Immersion Hours
240

### 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) with AGPCNP

## Semester 1 (Fall)
- NUR 603. Advanced Physiology/Pathophysiology 3 hrs
- NUR 607. Advanced Pharmacology 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 3 hrs
- NUR 735. Informatics and Patient Care Technology 3 hrs

## Semester 4 (Fall)
- NUR 602. Advanced Health Assessment 3 hrs
- NUR 631. Care of Adults in the Primary Care Setting I 4 hrs
- NUR 649. Role and Scope of the APRN 1 hr
- NUR 728. Theoretical Foundations for Advanced Nursing Practice 3 hrs

## Semester 5 (Spring)
- NUR 653. Women’s Health 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 3 hrs
- NUR 729. DNP Project Development 1 hr
- NUR 736. Outcomes Measurement and Program Evaluation 3 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 1 hr
- NUR 650. Interprofessional Leadership & Practice Excellence of the Advanced Practice Provider 2 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 755. Adult-Gerontology Primary Care Practicum IV for the DNP 4 hrs

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**Total Credit Hours** 73  
**Total Practicum Hours** 780  
**Total Immersion Hours** 240  
**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 3 hrs
- NUR 607. Advanced Pharmacology 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 3 hrs
- NUR 735. Informatics and Patient Care Technology 3 hrs

**Semester 4 (Fall)**
- NUR 602. Advanced Health Assessment 3 hrs
- NUR 631. Care of Adults in the Primary Care Setting I 4 hrs
- NUR 649. Role and Scope of the APRN 1 hr
- NUR 728. Theoretical Foundations for Advanced Nursing Practice 3 hrs

**Semester 5 (Spring)**
- NUR 641. Care of Children/Adolescents in the Primary Care Setting 3 hrs
- NUR 653. Women's Health 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 3 hrs
- NUR 729. DNP Project Development 1 hr
- NUR 736. Outcomes Measurement and Program Evaluation 3 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 1 hr
- NUR 650. Interprofessional Leadership & Practice Excellence for the Advanced Practice Provider 2 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 hr

**Semester 8 (Spring)**
- NUR 740B. DNP Immersion (120 immersion hours) 2 hrs
- NUR 741. Advancing Nursing Practice 2 hrs
NUR 777. Primary Care Practicum IV for the DNP (240 practicum hours)  4 hrs

**Total Credit Hours**  76  
**Total Practicum Hours**  780  
**Total Immersion Hours**  240  
**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).*

**Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) Program with PMHNP**

**Semester 1 (Fall)**
- NUR 603. Advanced Physiology/Pathophysiology  3 hrs  
- NUR 607. Advanced Pharmacology  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  3 hrs  
- NUR 735. Informatics and Patient Care Technology  3 hrs

**Semester 4 (Fall)**
- NUR 602. Advanced Health Assessment  3 hrs  
- NUR 649. Role and Scope of the APRN  1 hr  
- NUR 680. Management of Psych-Mental Health I  4 hrs  
- NUR 728. Theoretical Foundations for Advanced Nursing Practice  3 hrs

**Semester 5 (Spring)**
- NUR 681. Management of Psych-Mental Health II  2 hrs  
- NUR 687. Psychopharmacology  3 hrs  
- NUR 733. Evidence Appraisal  3 hrs  
- NUR 783. Psych-Mental Health Practicum I for the DNP  3 hrs  
  (180 practicum hours)

**Semester 6 (Summer)**
- NUR 679. Common Medical Conditions for the PMHNP  1 hr  
- NUR 682. Management of Psych-Mental Health III  3 hrs  
- NUR 729. DNP Project Development  1 hr  
- NUR 736. Outcomes Measurement and Program Evaluation  3 hrs  
- NUR 784. Psych-Mental Health Practicum II for the DNP  3 hrs  
  (180 practicum hours)

**Semester 7 (Fall)**
- NUR 628. Synthesis of Advanced Nursing Practice  1 hr  
- NUR 650. Interprofessional Leadership & Practice Excellence for the Advanced Practice Provider  2 hrs  
- NUR 738. Organizational and Systems Leadership  3 hrs
(60 immersion hours)
NUR 740A. DNP Immersion (60 immersion hours) 1 hr
NUR 785. Psych-Mental Health 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 786. Psych-Mental Health Practicum IV for the DNP (240 practicum hours) 4 hrs

Total Credit Hours 77
Total Practicum Hours 780
Total Immersion Hours 240
Total Post-Baccalaureate Practice Hours 1020

This program of study includes a minimum of 750 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 Psychiatric-Mental Health Nurse Practitioner (PMHNP) certification examination offered by the American Nurses Credentialing Center (ANCC).

Formation of Scholars
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 and activities related to collaborative learning and socialization into the community of scholars.

Dates for AY 2024–2025 Formation of Scholars:
- August 22, 2024: Orientation for new students only
- August 23 & 24, 2024
- November 15 & 16, 2024
- April 4 & 5, 2025

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.

Admission Requirements
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 Graduate PhD
1. Completion of a BSN and/or master’s degree in nursing from a CNEA, ACEN, or CCNE accredited nursing program, OR completion of a BSN from a CNEA, ACEN, or CCNE accredited nursing program, and a master’s degree in a related field.
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 a graduate level statistics course must have been taken within five years from the date of application.
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, colleagues, or managers who have evaluated the applicant’s professional practice.
6. Evidence of strong writing ability.
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 April 1. Applications received after the April 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. Unencumbered Registered Nurse license to practice in a state or jurisdiction of the USA.
4. 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.
5. Evidence of strong writing ability.
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 April 1. Applications received after the April 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 Vitae 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:
1. Selected applicants are invited for an interview.
2. Faculty members teaching in the Ph.D. program interview the applicant.
3. 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 blended 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 Graduate) – 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

YEAR THREE
Semester 7 (Fall)
NUR 815. Dissertation Research 6 hrs

440 / MERCER UNIVERSITY
Semester 8 (Spring)
NUR 815. Dissertation Research 6 hrs

*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 hrs

**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 II 3 hrs
- NUR 845. Research Synthesis 3 hrs

**Semester 9 (Summer)**
- NUR 815. Dissertation Research 6 hrs

#### 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

*Students will complete Dissertation process during Semester 11 or continue to register for (1) semester hour of NUR 815 Dissertation Research until graduation.
Formation of Scholars

The program of study for all doctoral students includes participation in the Formation of Scholars events. To facilitate professional development, doctoral students gather three times during each academic year for the Formation of Scholars sessions that include meetings and activities related to collaborative learning and socialization into the community of scholars. All Ph.D. students enrolled in NUR 815 Dissertation Research will participate in the FoS sessions annually in November. Those Ph.D. students enrolled in NUR 815 Dissertation Research who have not yet defended their proposal will present their study at the November Formation of Scholars.

Dates for AY 2024–2025 Formation of Scholars:

- August 22, 2024: Orientation for new students only
- August 23 & 24, 2024
- November 15 & 16, 2024
- April 4 & 5, 2025

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 602. Advanced Health Assessment
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
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
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 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 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 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 with 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 629. Primary Care Practicum II**  
Prerequisites or Corequisites: NUR 622  
This practicum course is the second of three courses that provide the learner with an opportunity for application of knowledge in a clinical setting. Care is provided to adults and children/adolescent in the primary care setting. Reproductive health issues including sexual health, prenatal, and postpartum care is also provided. The learner continues to develop advanced competencies to manage patients with acute and chronic illness within stated guidelines. This course provides the learner with the opportunity to collaborate with an advanced practice provider or physician preceptor within stated guidelines of the preceptor’s practice.

**NUR 631. Care of Adults in the Primary Care Setting I**  
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**  
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 635. Healthcare Information, Quality, and Safety**  
Prerequisites or Corequisites: Admission to Graduate programs.  
This course prepares healthcare leaders to effectively select and use information systems to deliver healthcare services that promote quality, safety, and patient engagement. Emphasis will be placed on the use of health informatics and healthcare delivery systems.

**NUR 636. Primary Care Practicum III**  
Prerequisites or Corequisites: 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 638. Advanced Clinical Practice for the APRN (variable credit hours)
Prerequisites or Corequisites: Readmission to Graduate programs.
This practicum course expands advanced practice skills relevant to the area of clinical
specialization. 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 and provides a clinical
immersion experience. This course provides the learner with the opportunity to collaborate
with an advanced practice provider 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 639. Population Health & Policy for the APRN                             (2-0-2)
Prerequisites or Corequisites: Admission to Graduate programs.
This core course focuses on health equity, social justice, and improved health for diverse
populations. The learner will explore dimensions of healthcare policy and delivery systems
as well as advocacy strategies to achieve population health goals.

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 649. Role and Scope of the APRN                                                 (1-0-1)
Prerequisites or Corequisites: Admission to Graduate programs.
This course concentrates on the transition to the advanced practice nurse role. The learner
develops an understanding of the professional scope, standards, competencies,
collaborative practice, and ethical/legal regulations governing practice.

NUR 650 Interprofessional Leadership & Practice Excellence      (2-0-2)
for the Advanced Practice Provider
Prerequisites or Corequisites: NUR 628
This course concentrates on specific aspects of professional roles and responsibilities
assumed by the advanced practice registered nurse (APRN) in the healthcare system.
The learner examines leadership styles, theories, skills, and team dynamics within the
interprofessional setting.

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 with 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 657. Adult-Gerontology Primary Care Practicum II** (0-16-4)
Prerequisites or Corequisites: NUR 652
This practicum course is the second of three courses that provide the learner with an opportunity for application of knowledge in a clinical setting. Care is provided to adults and geriatric patients in the primary care setting. Reproductive health issues including sexual health, prenatal, and postpartum care is also provided. The learner continues to develop advanced competencies to manage patients with acute and chronic illness within stated guidelines. This course provides the learner with the opportunity to collaborate with an advanced practice provider or physician preceptor within stated guidelines of the preceptor’s practice.

**NUR 658. Adult-Gerontology Primary Care Practicum III** (0-20-5)
Prerequisites or Corequisites: 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 659. Management of Adult-Gerontology Health Problems in the Acute Care Setting I**
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. This is the first in a 3-course series that 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.
NUR 661. Management of Adult-Gerontology Health Problems in the Acute Care Setting II (4-2-5)
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 669. Management of Adult-Gerontology Health Problems in the Acute Care Setting III (4-0-4)
Prerequisites or Corequisites: 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.

NUR 671. Acute Care Practicum I (0-16-4)
Prerequisites or Corequisites: NUR 660
This practicum course is the first of three courses that provides the learner with 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. 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 provider 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 672. Acute Care Practicum II (0-16-4)
Prerequisites or Corequisites: NUR 661
This practicum course is the second of three courses that provides the learner with an opportunity for application of knowledge in a clinical setting. Care is provided to adults and geriatric patients in the acute care setting. The learner continues to develop advanced competencies to manage patients with complex acute, critical, and chronic illnesses within stated guidelines. This course provides the learner with the opportunity to collaborate with an advanced practice provider or physician preceptor within stated guidelines of the preceptor’s practice.

NUR 673. Acute Care Practicum III (0-20-5)
Prerequisites or Corequisites: NUR 669
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 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)

**NUR 679. Common Medical Conditions for the PMHNP (1-0-1)**
This course prepares the psychiatric-mental health nurse practitioner learner to assess for common medical conditions in individuals across the lifespan. Specific attention is placed on assessment, differential diagnosis, and referral of patients with acute and chronic health problems. The course also provides an opportunity for the learner to develop clinical decision-making and understanding of diagnostic ordering and interpretation.
(asynchronous)

**NUR 680. Management of Psych-Mental Health I (3-2-4)**
Prerequisites or Corequisites: NUR 602, 603, 607.
This course prepares the psychiatric mental health nurse practitioner learner to provide care for adults with mental health disorders. The focus of this course is the assessment, diagnosis, and management of common mental health disorders. Specific attention is placed on the psychiatric interview, establishing a therapeutic relationship, and developing differential diagnoses. In addition, the learner will explore the theoretical frameworks and models used to both explain mental illness and guide psychotherapy.

**NUR 681. Management of Psych-Mental Health II (2-0-2)**
Prerequisites or Corequisites: NUR 680
This course prepares the psychiatric mental health nurse practitioner learner to provide care for children and adolescents with development, behavioral, and mental health (DBMH) disorders. The focus of this course is the assessment, diagnosis, and management of mental health disorders in pediatric patients from diverse patient populations. Specific attention will be given to child development as it relates to the emergence, diagnosis, and treatment of DBMH disorders in this population. Theoretical frameworks and models for pediatric DBMH and how they relate to treating children with mental health disorders will be explored.

**NUR 682. Management of Psych-Mental Health III (3-0-3)**
Prerequisites or Corequisites: NUR 681
This course prepares the psychiatric mental health nurse practitioner to expand knowledge in the care of individuals with mental health disorders. The course will focus on assessing, diagnosing, and managing specific mental health disorders. In addition, knowledge of theoretical frameworks and models of psychotherapy will be explored. Clinical decision-making, effective communication, and interdisciplinary collaboration with other health providers enable the learner to apply theory and evidence-based research in the comprehensive care of individuals and families.
NUR 683. Psych-Mental Health Practicum I  (0-16-4)
Prerequisite or Corequisite: NUR 680
This practicum course is the first of three courses that provides the learner with an opportunity for application of knowledge in a clinical setting. The learner provides psychiatric-mental health 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 provider 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 684. Psych-Mental Health Practicum II  (0-16-4)
Prerequisite or Corequisite: NUR 683
This practicum course is the second of three courses that provide the learner with an opportunity to apply knowledge in clinical settings. Care is provided to patients across the lifespan in diverse health care setting. The learner continues to develop advanced competencies to manage patients with psychiatric and mental health illness within stated guidelines. This course provides the learner with the opportunity to collaborate with an advanced practice provider or physician preceptor within stated guidelines of the preceptor’s practice.

NUR 685. Psych-Mental Health Practicum III  (0-20-5)
Prerequisite or Corequisite: NUR 684
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 mental health 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 687. Psychopharmacology  (3-0-3)
Prerequisites or Corequisites: NUR 607.
This course focuses on psychopharmacology concepts, theories, and current trends building on the knowledge of general pharmacology with an emphasis on the neurophysiological basis of mental health disorders across the lifespan. Pharmacokinetics, pharmacogenetics, dosages, expected outcomes, and side effects are discussed. Emphasis is on the application of neurobiological, and genetic knowledge to psychopharmacological treatment strategies and their modifications to improve patient care.

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 729. DNP Project Development  (1-0-1)
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.

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 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
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 (0-12-3)** for the DNP
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 755. Adult-Gerontology Primary Care Practicum IV for the DNP (0-16-4)**
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 765. Acute Care Practicum IV for the DNP** (0-16-4)
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 775. Primary Care Practicum IV for the DNP** (0-16-4)
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 783. Psych-Mental Health Practicum I for the DNP (0-12-3)**
Prerequisite: NUR 680
This practicum course is the first of four courses that provides the learner with an opportunity to apply knowledge in a clinical setting. The learner provides psychiatric-mental health 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 provider 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 784. Psych-Mental Health Practicum II for the DNP (0-12-3)**
Prerequisite: NUR 783
This practicum course is the second of four courses that provide the learner with an opportunity to apply knowledge in clinical settings. Care is provided to patients across the lifespan in diverse health care setting. The learner continues to develop advanced competencies to manage patients with psychiatric and mental health illness within stated guidelines. This course provides the learner with the opportunity to collaborate with an advanced practice provider or physician preceptor within stated guidelines of the preceptor’s practice.

**NUR 785. Psych-Mental Health Practicum III for the DNP (0-12-3)**
Prerequisite: NUR 784
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 mental health 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 786. Psych-Mental Health Practicum IV for the DNP (0-16-4)**
Prerequisite: NUR 785
This final clinical course provides the learner the opportunity to focus on the synthesis of theory and clinical management skills to manage the mental healthcare 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 designed 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.

**DNP 759. Management of Adult-Gerontology Health Problems in the Acute Care Setting I**
Prerequisites or corequisites: 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. This is the first in a 3-course series that 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.

**DNP 761. Management of Adult-Gerontology Health Problems in the Acute Care Setting II**
Prerequisite: DNP 759
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 769. Management of Adult-Gerontology Health Problems in the Acute Care Setting**
Prerequisites or Corequisites: 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.

**DNP 771. Acute Care Practicum I**  
(0-16-4)  
Prerequisite or Corequisite: DNP 759  
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 772. Acute Care Practicum II**  
(0-16-4)  
Prerequisite or Corequisite: DNP 771  
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 773. Acute Care Practicum III**  
(0-20-5)  
Prerequisite: DNP 772  
This third clinical course provides the learner with the opportunity to synthesize 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.

**DNP 779. Common Medical Conditions for the PMHNP**  
(1-0-1)  
This course prepares the psychiatric-mental health nurse practitioner learner to assess for common medical conditions in individuals across the lifespan. Specific attention is placed on assessment, differential diagnosis, and referral of patients with acute and chronic health problems. The course also provides an opportunity for the learner to develop clinical decision-making and understanding of diagnostic ordering and interpretation.

**DNP 780. Management of Psych-Mental Health I**  
(3-2-4)  
Prerequisites or Corequisites: First year DNP course work  
This course prepares the psychiatric mental health nurse practitioner learner to provide care for adults with mental health disorders. The focus of this course is the assessment, diagnosis, and management of common mental health disorders. Specific attention is placed on the psychiatric interview, establishing a therapeutic relationship, and developing differential diagnoses. In addition, the learner will explore the theoretical frameworks and models used to both explain mental illness and guide psychotherapy.

**DNP 781. Management of Psych-Mental Health II**  
(2-0-2)  
Prerequisites: DNP 780  
This course prepares the psychiatric mental health nurse practitioner learner to provide care for children and adolescents with development, behavioral, and mental health (DBMH) disorders. The focus of this course is the assessment, diagnosis, and management of mental health disorders in pediatric patients from diverse patient populations. Specific attention will be given to child development as it relates to the emergence, diagnosis, and treatment of DBMH disorders in this population. Theoretical
frameworks and models for pediatric DBMH and how they relate to treating children with mental health disorders will be explored.

**DNP 782. Management of Psych-Mental Health III**  
(3-0-3)  
Prerequisites: DNP 781  
This course prepares the psychiatric mental health nurse practitioner to expand knowledge in the care of individuals with mental health disorders. The course will focus on assessing, diagnosing, and managing specific mental health disorders. In addition, knowledge of theoretical frameworks and models of psychotherapy will be explored. Clinical decision-making, effective communication, and interdisciplinary collaboration with other health providers enable the learner to apply theory and evidence-based research in the comprehensive care of individuals and families.

**DNP 783. Psych-Mental Health Practicum I**  
(0-16-4)  
Prerequisite or Corequisite: DNP 780  
This first clinical course provides the learner with an opportunity to apply knowledge in a clinical setting. The learner provides psychiatric-mental health 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 provider or physician preceptor within stated guidelines of the preceptor's practice.

**DNP 784. Psych-Mental Health Practicum II**  
(0-16-4)  
Prerequisite: DNP 783  
This second clinical course provides the learner with an opportunity to apply knowledge in clinical settings. Care is provided to patients across the lifespan in diverse health care settings. The learner continues to develop advanced competencies to manage patients with psychiatric and mental health illness within stated guidelines. This course provides the learner with the opportunity to collaborate with an advanced practice provider or physician preceptor within stated guidelines of the preceptor's practice.

**DNP 785. Psych-Mental Health Practicum III**  
(0-20-5)  
Prerequisite: DNP 784  
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 mental health care to clients in various settings. Clinical practice activities are designed to develop advanced level direct care competencies.

**DNP 787. Psychopharmacology**  
(3-0-3)  
Prerequisites or Corequisites: None  
This course focuses on psychopharmacology concepts, theories, and current trends building on the knowledge of general pharmacology with an emphasis on the neurophysiological basis of mental health disorders across the lifespan. Pharmacokinetics, pharmacogenetics, dosages, expected outcomes, and side effects are discussed. Emphasis is on the application of neurobiological, and genetic knowledge to psychopharmacological treatment strategies and their modifications to improve patient care.
The Stetson-Hatcher School of Business

Graduate Faculty

Julie A. Petherbridge, Ph.D., Dean/Professor
Brett P. Matherne, Ph.D., Senior Associate Dean/Associate Professor, Atlanta Campus
Szabolcs Blaszek Ayala, Jordan M. Blanke, Tammy N. Crutchfield, Vicki Eveland, James, L. Hunt, Allen K. Lynch, Gina L. Miller, Etienne Musonera, Faye A. Sisk, and Vijaya Subrahmanyam Professors
Astrid Ayala Catellanos, Marko Horn, Andrés Marroquín, Nicholas Marudas, Arnab Nayak, Geoffrey Ngene, Myriam Quispe-Agnoli, Robi Ragan, Antonio Saravia, Carol S. Sargent, Briana Stenard, Kenneth Tah, Nikanor Volkov, and Wei Xiong, Associate Professors
Elizabeth Adair, Ehsan Ahmadi, Blake D. Bowler, William Carty, Juanita K. Forrester, Charles A. Lambert, Reza Maihami, Aida Nouri, Rui Sun, Ali Tolooie, and Ronald Tsang, Assistant Professors
Jasna Marker, Assistant Professor of Practice in Finance and Accounting
John W. Gordon, Stephanie Howard, Heather Markle, 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. 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 Global Engagement maintains certification by The Association of International Credential Evaluation Professionals (TAICEP) and can verify and establish this equivalency on behalf of potential students based on Local Entry Requirements established by the institution. Students must submit certified English translations of their academic records if the language of record on such documents is not English.
   
   C. 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.

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 international 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 Admission Programs (SCP).**

   1) **Special Consideration Program (SCP) for Stetson-Hatcher 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
      
      a. Minimum of 30 semester hours of undergraduate coursework completed at SHSB,
      b. 32 semester hours completed at Mercer.
      c. Overall 3.0 grade point average (GPA) at Mercer (including transfer hours).
      d. GPA for business core curriculum courses (including transfer hours).
      e. Earned grade C or better in ALL business courses taken at Mercer.
      f. A 3.0 GPA in the Business minor (in addition to an overall 3.0 GPA at Mercer).
      g. 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
      
      a. Minimum 32 semester hours completed at Mercer.
      b. Completed minimum math and statistics courses, including.
      c. At least STA 126 or MATH 220, and
      d. Completed MAT 191 or MAT 141 or MATH 130.
      e. Overall 3.0 GPA at Mercer (including transfer hours)
      f. 3.0 GPA for business core curriculum courses, including transfer hours (if applicable)
      g. 3.0 GPA for major courses at Mercer
      h. Earned grade C or better in ALL business, math, and major courses taken at Mercer
i. 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 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.

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), a Duolingo English test of 115 or 6.5 IELTS, to be eligible for admission.
      
      a. 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.
      
      b. 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/IELTS requirement.

   B. International applicants who completed all or part of their education abroad are required to have their international credentials evaluated by the Office of Global Engagement. 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. 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 an international 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.

6. **Transient Status:** Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from the other institution. The authorization must be accompanied
by a completed application for admission and the appropriate application fee. Transcripts and admission test scores are waived with letter of good standing.

7. **Transfer and Transient Credit:** The 30-hour MBA, MAcc and MSBA programs do not accept graduate level transfer or transient credits. In the 36-hour Specialized MBA and MSIB programs, students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit may not exceed six (6) semester hours. Credit for graduate transfer or transient courses completed at another institution may be awarded under the following conditions: (1) the courses were taken at a graduate-degree-granting institution accredited by a regional accrediting body and by AACSB-International; (2) the courses were graduate-degree courses; (3) 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. **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.

12. **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.

13. **Participation in Commencement Ceremonies:** Students who have met all degree requirements may participate in the Commencement ceremony. Other graduate students may participate if they are within six (6) hours or less of completing all degree requirements, including the minimum number of semester hours required, and if they meet the minimum graduation requirements for cumulative grade-point averages.

14. **Graduate Academic Deficiency:** Unsatisfactory Academic Progress: Any student whose semester or 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 begins with the semester in which the cumulative and semester grade-point average falls below 3.0 and ends at the semester in which the cumulative and semester grade-point average is at least 3.0.

   A. 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.

   B. 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.

   C. Academic Suspension: After the second and subsequent semesters of 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 send a written request to the director of his or her program to review the decision.

D. 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.

E. 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.

15. 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.

16. 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.

17. 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.

18. Non-Degree Seeking Policy: Applicants from an accredited institution (Regionally) 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 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.

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 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 earnings; 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)
OR
BUS 611. Supply Chain and Logistics Management (3 hours)
And:
BUS 699. Strategy/Capstone* (3 hours)
PLUS
BUS 6xx Elective§ (3 hours)
§The elective course must be a 600 level or higher course offered by the Stetson-Hatcher School of Business.

*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)
OR
BUS 611. Supply Chain and Logistics Management (3 hours)
And:
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.

PLUS

**Specialized Concentration of Study (12 Hours)**

Students may select a graduate certificate which requires 12 semester hours (four courses) beyond the MBA core. Students may choose a certificate Compliance, Regulation and Analytics in Fintech; Diversity, Equity and Inclusion Management; Entrepreneurship and Innovation; Healthcare Business Management and Analytics; Supply Chain Management or Women in Leadership. Certificates may have additional requirements for admissions.

Or students may select a specialized concentration of study, which requires 12 semester hours (four courses) beyond the MBA core. The concentration must include the business law course, BUS 604, Legal Environment of Business.

Concentrations include:

1. **MARKETING**
   - BUS 604 Legal Environment of Business (3 hours)

   Plus, any three 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 604 Legal Environment of Business (3 hours)

   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 604 Legal Environment of Business (3 hours)

   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 604 Legal Environment of Business (3 hours)

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 604 Legal Environment of Business (3 hours)

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
- BUS 604. Legal Environment of Business (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 604 Legal Environment of Business (3 hours)

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 604 Legal Environment of Business (3 hours)

Plus, any three of the following:
- ACC 602. Seminar in Accounting Information Systems
- ACC 620. Accounting and Tax 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 (One Year) 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 Dean’s office or the SHSB Office of Student Services.

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/).

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) requiring at least 30 hours matriculating with tuition paid to the business school. 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-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 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. 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. The remaining 9 credit hours of MBA coursework includes selected courses taken during the student’s time in the DPT Program (Years 2-4). Two courses, totaling 6 credit hours, in the DPT Program (PT 642 Leadership II: Health Systems Science and PT 672: Leadership III: Administration, Consultancy, and Entrepreneurship), will apply toward the elective requirements in the MBA program. The additional three 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 679, 719, 749).

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  
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  
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  
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  
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  
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  
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  
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  
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 (3 hours)**
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) *

BUS 665. Technology and the Law  (3 hours)
Prerequisite: BUS 604
An investigation of various legal issues relevant to the digital world. Topics may include protection of intellectual property; copyright, patent, trade secret and trademark law; contract law; acquiring hardware and software, licensing agreements and employee agreements; tort liability; physical and economic injury, strict liability, and computer malpractice; the right of privacy; computer crime; and social media 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

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

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

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

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

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

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

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 twenty-one hours of 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  
ACC 602. Seminar in AIS  
ACC 610. Accounting Analytics  
ACC 620. Accounting & Tax Research  
ACC 621. Advanced Financial Statement Analysis  
ACC 635. Corporate Taxation  
ACC 640. Advanced Accounting Topics  
ACC 655. Advanced Auditing  

(21 hours)

Electives  
Choose three 600 level BUS, BA, or ACC courses  

(9 hours)

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 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 610. Accounting Analytics** (3 hours)
Provide students with hands-on experience with data analytics tools and techniques. Students will gain the skills to develop proposals using data analytics to solve accounting problems and to competently present their proposals to managers and data scientists.

**ACC 620. Accounting & Tax Research** (3 hours)
Prerequisites: BAA 510.
This course is an introduction to technical accounting research of current topics in accounting, audit, taxation, and other issues facing the accounting profession today. Hence, the course will present the history of accounting, the standard setting authorities, different research methodologies, and the related accounting theories from authoritative sources and academic articles. Upon completion of the course, students will be able to perform independent research in the FASB Codification related to accounting topics and identify data sources to perform research in audit, tax, government, and other topics in accounting.*

**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.**

(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 Combined MBA/MAcc 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 Dual MBA/MAcc 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)

- BAA 601. Managerial Economics
- BAA 604. Issues in Business Law & Corporate Responsibility
- BAA 605. Marketing Concepts and Practices
- BAA 609. Corporation Finance
- BAA 611. Operations Management Science
- BAA 613. Ethical Leadership

**MBA Electives**

(9 hours)

- MBA International Elective
- MBA Elective
- MBA Elective

**Capstone**

(3 hours)

- BAA 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 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
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.
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 I
- BDA 600 Survey of Business Analytics (3 hours)
- BDA 601 Foundations of Programming (3 hours)

Session II
- BDA 602 Statistics for Business Analytics (3 hours)
- BDA 611 Visual Reporting and Communication (3 hours)

Session III
- BDA 610 Advanced Business Statistics (3 hours)
- BDA 612 Management Analytics (3 hours)

Session IV
- BDA 620 Data Mining (3 hours)
- BDA 622 Marketing Analytics (3 hours)

Session V
- BDA 640 Data Driven Decision Making (3 hours)
- BDA 632 Financial Analytics (3 hours)

Session VI
- BDA 630 Legal and Ethical Issues Affecting Big Data (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 on developing basic applications using different software tools that include widely available programing environments. The course will also include on 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)
Prerequisite: BDA 601
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 601, 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 moving average and exponential smoothing, seasonality and trending models, as univariate BoxJenkins methodology for fitting and forecasting time series, ARIMA models, autocorrelation and partial autocorrelation functions, unit root tests for stationary and nonstationary data, estimation and model fitting, diagnostic tests for time series models, vector auto regression (VAR), co-integration 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 601
This course covers 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 and machine learning techniques that allow organizations to find patterns of data otherwise difficult to explore. This course will acquaint students with predictive analytics on how they can more efficiently use big data to recommend businesses strategies for decision-making. 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 602
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 602
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 will 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 and BDA 612.
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 601. Foundations of Programming
  - 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
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 601 Foundations of Programming
- 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
- 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 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 course 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/payer 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.

Supply Chain Management

Drive your career forward, faster with the online Graduate Certificate in Supply Chain Management from the Mercer University. Effective operations and supply chain management are critical for success in our global business world, and trained operations professionals are in high demand. The online supply chain management certification program teaches you theories and practices critical to managing complex global operations systems. This program can give you the ability to develop supply chain solutions for your organization as you gain an understanding of how companies use supply chain networks to acquire, produce, and deliver goods and services domestically and worldwide. The program focuses on teaching the necessary knowledge and skills to design, optimization, and operation of a global supply chain. By examining the essentials of supply chain strategy, logistics and transportation systems, performance measurement, and operations management, you will be able to analyze and improve business process flows and control streams of materials, information, and services across the supply chain.

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

SCM 610 Production and Operations Management
SCM 620 Supply Chain Logistics and Transportation
SCM 630 Supply Chain Analytics
SCM 640 Managing Supply Chain Risk and Resiliency

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:

• Understand the importance of supply chain management decisions in developing a business strategy for a firm.
• Understand the importance of fit between business strategy and supply chain capabilities.
• Design and manage an effective supply chain, and apply project management techniques.
• Manage general operations, including inventory, capacity, process flow, and quality and process management.
• Analyze issues related to developing distribution and fulfillment networks.
• Be able to apply supply chain analytics and conduct demand forecasting, aggregate planning, and sales and operations planning for a supply chain.
• Deal with issues related to supply chain uncertainty and using risk management principles to make informed business decisions.
• Be able to apply mathematical optimization in addressing complex decision problems in different segments of a supply chain, with a focus on the transportation and logistics industry.

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.

SCM 610 Production and Operations Management (3 hours)
Operations management concerns the production and delivery of goods and services. This course focuses on those business processes, procedures and strategies used to transform various inputs into finished goods and services. Focus is on both understanding how the provision of goods is organized and managed and recognizing potential areas of improvement in the management or production of goods and services. Also of major study will be how operations management interfaces with other functional areas and the various issues and problems that traditionally arise in the field of operations management. Topics covered include productivity, project management, process design and control, quality
management, capacity planning, demand planning and forecasting, inventory management, etc. Deterministic and probabilistic models will be used to support decision making.

**SCM 620 Supply Chain Logistics and Transportation** (3 hours)
Prerequisite: SCM 610
A supply chain is a network of companies producing and delivering goods and services from raw materials to end consumers. Supply chain and logistics management consists of designing and managing business processes across the supply chain. This course presents core knowledge related to the areas of transportation, logistics and distribution management within supply chain operations. The course prepares students in the basics of transportation operations and the role of transportation within an organization’s overall supply chain. It covers qualitative and quantitative approaches to logistics management by teaching logistics network design, warehousing, materials handling and packaging, mathematical programming for selecting the optimal transportation modality, and inventory modeling for optimizing distribution centers.

**SCM 630 Supply Chain Analytics** (3 hours)
Prerequisite: SCM 610
This course covers the quantitative analysis tools to support operations management for a supply chain that is geographically dispersed. The tools necessary to assure that the products/services are delivered/provided in the quality and timely manner include demand forecasting, inventory and capacity buffer optimization, aggregate planning, production control and scheduling, stochastic optimization, and facilities location, among others. This course uses these tools to provide mathematical models, concepts and solution methods important in the design, control, operation and management of global supply chains by emphasizing a quantitative analytical approach. The key topics covered include, but are not limited to: descriptive statistics, data visualization, forecasting, regression, clustering, classification, and optimization.

**SCM 640 Managing Supply Chain Risk and Resiliency** (3 hours)
Prerequisite: SCM 610
This course examines the concepts behind risk management and the tools for risk mitigation that are becoming increasingly important for companies to remain competitive. Identifying risk events and assessing their severity and probability and taking action toward mitigating the risk are fundamental elements of supply chain risk management. The students will develop analytical skills relating to the risk that will prove invaluable in their future careers.

**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

Faculty
C. Gregory DeLoach, Dean
Karen G. Massey, Associate Dean/Associate Professor
David P. Gushee, Denise M. Massey, Otis Moss, III, Robert N. Nash, and Graham B. Walker, Jr., Professors
David G. Garber, Jr., Heidi A. Miller, and Angela Parker, Associate Professors

Vision, Mission, and Founding Principles

Vision Statement
Our vision is to inspire churches and communities to imagine, discover, and create God’s loving and just world.

Mission
Mercer University’s School of Theology forms ministers and cultivates leaders who thrive spiritually, professionally, and academically in service with congregations, communities, and classrooms.

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.

4. The school shall be devoted to the preparation of men and women who combine the call of God’s spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible pastors and leaders in ministry.

5. The school shall be inclusive in spirit and practice, affirming the open search for truth and fostering tolerance for religious and intellectual diversity.

6. By underscoring both scholarly discipline and the experience of ministry, the school shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion and the mind and the heart as gifts of
God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.

7. The school shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.

8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the school shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God who are called to live out God’s purpose and presence in the world.

9. The school shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.

10. The school shall serve as a continuing resource to churches, pastors, and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors, and other church leaders.

Community

A crucial component of theological education is the experience of shared life and faith. At the 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 MyMercer. 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 an international 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
- $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 an international 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 Program (D.Min.)**

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 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. The Doctor of Ministry committee of the faculty serves as the Admissions Committee for the program. All applicants are reviewed on the basis of a total profile of the applicant.

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 an international university.
- Background check
- 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.
- Background check
- 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 an international 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundation in New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>THET 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>THXX XXX</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>THXX XXX</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>THXX XXX</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Hours:</strong></td>
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<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Accelerated Special Consideration Program**

**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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOT 500 Foundations in Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>THNT 500 Foundations in New Testament</td>
<td>3</td>
</tr>
<tr>
<td>THCH 500 Foundations in Church History</td>
<td>3</td>
</tr>
<tr>
<td>THTP 500 Foundations in Theology</td>
<td>3</td>
</tr>
<tr>
<td>THPT 500 Global Perspectives in Ministry &amp;</td>
<td>3</td>
</tr>
</tbody>
</table>

SCHOOL OF THEOLOGY / 515
Mission
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

(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.

516 / MERCER UNIVERSITY
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) 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 $525 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**

<table>
<thead>
<tr>
<th>Estimated Student Cost to Attend</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>2024-2025 Academic Year</td>
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</tr>
<tr>
<td>M.Div. (estimate 26 hours per year)</td>
<td>$13,650.00</td>
</tr>
<tr>
<td>M.A.C.M. (estimate 19 hours per year)</td>
<td>$9,975.00</td>
</tr>
<tr>
<td>M.T.S. (estimate 24 hours per year)</td>
<td>$12,600.00</td>
</tr>
<tr>
<td>*D.Min. (estimate 10 hours per year)</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Facilities and Technology Fee (required fee, full-time students)</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

* 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.

Generative AI
Students may use generative AI to brainstorm ideas, clarify concepts, identify examples, or contextualize their learning in their courses. The output of a generative AI tool may not be included in any submitted work. Students may not copy/paste the output; this includes outlines of an essay or argument, as well.

The only exception to this policy is that students are permitted to use generative AI tools (such as Grammarly) to improve the language or readability of their submission. If a student does this, they must include a statement with their submission disclosing the tool used and a short description of how it was used. E.g. “I used Grammarly to check and improve my spelling and grammar.”

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.
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 course 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 for 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.

Academic Probation Policy

M.Div., M.A.C.M., and Non-Degree
Any student whose current term GPA falls below a 2.5 will be placed on probation. The student must meet with the Associate Dean prior to the next semester to discuss course scheduling and plans for academic improvement. The student will be limited to taking no more than 9 hours of coursework while 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 term GPA falls below a 2.5 more than two semesters in their seminary career (including admission on probation), the student will be terminated from the program. 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.
M.T.S. and D.Min.

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 meet with the Associate Dean prior to the next semester to discuss course scheduling and plans for academic improvement. The student may be limited in the number of hours for enrollment during the probationary period. 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 M.T.S. 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.

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 academic transcript. 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 academic transcript. 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.

**Permanent Dismissal**

Students may be permanently dismissed from the School of Theology for any of the following reasons:

- 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.

**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.) Curriculum Overview

Seventy-eight (78) credit hours are required for completion of the Master of Divinity degree.

**Religious Heritage: 27 hours**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Hebrew Exegesis 1 &amp; Hebrew Exegesis 2</td>
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<tr>
<td>Or</td>
<td>3</td>
</tr>
<tr>
<td>Greek Exegesis 1 &amp; Greek Exegesis 2</td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in New Testament</td>
<td>3</td>
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<tr>
<td>Elective in New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>3</td>
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<td>Elective in Theology/Philosophy</td>
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**Personal, Communal, & Spiritual Formation Studies: 15 hours**

<table>
<thead>
<tr>
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<tbody>
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<td>Spiritual Formation 1 &amp; 2</td>
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<tr>
<td>Vocational Formation 1 &amp; 2</td>
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<tr>
<td>Ministerial Integration 1 &amp; 2</td>
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<tr>
<td>Elective in Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>Emotional Intelligence in Ministry &amp; Leadership</td>
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**Cultural Context: 9 hours**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Global Perspectives in Ministry &amp; Mission</td>
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<td>Elective in Comparative Religions</td>
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**Ministerial & Public Leadership: 12 hours**

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<tr>
<td>What You Do is a Sacred Calling: Nurturing Faith in Ministry</td>
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<tr>
<td>Preaching</td>
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<tr>
<td>Choose 6 hours from the following Ministry Courses:</td>
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</tr>
<tr>
<td>THPT 503 Spiritual Care through Crisis Ministry</td>
<td></td>
</tr>
<tr>
<td>THPT 507 The Theology &amp; Art of Gathering God’s People</td>
<td></td>
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<tr>
<td>THPT 608 Mission Methodology &amp; Practice</td>
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<tr>
<td>THPT 647 Trauma Stewardship</td>
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<tr>
<td>THPT 650 Spiritual Direction</td>
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<tr>
<td>THPT 652 Gender &amp; Sexuality</td>
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<tr>
<td>THPT 680 Change &amp; Conflict</td>
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<td>THPT 800 Special Topics: Death &amp; Dying</td>
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<td>THPT 800 Special Topics: Proctor Conference</td>
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<td>THPT 652 Gender &amp; Sexuality</td>
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<tr>
<td>THPT 680 Change &amp; Conflict</td>
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<tr>
<td>THPT 800 Special Topics: Proctor Conference</td>
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</tr>
<tr>
<td>*or other THPT ministry course(s)</td>
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**Practicum/Internship: 6 hours**

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<td>Choose either THPT 703 or THPT 701 &amp; THPT 702</td>
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<tr>
<td>Clinical Pastoral Education Unit 1</td>
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<tr>
<td>Or</td>
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<tr>
<td>Leadership in Context</td>
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<td>*and Leadership &amp; Polity in the Church</td>
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**Electives: 9 hours**

<table>
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<td>THPT 701 (3 hours)</td>
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<tr>
<td>THPT 702 (3 hours)</td>
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</tbody>
</table>
**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
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. What You Do is a Sacred Calling: Nurturing Faith in Ministry
- THPT 507. The Theology & Art of Gathering God's People
- 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, Worshipping, & Ministering
- THPT 646. Counseling Couples in the Congregation
- THPT 670. The Practice of Preaching
- THPT 671. Preaching & Film
- 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
• THPT 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 Divinity with a Certificate in Trauma and Theology

Description

The Certificate in Trauma and Theology is designed for students who recognize the need to address theological responses to trauma within various ministry contexts.
Courses listed as eligible advanced electives may examine individual and communal traumas from historical, cultural, theological, pastoral, and/or clinical perspectives. Students who participate in this certificate program will better prepare themselves to minister in response to trauma.

**Required Courses**
Students will complete 9 hours of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THOT 701. Social Justice & the Old Testament (with special project)
- THOT 704. The Theology of Exile
- THOT 800. The Psalms & Spiritual Care
- THPT 503. Spiritual Care through Crisis Ministry
- THPT 642. Spiritual Care with Addicted Persons
- THPT 652. Gender & Sexuality
- THPT 800. Special Topics: Subtitle
- THPT 602. Suffering & Evil
- THPT 606. Theology & Science
- THPT 708. Theology After the Holocaust
- THPT 709. Theology & Ethnography
- THPT 800. Special Topics: Subtitle
- THET 707. Christian Sexual Ethics
- 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 will complete one of the following: (1) a unit of CPE; (2) at least one semester of contextual education in a church or community organization setting working with traumatized populations; or (3) one semester of supervised teaching ministry (THPT 626) with a focus on trauma and theology studies.
- **Professional Development:** Attend 8 hours of extra-curricular educational explorations of trauma-related studies over the course of their seminary career. These could include lectures, workshops, conferences, symposia or other venues as approved by the certificate advisor.
- **Professional Activity:** Students will produce a special capstone project in which they bring their concentration on trauma and theology into a public discourse. Examples might include: presenting a paper at an academic conference; speaking in chapel at Mercer; leading a workshop in a church or community service organization; publishing an essay or editorial; or other options as approved by the certificate advisor.

**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. Students may specialize in one of three areas: Congregational Ministry, Community Engagement, and Faith Formation.

The Congregational Ministry Specialization focuses on developing knowledge and skills for leadership in diverse congregational settings. Specialization electives may focus on various aspects of church life such as preaching, pastoral care, and teaching.
Students will work with their Faculty Advisor to determine which elective courses best fit their focus.

The Community Engagement Specialization focuses on engagement in local and global communities to affect social justice, policy change, and community transformation. Specialization electives may focus on various aspects of justice, advocacy, and community development. Students will work with their Faculty Advisor to determine which elective courses best fit their focus.

The Faith Formation Specialization focuses on nurturing individual and communal faith journeys through Christian discipleship, spiritual growth, and personal reflection. Specialization electives may focus on spiritual practices, care of the soul, emotional intelligence, sacred listening, embodiment, and story. Students will work with their Faculty Advisor to determine which elective courses best fit their focus.

**Master of Arts in Christian Ministry (M.A.C.M.) Degree Program**

**Curriculum Overview**

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<tr>
<th>Course Name</th>
<th>Course #</th>
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<tr>
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<tr>
<td>Foundations in Old Testament</td>
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<tr>
<td>Foundations in New Testament</td>
<td>THNT 500</td>
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<tr>
<td>Historical &amp; Theological Studies: 6 hours</td>
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<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
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<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
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<tr>
<td>Global &amp; Cultural Studies: 6 hours</td>
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<td>Global Perspectives in Ministry &amp; Mission</td>
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<td>Cultural Context Elective</td>
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<td>Moral &amp; Spiritual Formation Studies: 5 hours</td>
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<tr>
<td>Ethics</td>
<td>THET 500</td>
<td>3</td>
</tr>
<tr>
<td>Ministerial &amp; Public Leadership: 3 hours</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Choose at least 3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Context (THPT 701)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in the Church (THPT 702)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Pastoral Education Unit 1 (THPT 703)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialization-Choose from Congregational Ministry, Community Engagement, or Faith Formation: 12 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective in area of specialization</td>
<td></td>
<td>3</td>
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<tr>
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<tr>
<td>Elective in area of specialization</td>
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<td>3</td>
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<tr>
<td>Elective in area of specialization</td>
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<tr>
<td>Total Hours for M.A.C.M: 38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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:

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Minimum 2.5 GPA, completion of course requirements and 38 hours, and 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 allow 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/](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 Masters 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 five areas: Bible, Church Music, 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. Church Music students will complete 6 hours of specialized courses for their degree from the School of Theology and 18 hours of specialized courses for their degree from the School of Music. Historical/Theological and Ethics students will pursue 24 hours of electives tailored to their areas of interest. 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 either a 60-page thesis or a Praxis project in their final year.

**Master of Theological Studies (M.T.S.) Curriculum Overview (Thesis Option)**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses: 24 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy for Theological Thought</td>
<td>THTP 501</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>THET 500</td>
<td>3</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>THEO 710</td>
<td>2</td>
</tr>
<tr>
<td>Thesis Writing 1</td>
<td>THEO 714</td>
<td>2</td>
</tr>
<tr>
<td>Thesis Writing 2</td>
<td>THEO 715</td>
<td>2</td>
</tr>
<tr>
<td><strong>Courses in Specialization: 24 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours for M.T.S.: 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biblical Studies Specialization: 24 Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biblical Languages</td>
<td>12 hours</td>
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</tr>
<tr>
<td>Directed Electives (at least one course must be a cultural context elective)</td>
<td>12 hours</td>
<td></td>
</tr>
<tr>
<td>Total Hours for MTS: 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Church Music Specialization: 24 Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Theology &amp; Art of Gathering God’s People</td>
<td>THPT 507</td>
<td>3 hours</td>
</tr>
<tr>
<td>Directed Elective from Theology (must be a cultural context elective)</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>Total Hours for MTS: 48</td>
<td></td>
<td>18 hours</td>
</tr>
<tr>
<td>*see MTS/MMCM combined degree</td>
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<td></td>
</tr>
<tr>
<td><strong>Ethics Specialization: 24 Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directed Electives (at least one course must be a cultural context elective)</td>
<td>24 hours</td>
<td></td>
</tr>
<tr>
<td>Total Hours for MTS: 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Historical/Theological Specialization: 24 Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directed Electives (at least one course must be a cultural context elective)</td>
<td>24 hours</td>
<td></td>
</tr>
<tr>
<td>Total Hours for MTS: 48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Practical Theology Specialization: 24 Hours
Emotional Intelligence in Ministry & Leadership  THPT 502  3 hours
Elective in Spirituality  THSP____  3 hours
Directed Electives (at least one course must be a cultural context elective) 18 hours
Total Hours for MTS: 48

Master of Theological Studies (M.T.S.) Curriculum Overview (Praxis Project Option)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses: 24 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy for Theological Thought</td>
<td>THTP 501</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>THET 500</td>
<td>3</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>THEO 710</td>
<td>2</td>
</tr>
<tr>
<td>Internship: Choose from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THPT 701, THPT 702, or THPT 703</td>
<td>THPT ____</td>
<td>3</td>
</tr>
<tr>
<td>Praxis Project completed as part of a Directed Elective</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Courses in Specialization: 24 hours
Total Hours for M.T.S.: 48

Biblical Studies Specialization: 24 Hours
Biblical Languages 12 hours
Directed Electives (at least one course must be a cultural context elective) 12 hours
Total Hours for MTS: 48

Church Music Specialization: 24 Hours
The Theology & Art of Gathering God’s People  THPT 507  3 hours
Directed Elective from Theology (must be a cultural context elective) 3 hours
*Directed Electives from the School of Music 18 hours
Total Hours for MTS: 48
*see MTS/MMCM combined degree

Ethics Specialization: 24 Hours
Directed Electives (at least one course must be a cultural context elective) 24 hours
Total Hours for MTS: 48

Historical/Theological Specialization: 24 Hours
Directed Electives (at least one course must be a cultural context elective) 24 hours
Total Hours for MTS: 48

Practical Theology Specialization: 24 Hours
Emotional Intelligence in Ministry & Leadership  THPT 502  3 hours
Elective in Spirituality  THSP____  3 hours
Directed Electives (at least one course must be a cultural context elective) 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:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Heritage: 27 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 6 hours of a Biblical Language:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis 1 (THBL 501) &amp; Hebrew Exegesis 2 (THBL 502)</td>
<td>THBL____</td>
<td>3</td>
</tr>
<tr>
<td>Or Greek Exegesis 1 (THBL 511) &amp; Greek Exegesis 2 (THBL 512)</td>
<td>THBL____</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Old Testament</td>
<td>THOT____</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in New Testament</td>
<td>THNT____</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Theology/Philosophy</td>
<td>THTP____</td>
<td>3</td>
</tr>
<tr>
<td>Personal, Communal &amp; Spiritual Forma:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation 1</td>
<td>THSP 511</td>
<td>1</td>
</tr>
<tr>
<td>Spiritual Formation 2</td>
<td>THSP 512</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Formation 1 &amp; 2</td>
<td>THPT 511</td>
<td>1</td>
</tr>
<tr>
<td>Ministerial Integration 1 &amp; 2</td>
<td>THPT 512</td>
<td>1</td>
</tr>
<tr>
<td>Elective in Spirituality</td>
<td>THSP</td>
<td>3</td>
</tr>
<tr>
<td>**Emotional Intelligence in Ministry &amp; Leadership (as MBA elective)</td>
<td>THPT 500</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>THET 500</td>
<td>3</td>
</tr>
</tbody>
</table>
**Cultural Context: 9 hours**
- Global Perspectives in Ministry & Mission THPT 500 3
- Elective in Comparative Religions 3
- Cultural Context Elective 3

**Ministerial & Public Leadership: 12 hours**
- What You DO is a Sacred Calling: Nurturing THPT 505 3
- Faith in Ministry
- Preaching THPT 506 3
- Choose 6 hours from the following Ministry Courses:
  - Spiritual Care through Crisis Ministry THPT 503
  - The Theology & Art of Gathering God’s People THPT 507
  - Mission Methodology & Practice THPT 608
  - Trauma Stewardship THPT 647
  - Spiritual Direction THPT 650
  - Gender & Sexuality THPT 652
  - Change & Conflict THPT 680
  - Special Topics: Death & Dying THPT 800
  - Special Topics: Proctor Conference THPT 800
  - *or other THPT ministry course(s)

**Practicum/Internship: 6 hours**
- **Leadership in Context (as MBA elective)** THPT 701 3
- Leadership & Polity in the Church THPT 702 3

**Electives: 9 hours from Business**
- *Electives in area of specialization (see below)

**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 McAfee 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 Music in Church Music (M.M.C.M.)**
The combined M.Div. and M.M.C.M. degree program provides foundational training for the 21st-century minister interested in integrating pastoral care with arts ministry.
Students in the program will develop worship leadership skills, gain valuable skills in pastoral care, and deepen the future minister’s musical and artistic understanding. The dual degree program culminates in either a thesis or creative project.

Applicants must meet the admissions requirements for both the School of Theology and the School of Music. Admission into one program does not guarantee admission into the other program.

**Curriculum for the Master of Divinity and the Master of Music in Church Music**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Religious Heritage: 27 hours</strong></td>
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<td>Choose 6 hours of a Biblical Language:</td>
<td>THBL____ 3</td>
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<td>Hebrew Exegesis 1 (THBL 501) &amp; Hebrew Exegesis 2 (THBL 502)</td>
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<td></td>
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<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis 1 (THBL 511) &amp; Greek Exegesis 2 (THBL 512)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500 3</td>
<td></td>
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<tr>
<td>Elective in Old Testament</td>
<td>THOT____ 3</td>
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<tr>
<td>Foundations in New Testament</td>
<td>THNT 500 3</td>
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<tr>
<td>Elective in New Testament</td>
<td>THNT____ 3</td>
<td></td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500 3</td>
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<tr>
<td>Foundations in Theology</td>
<td>THTP 500 3</td>
<td></td>
</tr>
<tr>
<td>Elective in Theology/Philosophy</td>
<td>THTP____ 3</td>
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</tr>
<tr>
<td><strong>Personal, Communal &amp; Spiritual Formation: 9 hours</strong></td>
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<td></td>
</tr>
<tr>
<td>Spiritual Formation 1 &amp; 2</td>
<td>THSP 511 1</td>
<td></td>
</tr>
<tr>
<td>Vocational Formation 1 &amp; 2</td>
<td>THPT 511 1</td>
<td></td>
</tr>
<tr>
<td>Ministerial Integration 1 &amp; 2</td>
<td>THPT 513 1</td>
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<tr>
<td>Elective in Spirituality</td>
<td>THSP 3</td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence in Ministry &amp; Leadership</td>
<td>THTP 502 3</td>
<td></td>
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<tr>
<td>Ethics</td>
<td>THET 500 3</td>
<td></td>
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<tr>
<td><strong>Cultural Context: 9 hours</strong></td>
<td></td>
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<tr>
<td>Global Perspectives in Ministry &amp; Mission</td>
<td>THPT 500 3</td>
<td></td>
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<tr>
<td>Comparative Religions Elective</td>
<td>________ 3</td>
<td></td>
</tr>
<tr>
<td>Cultural Context Elective</td>
<td>________ 3</td>
<td></td>
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<tr>
<td><strong>Ministerial &amp; Public Leadership: 19 hours</strong></td>
<td></td>
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</tr>
<tr>
<td>What You DO is a Sacred Calling</td>
<td>THPT 505 5</td>
<td></td>
</tr>
<tr>
<td>Nurturing Faith in Ministry Preaching</td>
<td>THPT 506 5</td>
<td></td>
</tr>
<tr>
<td><strong>Music in Christian Worship</strong></td>
<td>MUS 652 3 see below</td>
<td></td>
</tr>
</tbody>
</table>
**Song of the Church** MUS 635 3 see below

**Practicum/Internship: 6 hours**
Leadership in Context THPT 701 3
Leadership & Polity in the Church THPT 702 3

**Electives 9 hours**
Research Methodology THEO 713 2
*Thesis Writing 1 THEO 714/MUS 690a 2 see below
*Thesis Writing 2 THEO 715/MUS 690b 2 see below
Introduction to Graduate Studies in Music MUS 605 3 see below

**Master of Music in Church Music – Thesis Track**

**Major Area: 13 hours**
*Music in Christian Worship* MUS 652 3
*Song of the Church* MUS 632 3
Church Music Administration & Philosophy MUS 631 2
Music Theology MUS 653 2
Spiritual Formation for Ministry I or II MUS 701 or 702 1
Topics in Church Music Methods MUS 681 2

**Other Studies in Music: 13 hours**
*Thesis Writing 1 THEO 714/MUS 690a 0 see above
*Thesis Writing 2 THEO 715/MUS 690b 0 see above
Thesis Defense MUS 691 0
Applied Voice/Piano/Organ/ Harpsichord/Instrumental/Conducting
MUS 560/561/562/569/563/640/643 4
*Introduction to Graduate Studies in Music MUS 605 3
Historical Study of Musical Styles and Literature MUS 620 3
Analytical Techniques I MUS 656 3

**Elective Studies in Supportive Areas: 4 hours**
See Graduate Student Handbook.

The M.Div./M.M.C.M. combined degree requires a minimum of 99 semester hours of graduate credit. In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (63 core hours of study in Theology, 6 hours electives from Theology, and 9 hours from the School of Music). In order to meet degree requirements for the M.M.C.M., the student must complete a minimum number of 30 hours (13 major hours from Church Music, 17 hours from other studies and electives in Music).

**Hours from Theology: 69 hours**
**Hours from Music: 30 hours**
Total Hours: 99 hours

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 and Professional Counseling. The combined M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministries of pastoral care. 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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Heritage: 27 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 6 hours of a Biblical Language:</td>
<td>THBL_____</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THBL_____</td>
<td>3</td>
</tr>
<tr>
<td>Hebrew Exegesis 1 (THBL 501) &amp; Hebrew Exegesis 2 (THBL 502)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis 1 (THBL 511) &amp; Greek Exegesis 2 (THBL 512)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Old Testament</td>
<td>THOT_____</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in New Testament</td>
<td>THNT_____</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Theology/Philosophy</td>
<td>THTP_____</td>
<td>3</td>
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</table>

Personal, Communal, & Spiritual Formation: 15 hours

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Formation 1 &amp; 2</td>
<td>THSP 511</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>THSP 512</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Formation 1 &amp; 2</td>
<td>THPT 511</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>THPT 512</td>
<td>1</td>
</tr>
<tr>
<td>Ministerial Integration 1 &amp; 2</td>
<td>THPT 513</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>THPT 514</td>
<td>1</td>
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</tbody>
</table>

542 / MERCER UNIVERSITY
**Elective in Spirituality**

**Emotional Intelligence in Ministry & Leadership**  
THPT 502  
3

**Ethics**  
THET 500  
3

**Cultural Context: 9 hours**

**Global Perspectives in Ministry & Mission**  
THPT 500  
3

**Elective in Comparative Religions**  
3

**Social and Cultural Issues in Counseling**  
COUN 613  
*

**Ministerial & Public Leadership: 13 hours**

**What You Do is a Sacred Calling:**  
THPT 511  
1

**Nurturing Faith in Ministry**  
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)**

**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 I**  
COUN 610  
3

**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

**Internship in Clinical Mental Health Counseling II**  
COUN 636  
3

**Counseling II Theories of Family Counseling**  
COUN 641  
3

**Crisis, Trauma, & Grief Counseling**  
COUN 645  
3

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.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.

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

School of Theology Courses 69 hours:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Heritage:</td>
<td></td>
<td>27 hours</td>
</tr>
<tr>
<td>Choose 6 hours of a Biblical Language:</td>
<td>THBL _____</td>
<td>3</td>
</tr>
<tr>
<td>Hebrew Exegesis I &amp; Hebrew Exegesis 2</td>
<td>THBL 501 &amp;</td>
<td>3</td>
</tr>
<tr>
<td>or Greek Exegesis I &amp; Greek Exegesis 2</td>
<td>THBL 502</td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Old Testament</td>
<td>THOT _____</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in New Testament</td>
<td>THNT _____</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
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</table>
Elective in Theology/Philosophy  

**Personal, Communal, & Spiritual Formation:**  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Formation 1 &amp; 2</td>
<td>THSP 511</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Formation 1 &amp; 2</td>
<td>THPT 511</td>
<td>1</td>
</tr>
<tr>
<td>Ministerial Integration 1 &amp; 2</td>
<td>THPT 513</td>
<td>1</td>
</tr>
<tr>
<td>Elective in Spirituality</td>
<td>THSP</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>THET 500</td>
<td>3</td>
</tr>
<tr>
<td>Emotional Intelligence in Ministry &amp; Leadership</td>
<td></td>
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</tbody>
</table>

**Cultural Context:**  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Perspectives in Ministry &amp; Missions</td>
<td>THPT 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Comparative Religions</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Ministerial & Public Leadership:**  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>What You Do is a Sacred Calling</td>
<td>THPT 505</td>
<td>3</td>
</tr>
<tr>
<td>Nurturing Faith in Ministry Preaching</td>
<td>THPT 506</td>
<td>3</td>
</tr>
<tr>
<td>Choose 6 hours from the following Ministry Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual Care through Crisis Ministry</td>
<td>THPT 503</td>
<td></td>
</tr>
<tr>
<td>The Theology &amp; Art of Gathering God’s People</td>
<td>THPT 507</td>
<td></td>
</tr>
<tr>
<td>Mission Methodology &amp; Practice</td>
<td>THPT 608</td>
<td></td>
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<tr>
<td>Trauma Stewardship</td>
<td>THPT 647</td>
<td></td>
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<tr>
<td>Spiritual Direction</td>
<td>THPT 650</td>
<td></td>
</tr>
<tr>
<td>Gender &amp; Sexuality</td>
<td>THPT 652</td>
<td></td>
</tr>
<tr>
<td>Change &amp; Conflict</td>
<td>THPT 680</td>
<td></td>
</tr>
<tr>
<td>Special Topics: Death &amp; Dying</td>
<td>THPT 800</td>
<td></td>
</tr>
<tr>
<td>Special Topics: Proctor Conference</td>
<td>THPT 800</td>
<td></td>
</tr>
<tr>
<td>*or other THPT ministry course(s)</td>
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</table>

**Practicum/Internship:**  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Pastoral Education Unit 1</td>
<td>THPT 703</td>
<td></td>
</tr>
<tr>
<td>Leadership in Context &amp; Leadership &amp; Polity in the Church</td>
<td>THPT 701 &amp; 702</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives: (see below)**  

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Science, Organizational Leadership Courses (21 hours):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Nonprofit Sector</td>
<td>NONP 600</td>
<td>3</td>
</tr>
<tr>
<td>Nonprofit Governance and Volunteer Administration</td>
<td>NONP 601</td>
<td>3</td>
</tr>
<tr>
<td>Budgeting for the Nonprofit Sector</td>
<td>NONP 700</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Seminar in Leadership in the Nonprofit Organization</td>
<td>NONP 701</td>
<td>3</td>
</tr>
<tr>
<td>Leading in Global Organizations: Gender and Generations</td>
<td>LEAD 604</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods for Leaders</td>
<td>LEAD 605</td>
<td>3</td>
</tr>
<tr>
<td>Research Strategies for Leaders</td>
<td>LEAD 705</td>
<td>3</td>
</tr>
</tbody>
</table>
Note: Students may substitute (with prior approval from both faculty advisors) one to three of the courses listed below for NONP 601 and/or NONP 700 if students will benefit from the substitution.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Organizational Development</td>
<td>ORGD 600</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Consulting &amp; Leadership Coaching</td>
<td>ORGD 601</td>
<td>3</td>
</tr>
<tr>
<td>Building Organizational Culture</td>
<td>ORGD 700</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Seminar in Leadership for Organizational Development</td>
<td>ORGD 701</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Healthcare Systems</td>
<td>HCAL 600</td>
<td>3</td>
</tr>
<tr>
<td>Healthcare Leadership</td>
<td>HCAL 601</td>
<td>3</td>
</tr>
<tr>
<td>Healthcare Systems Budgeting for the Nonfinancial Leader</td>
<td>HCAL 602</td>
<td>3</td>
</tr>
<tr>
<td>Health Care Policy and Law</td>
<td>HCAL 700</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Seminar in Leadership for Healthcare Professional</td>
<td>HCAL 702</td>
<td>3</td>
</tr>
<tr>
<td>Special Topics in Organizational Leadership</td>
<td>LEAD 701</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Communication, Conflict Resolution, and Negotiations</td>
<td>PSLD 604</td>
<td>3</td>
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Shared Courses: (12 hours)
(3 hours from Theology and 9 hours from CoPA)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Codigo</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Change and Conflict</td>
<td>THPT 680</td>
<td>3</td>
</tr>
<tr>
<td>Leadership in the Church &amp; Community</td>
<td>THPT 501</td>
<td>3</td>
</tr>
<tr>
<td>Theories of Organizational Leadership in place of for</td>
<td>LEAD 600</td>
<td>3</td>
</tr>
<tr>
<td>Ethics in place of Ethical Challenges in Organizations</td>
<td>THET 500 for</td>
<td>3</td>
</tr>
<tr>
<td>Leadership in Context for Organizational Theory and Behavior</td>
<td>THPT 701 for</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Communication, Conflict Resolution, and Negotiations</td>
<td>LEAD 602</td>
<td>3</td>
</tr>
</tbody>
</table>

**M.Div. Courses:** 69 hours

**M.S. Courses:** 21 hours

**Shared Courses: 12 hours (3 hours from Theology and 9 hours from CoPA)**

**Total M.Div./M.S.: 90 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.

MACM/MS Curriculum Overview
School of Theology Courses 29 hours:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biblical Studies: 6 hours</strong></td>
<td></td>
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<tr>
<td>Foundations in Old Testament</td>
<td>THOT 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in New Testament</td>
<td>THNT 500</td>
<td>3</td>
</tr>
<tr>
<td><strong>Historical &amp; Theological Studies: 6 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH 500</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
<tr>
<td><strong>Global &amp; Cultural Studies: 6 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Perspectives in Ministry &amp; Mission</td>
<td>THPT 500</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Context Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Moral &amp; Spiritual Formation Studies: 5 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation 1</td>
<td>THSP 511</td>
<td>1</td>
</tr>
<tr>
<td>Spiritual Formation 2</td>
<td>THSP 512</td>
<td>1</td>
</tr>
<tr>
<td>Ethics</td>
<td>THET 500</td>
<td>3</td>
</tr>
<tr>
<td><strong>Ministerial &amp; Public Leadership: 3 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Context</td>
<td>THPT 701</td>
<td>3</td>
</tr>
<tr>
<td>Leadership &amp; Polity in the Church</td>
<td>THPT 702</td>
<td>3</td>
</tr>
<tr>
<td><strong>Specialization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Elective in area of specialization</td>
<td>*see below</td>
<td></td>
</tr>
<tr>
<td>*Elective in area of specialization</td>
<td>*see below</td>
<td></td>
</tr>
<tr>
<td>*Elective in area of specialization</td>
<td>*see below</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Organizational Leadership courses: 31 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Introduction to the Nonprofit Sector</td>
<td>NONP 600</td>
<td>3</td>
</tr>
<tr>
<td>(as Theology elective in area of specialization)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Nonprofit Governance and Volunteer</td>
<td>NONP 601</td>
<td>3</td>
</tr>
<tr>
<td>Administration</td>
<td>(as Theology elective in area of specialization)</td>
<td></td>
</tr>
<tr>
<td>**Budgeting for the Nonprofit Sector</td>
<td>NONP 700</td>
<td>3</td>
</tr>
<tr>
<td>(as Theology elective in area of specialization)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***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 Organization 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  
PSDL 604. Organizational Communication, Conflict Resolution, and Negotiations

Capstone Leadership for the Nonprofit Organization  
NONP 701  3

Ethical Challenges in Organization  
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 Music in Church Music (M.M.C.M.)

The combined M.T.S. and M.M.C.M. degrees integrate the foundational studies of theology and church music to prepare future ministers for work in the 21st-century church. Pursuit of the combined degrees allows the student to expand their creative palate in worship arts, deepen theological understanding, and through practice, learn how music can amplify and enhance the religious experience. The combined degree program culminates in a thesis.

Applicants must meet the admissions requirements for both the School of Theology and the School of Music. Admission into one program does not guarantee admission into the other program.

Curriculum for the Master of Theological Studies and the Master of Music in Church Music

**Theology Core: 24 hours**

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<tr>
<th>Course Name</th>
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<tbody>
<tr>
<td>Philosophy for Theological Thought</td>
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<td>Ethics</td>
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<tr>
<td>Research Methodology</td>
<td>THEO 713</td>
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<tr>
<td>*Thesis Writing 1 (see below)</td>
<td>THEO 714/MUS 690a</td>
<td>2</td>
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<tr>
<td>*Thesis Writing 2 (see below)</td>
<td>THEO 715/MUS 690b</td>
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</table>
Church Music Concentration: 24 hours
Theology & Art of Gathering God’s People  THPT 507    3
Directed Elective (cultural context elective) from Theology

*Directed Electives from the School of Music see below 18

Master of Music in Church Music – Thesis Track

Major Area: 13 hours
Music in Christian Worship  MUS 652     3
Song of the Church  MUS 632     3
Church Music Administration & Philosophy  MUS 631     2
Music Theology  MUS 653     2
Spiritual Formation for Ministry I or II  MUS 701 or 702     1
Topics in Church Music Methods  MUS 681     2

Other Studies in Music: 13 hours
*Thesis Writing 1  THEO 714/MUS 690a     0 see above
*Thesis Writing 2  THEO 715/MUS 690b     0 see above
Thesis Defense  MUS 691     0
Applied Voice/Piano/Organ/ Harpsichord/Instrumental/Conducting  MUS 560/561/562/569/563/640/643     4
Introduction to Graduate Studies in Music  MUS 605     3
Historical Study of Musical Styles and Literature  MUS 620     3
Analytical Techniques I  MUS 656     3

Elective Studies in Supportive Areas: 4 hours
See Graduate Student Handbook.

The M.T.S./M.M.C.M. combined degree requires a minimum of 60 semester hours of graduate credit. 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, 6 hours in concentration electives from Theology, and 18 hours from the School of Music as concentration elective credits). In order to meet degree requirements for the M.M.C.M., the student must complete a minimum number of 30 hours (13 major hours from Church Music, 13 hours other studies and electives in Music, and 4 hours from Theology as other studies in music).

Hours from Theology: 30 hours
Hours from Music: 30 hours
Total Hours: 60 hours

Master of Theological Studies (M.T.S.) and Master of Science (M.S.) in Clinical Mental Health Counseling

The Masters 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 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.

**Curriculum Overview**

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**Practical Theology Specialization: 18 hours**

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<tr>
<td>Emotional Intelligence in Ministry &amp; Leadership</td>
<td>THPT 502</td>
<td>3</td>
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<tr>
<td>Elective in Spirituality</td>
<td>THSP</td>
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<tr>
<td>Directed Electives (THXX) (at least one course is a cultural context elective)</td>
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**Clinical Mental Health Counseling Core: 54 hours**

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<tbody>
<tr>
<td>Career Development</td>
<td>COUN 601</td>
<td>3</td>
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<tr>
<td>Introduction to Clinical Mental Health</td>
<td>COUN 602</td>
<td>3</td>
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<tr>
<td>Psychopathology and Diagnosis</td>
<td>COUN 604</td>
<td>3</td>
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<tr>
<td>Group Counseling and Group Work</td>
<td>COUN 605</td>
<td>4</td>
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<tr>
<td>Counseling Skills and Techniques</td>
<td>COUN 606</td>
<td>3</td>
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<tr>
<td>Addictions Counseling</td>
<td>COUN 608</td>
<td>3</td>
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<tr>
<td>Practicum in Clinical Mental Health Counseling</td>
<td>COUN 609</td>
<td>3</td>
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<tr>
<td>Internship in Clinical Mental Health</td>
<td>COUN 610</td>
<td>3</td>
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<tr>
<td>Counseling I</td>
<td>COUN 612</td>
<td>3</td>
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<tr>
<td>Social and Cultural Issues in Counseling</td>
<td>COUN 613</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>COUN 614</td>
<td>3</td>
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<tr>
<td>Assessment and Testing</td>
<td>COUN 617</td>
<td>3</td>
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<tr>
<td>Ethics &amp; Professional Orientation</td>
<td>COUN 618</td>
<td>3</td>
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<tr>
<td>Research and Program Evaluation</td>
<td>COUN 621</td>
<td>3</td>
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<tr>
<td>Counseling Seminar</td>
<td>COUN 630</td>
<td>1</td>
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<tr>
<td>Orientation to Professional Practice</td>
<td>COUN 635</td>
<td>1</td>
</tr>
<tr>
<td>Internship in Clinical Mental Health</td>
<td>COUN 636</td>
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</tbody>
</table>
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).

**Hours from Theology:** 42 hours  
**Hours from CoPA:** 54 hours  
**Total Hours:** 96 hours

### 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 Fall)

**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 Spring)

**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 Fall)

**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 Spring)

**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**  
(3 credits)  
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**  
(3 credits)  
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:**  
(3 credits)  
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 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 Masters 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 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 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)

Church, State, and American Religion (3 credits)
*Meets Cultural Context Course requirement
As perennial as any issue in the study of American history, the relationship of the United States and Christianity continues to foster lively debate. This course explores the history of church-state relations in the United States. Students will survey pivotal Supreme Court decisions and evaluate modern-day arguments regarding the proper relationship of religion and government.

**Race and Nineteenth-Century American Christianity**  
(3 credits)

*Meets Cultural Context Course requirement*

This course explores the interface of race and Christianity in the nineteenth-century United States. Students will study the role of race in the development of regional, national, and denominational identity, with a special point of emphasis on the ways in which race influenced biblical hermeneutics and historical memory.

**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 occasionally)

**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. (Offered occasionally)
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, Freidman 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  (3 credits)
*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  (3 credits)
*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.

**Introduction to Womanist Religious Thought and Practice (3 credits)**
*Meets Cultural Context Course requirement*
This course invites students to examine "womanism" as a confessional concept and critical, methodological framework that counters the androcentric and imperialist features of traditional theological-ethical constructs. By centering the multi-dimensional experiences and voices of Black women, we will seek to discover and interrogate how womanists promote liberatory forms of biblical interpretation, moral imperatives, and religious language, thought, and symbols to combat intersecting forms of oppression related to race, gender, class, and sexuality. Giving attention to theologians, activists, and artists representing first, second, and third-wave womanism, we will survey and reflect on a range of parallel and divergent perspectives and topics during the course of the semester. This course will be taught with a commitment to the womanist principles of self-love, self-care, and self-empowerment to demonstrate womanism's relentless insistence that the church universal reflects a spirit of justice and love for all humanity and the natural world.

**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 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 set-tings. 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.

**Bible & Critical Theories**  
(3 hours)  
Prerequisite: THNT 500, THOT 500 recommended  
Cross-listed as THOT 800  
*Meets Cultural Context Course requirement*  
Critical Theories (specifically Critical Race Theory and Intersectionality) have been maligned in some seminary contexts. The class is designed for mid-year to advanced students who are in need of a solid and deeper background in the theoretical understandings of professional critical social theorists as potential lenses for performing exegesis both of biblical texts and societal realities. We will examine critical theory, postmodernist philosophies, feminist theory, multiculturalism, queer theory, masculinity studies, cultural studies, critical race social theories, and postcolonial interpretations in relation to Hebrew Bible and New Testament. We will deal with the relationship between critical theory, critical social theories, and religion. We will compare critical theories, critical social theories, and their responses in the context of the current religious nationalism occurring in the United States.  
What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation and social analysis? What does transformation in a biblical and ecclesial settings look like? What are (or should be) the community church’s response to questions raised in these conversations?

**Emerging from the Shadows—When Margins Speak:**  
(3 credits)  
A Global Hermeneutics of the New Testament  
This course is a seminar on global hermeneutics and the Bible. We will concentrate on the study of particular interpretations of the New Testament emerging from marginalized communities that have at one time or another felt disenfranchised, powerless, and voiceless. Such communities take it upon themselves to resist the dominant interpretations and create a space for interpretations that speak to their contexts and arise from their lived experiences. Special attention will be given to critical approaches, issues of identity, colonialism and resistance, and the ideological spectrum between the margins and the center. In so doing, this course assists in helping students understand and attend to “the continuing importance and practice of interpretation of texts and their communities in history and culture.” During the semester, we will read and study New Testament texts using different perspectives within a postmodern ideological framework. Under this postmodern lens, all interpretations of the biblical text -- whether historical, theological, literary or of any other kind; and whether presented by the instructor or the students -- are partial and non-universal readings. All real readers, flesh-and-blood readers like us, read subjectively and partially.

**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: THCH 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.

(Offered occasionally)

**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.

**Bible & Critical Theories**
(3 hours)
Prerequisite: THNT 500, THOT 500 recommended
Cross-listed as THOT 800
*Meets Cultural Context Course requirement
Critical Theories (specifically Critical Race Theory and Intersectionality) have been maligned in some seminary contexts. The class is designed for mid-year to advanced students who are in need of a solid and deeper background in the theoretical understandings of professional critical social theorists as potential lenses for performing exegesis both of biblical texts and societal realities. We will examine critical theory, postmodernist philosophies, feminist theory, multiculturalism, queer theory, masculinity studies, cultural studies, critical race social theories, and postcolonial interpretations in relation to Hebrew Bible and New Testament. We will deal with the relationship between critical theory, critical social theories, and religion. We will compare critical theories, critical social theories, and their responses in the context of the current religious nationalism occurring in the United States.
What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation and social analysis? What does transformation in a
biblical and ecclesial settings look like? What are (or should be) the community church’s response to questions raised in these conversations?

**The Book of Revelation** (3 credits)
Prerequisite: Foundations in New Testament (THNT 500)
In this course, students will engage in close and critical readings of the Book of Revelation. Students will explore Revelation’s distinctive rhetoric, theological vision, socio-political context, and contemporary appropriation in communities of faith.

**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 occasionally)

**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. What You Do is a Sacred Calling: Nurturing Faith in Ministry  
(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. The Theology & Art of Gathering God’s People  
(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 occasionally)

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 Fall)

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 Spring)

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 Fall)

**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 Spring)

**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 requirement.*

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 to 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. (Offered occasionally)

**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. (Offered occasionally)

**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)  
*Meets Cultural Context Course requirement  
Prerequisite(s): None.  
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 master’s degree program committee 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. (Offered occasionally)

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 Fall)

THPT 702. Leadership & Polity 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 Spring)

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**

(3 credits)

*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.

**The Art & Practice of Prophetic Preaching**

(3 credits)

*Meets Cultural Context Course requirement*

This course is structured to address one specific challenge: Restoring prophetic preaching to a place of urgency in the life of the church and public square. Prophetic preaching dares to render a relevant word to the world; it is the proclamation of the Gospel (Good News) of God’s love and justice, that hold systems and individuals to account for actions that diminish human agency and thriving. Prophetic preaching dares to speak about tragic human activity, without falling into despair. It requires the practitioner and hearer to work toward building an alternative consciousness and worldview that is Christ's desire for humanity. To preach prophetically, one must preach the gospel in such a way that those who follow Christ will work toward a just community in spite of human frailty. This course is therefore designed to provide individuals with the theoretical framework, and social insight, to preach the prophetic Gospel of Jesus Christ with prophetic imagination. We will look at prophetic imagination from a spiritual perspective. This approach allows space for a kind of “playful energy” that both delights the listener and demands they revisit old assumptions. This course applies the language and homiletical tools of the biblical narrative, as well as the arts, including popular culture, to describe both the social context of life and the context of the preached word. We will refer to the act of preaching as an art
that speaks to the whole person through speech, movement, rhythm and musicality. Additionally, part of the methodology and goal of this class is to ignite the imagination of the preacher; toward this end all students will be required to participate and finish “imagination exercises” in class or at home. These exercises will be shaped and assigned based on the strength and growing edges of the class. The primary requirement for these exercises is an open mind, enthusiasm, and willingness to participate. Please note these exercises can be assigned at any time and are designed to support the students’ Homiletical development. We pray these exercises help each student think outside the box and have fun simultaneously.

**Death & Dying**  
*(3 credits)*
*Cross-listed as THPT800*

Death is an inevitable part of life. We all must confront the issue of our mortality and how we will face death when it comes. As ministers and people of faith, we will not only deal with our own attitudes about death; we will be called upon to help others face dying, death, and end of life issues. This course will explore what is meant by death and dying, and will examine various customs, rituals, and ethics surrounding death. Theological reflection and appropriate ministerial responses will be discussed throughout.

**Proctor Conference**  
*(3 credits)*

*Meets Cultural Context Course requirement*

This advanced course requires attendance at the annual Samuel DeWitt Proctor Conference (SDPC). The mission of the SDPC is to nurture, sustain, and mobilize the African American faith community in collaboration with civic, corporate, and philanthropic leaders to address critical human and social justice needs within local, national, and global communities. The SDPC seeks to strengthen the individual and collective capacity of thought leaders and activists in the church, academy, and community through education, advocacy, and activism. The course content builds on the conference sessions and speakers who explore the intersection of scripture, social ethics, theology, and the practice of ministry in African American congregations and communities. While focused upon the needs of African Americans, the course is open to all students, regardless of race and ethnicity, and is appropriate for anyone interested in serving in African American contexts. Students who register for this course will participate in the SDPC’s Winter Intensive track along with seminarians from across the country.

**Sexuality & Interreligious Dialogue**  
*(3 credits)*

*Meets Cultural Context Course requirement*

This course aims to explore the intersections of interreligious dialogue and sexuality, looking at the approaches of the Abrahamic faiths to diverse sexual identities in the modern world. Too often the hindrance to the inclusion of sexual minorities within societies is championed by faith groups across the world. LGBTQ exclusion can unfortunately act as a common point of interfaith dialogue or in worse cases become a competition on which faith group can react the strongest against LGBTQ people. Further, inclusive faith communities may find their inclusion of LGBTQ people as a hindrance to engaging in interreligious dialogue with other faith groups. This exploration aims to deepen learning around understandings of sexuality within the Abrahamic faith traditions and seeks to center inclusion of LGBTQ people as a point of robust collaboration.
between faith groups. The course will focus on responses and dialogue in the Abrahamic traditions within faith communities in Europe and the Middle East with some input from American sources.

**Reel Spirituality: Finding the Sacred in Cinema**  
*3 credits*
Films are a part of our cultural vocabulary as modern-day Americans. A common question for people attempting to make “small talk” is to use the entry point of Movies. “What movies have you seen...Did you see...Are you a fan of...” Embedded in our cultural love of film is our yearning for connection meaning and a glimpse of the sacred. Common themes implicit and explicit in film is the sacred arch of the hero. The struggle to accept a call, the challenge of redemption the power of grace, the pain of sin and the question of faith, suffering, and love. This class will offer the student tools to examine a film as a cultural artifact with intrinsic spiritual meaning created by the artist and or discovered by the viewer. The class will explore the basic cinematic techniques to convey moral sensibilities and sacred sensitivity. Each student will learn basic cinematic vocabulary and connect this vocabulary to homiletical techniques for the modern church. Watching, and learning to read film and analyze the spiritual themes is a requirement in this course. The final film project of this course will ask the student to create a short sermonic film on a cell phone using cinematic vocabulary with the moral and spiritual themes examined in the course.

**Pastoral Care for Marriage & Family**  
*3 credits*
This course will introduce students to the foundational framework for the practice of ministry and pastoral care with couples and families. This course will provide an overview of social, historical, theoretical, theological/religious and pastoral perspectives on marriage and family and explore the basic frameworks for pastoral practice. Topics such as family life cycle, pre-marital counseling LGBTQIA concerns, domestic violence, infidelity, loss, bereavement, divorce will be addressed.

**Faith and Health in Rural Context**  
*3 credits*
This course is designed to introduce students to interdisciplinary collaborative learning at the juncture of faith and health. This is a research focused course. Students will engage in a research project on a specific aspect of Religion and Health. They will be assigned a project and paired with a student from Mercer’s School of Medicine to inform community collaborations.

**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 Fall and Spring)
THSP 512. Spiritual Formation II (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
Fall and Spring)

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  
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  
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  
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  
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  
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  
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. (Offered occasionally)

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 spiritualties. (Offered occasionally)

THSP 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies (Offered occasionally)
Ritual & Action: Embodying New Stories (3 credits)
This course examines the life-shaping power of ritual, offering an introduction to the field of ritual studies. The course focuses on how the action of ritual embeds stories in our bodies—individual and communal—especially at the intersection of humanity and the Divine. This provides an embodied hermeneutic for class members to participate in, reflect on, and craft rituals in the context of their life and ministry.

Death & Dying (3 credits)
Cross-listed as THPT800
Death is an inevitable part of life. We all must confront the issue of our mortality and how we will face death when it comes. As ministers and people of faith, we will not only deal with our own attitudes about death; we will be called upon to help others face dying, death, and end of life issues. This course will explore what is meant by death and dying, and will examine various customs, rituals, and ethics surrounding death. Theological reflection and appropriate ministerial responses will be discussed throughout.

Sacred Listening in Tumultuous Times (3 credits)
This course invites students to experience the spiritual practice of deep – or sacred – listening as they learn to be fully present with the stories of individuals, communities, institutions, and societies who encounter tumult, impasse, or trauma. They will learn how re-storying emerges through a heightened understanding of “the dark night of the soul,” biblical practices of lament, and embodied trauma. To guide students into this spiritual practice, they will also explore their own personal and spiritual formation story.

Practical Prayer (3 credits)
Special Topics: Practical Prayer is offered as a class in the field of Christian Practical Ministry. In this class, we will consider prayer practices and patterns from the ancient paths of mothers and fathers of the faith. We will construct prayers for occasions of celebration and the heart-wrenching cries of lament. We will notice and reflect upon potential pitfalls in our practices of prayer. We will explore historical practices of prayer in the liturgical and scripture-centered traditions. Our readings, class presentations, and book critique papers will invite us to cultivate our connections with God and prepare us to offer public prayers for various occasions in which we are called upon to pray.

Contemplative Prayer Practices (3 credits)
This course offers a class in the field of Christian Practical Ministry. In this class, we will consider contemplative prayer practices and patterns from the ancient paths of mothers and fathers of the faith. We will explore historical practices of contemplative and meditative prayer in the liturgical and scripture-centered traditions. Our readings, class presentations, and discussion board postings will invite us to cultivate our connections with God and prepare us for mentoring others in contemplative practices.

Explorations in Queer Spirituality (3 credits)
As queer people have been excluded and hurt by church experiences, asking queer people of faith to continue to engage in any spiritual practices, both personally and corporately, can be akin to asking a victim to continue a relationship with an abuser. Even within inclusive spaces, spiritual practices can trigger negative emotions in queer people. How can queer people effectively grow in faith through spiritual practices without experiencing further trauma? This course will act as a personal exploration of faith, sexuality, and spiritual engagement and seek to reclaim a sense of spirituality in a distinctively queer and Baptist way.
Spiritual Discernment (3 credits)
This course is offered as a class in the field of Practical Ministry. The students and professor will meet synchronously online on Monday and Thursday evenings. Students will also have asynchronous assignments of reading, written assignments, and watching online presentations. In this class we will learn and practice ways of discerning the will of God for us individually and in community. We will explore various historical and contemporary practices of hearing and discerning God’s will. We will notice and reflect on potential pitfalls in various methods of discernment. Our readings and class presentations will invite us to consider Ignatian, Quaker, and Ecumenical processes for discerning how to live faithful lives in response to God’s love.

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 Theological Thought (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 their 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 their 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 SlavojZizek 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, Freidman, 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 theopoliticians 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 (3 credits)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor.
*Meets Cultural Context Course requirement
The Caribean 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**  (3 credits)
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**  (3 credits)
*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**  (3 credits)
This course focuses on the cultural, literary, and ideological influence of postmodernity on the contemporary church. This course will examine the work of leading figures associated with Postmodernism assessing both the cultural and theological influence of each.

**Moral Philosophy and Christian Thought**  (3 credits)
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**  (3 credits)
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**  (3 credits)
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.
A Philosophical and Theological Study of the Trinity (3 credits)
This course invites student to examine a uniquely Christian Theological “take” on the concept of God. Using Charles Taylor’s discussion on the difference between a “take” and a “spin” the course sets out to reframe our discussion of “the Trinity”. Taylor argues that in a secular age the assumption of divine transcendence has in fact been lost. The modern Western world has an immanent frame of reference. Often, appeals to a divine other are met with serious skepticism and perceived as an overconfident “spin” thinking that the Christian doctrine of God is obvious and dismissive of plethora of diverse perspectives. This course, however, will employ a humble starting point that recognizes the contestability of the social imaginary that we live in. We, therefore, are required to reframe the Christian categorical scheme as a “take,” a contestable reflection, with an emphasis on the functional role of a concept of God in our social world. More specifically, how can the Christian interpretation of God as Triune be understood today? This course asks you to become an active learner, critically appropriating and personally responding to the ideas at hand. Such a process is best described as conversation, and thus the student is invited to engage in a semester-long, written and oral conversation with the ideas introduced in this course.

Doctor of Ministry (D.Min.) Degree Program

The Doctor of Ministry degree is a three-to-four-year, 32-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-two 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 and a final written project thesis with a focus on a particular aspect of ministry.

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
will consult with each student to determine which faculty member to approach to become their 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**

**Mentoring and Advanced Research Integration: 9 hours**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Spirituality and Vocation</td>
<td>DMIN 651</td>
<td>3</td>
</tr>
<tr>
<td>Clarity and Content</td>
<td>DMIN 652</td>
<td>3</td>
</tr>
<tr>
<td>Specialization and Integration</td>
<td>DMIN 653</td>
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**Seminars: 18 hours**

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<th>Course Name</th>
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<tr>
<td>Biblical/Theological Foundations for Ministry Seminar Prep</td>
<td>DMIN 706</td>
<td>3</td>
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<tr>
<td>Biblical/Theological Foundations for Ministry Seminar</td>
<td>DMIN 707</td>
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<td>Choose 2 seminar prep/seminars from the following:</td>
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<td>&quot;Spirituality Specialization take 2 Spirituality seminars&quot;</td>
<td></td>
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<td>Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Prep</td>
<td>DMIN 702</td>
<td>2</td>
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<td>Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar</td>
<td>DMIN 703</td>
<td>4</td>
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<tr>
<td>Spiritual Practices in the Life of the Church Seminar Prep</td>
<td>DMIN 704</td>
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<tr>
<td>Spiritual Practices in the Life of the Church Seminar</td>
<td>DMIN 705</td>
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DMIN 702 Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Prep
DMIN 703 Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar
DMIN 704 Spiritual Practices in the Life of the Church Seminar Prep
DMIN 705 Spiritual Practices in the Life of the Church Seminar
DMIN 730 The Practice of Ministry Seminar Prep
DMIN 731 The Practice of Ministry Seminar
DMIN 733 Contextual Ministry & Culture Today Seminar Prep
DMIN 734 Contextual Ministry & Culture Today Seminar

**Project Thesis: 5 hours required**

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<th>Credits</th>
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<tr>
<td>*Project Thesis Proposal Writing</td>
<td>DMIN 752</td>
<td>1-2*</td>
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<td>Thesis Project I</td>
<td>DMIN 755</td>
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<td>Thesis Project II</td>
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<tr>
<td>**Thesis Project III</td>
<td>DMIN 757</td>
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</tr>
<tr>
<td>****Thesis Project IV</td>
<td>DMIN 759</td>
<td>2***</td>
</tr>
<tr>
<td>Oral Examination</td>
<td>DMIN 758</td>
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</table>

Total required for D.Min. Degree Program: 32 hours

590 / MERCER UNIVERSITY
*Students should enroll for this course if (1) they have successfully completed DMIN 653, (2) they have not submitted a project thesis proposal to the Director of the DMIN Degree program for committee review and received approval, and (3) plan to work on a DMIN Project Thesis Proposal. 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 653 do not need to take DMIN 752. This course is above and beyond the required 32 hours for degree completion.

** Students should enroll for this course of supervision if they have completed DMIN 756 but have not completed writing their thesis. This course is above and beyond the required 32 hours for degree completion.

*** Students should enroll for this course of supervision if they have completed DMIN 757 but have not completed writing their thesis. This course is above and beyond the required 32 hours for degree completion.

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.

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 email 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.

Mentoring and Advanced Research Integration

These three units introduce students to mentoring through spiritual direction and coaching. A Spiritual Director or Ministry Coach works with the student in each unit and serves on the student’s oral defense committee. Directors and Coaches must have advanced degrees and extensive expertise in their areas. Guided by faculty and Directors or Coaches, students will focus on their own vocation, context, and specialization as they explore spirituality, vocation, contextual competency, and research while working towards developing a project proposal for their Thesis.

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 Mentoring and Advanced Research Integration units.

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.

The Mentoring and Advanced Research Integration units 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, approval by the student’s committee, and IRB approval are required before beginning Thesis Writing.

The D.Min. Degree Program has established guidelines for the submission of Project Thesis Proposals. 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 whole committee to solicit reactions.

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.
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/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 651. Spirituality and Vocation (3 hours)
Prerequisite(s): None.
In this course, students develop their own spiritual and vocational discernment to inform their research identity throughout the Doctor of Ministry program. It is the first of three courses in Mentoring and Advanced Research Integration. The course is organized into three primary themes. First, mentoring through spiritual direction to better understand each student’s ‘why’ for doctoral studies in ministry. Second, an introduction to best practices for research and faculty supervision consisting of discussions with different faculty members on faculty supervision, review of academic literature, and reading/writing as a spiritual discipline. Third, an introduction to the Project Thesis, including guidelines for the proposal, the committee structure, and the writing process. By the end of the term, students will have completed some preliminary work in defining their project. (Offered every fall)

DMIN 652. Clarity and Context (3 hours)
Prerequisite(s): DMIN 651.
In this course, students develop their own spiritual and vocational discernment to inform their research identity throughout the Doctor of Ministry program. It is the first of three courses in Mentoring and Advanced Research Integration. The course is organized into three primary themes. First, mentoring through spiritual direction to better understand each student’s ‘why’ for doctoral studies in ministry. Second, an introduction to best practices for research and faculty supervision consisting of discussions with different faculty members on faculty supervision, review of academic literature, and reading/writing as a spiritual discipline. Third, an introduction to the Project Thesis, including guidelines for the proposal, the committee structure, and the writing process. By the end of the term, students will have completed some preliminary work in defining their project. (Offered every fall)
DMIN 653. Specialization and Integration (3 hours)
Prerequisite(s): DMIN 652.
In this course, students specialize, integrate, and develop their Project Thesis Proposal. It is the third of three courses in Mentoring and Advanced Research Integration. The course is organized into three primary themes. First, continued mentoring through coaching or spiritual direction, as well as focused conversations with their Faculty Supervisor. Second, defining their research methodology and theological approach. Students will choose and define their research methodology, develop a bibliography, and decide the kind of biblical and theological insight needed for their project thesis. Third, students will learn the legal requirements for research with human subjects, including CITI training and IRB. By the end of the term, students will write the initial drafts of the Literature Review and the Project Thesis Proposal. (Offered every Fall)

DMIN 702. Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Preparation (3 hours)
Prerequisite: none
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 Toward Spiritual Growth Seminar (3 hours)
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 Preparation (3 hours)
Prerequisite: none
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  (3 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 706. Biblical/Theological Foundations for Ministry  (3 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 707. Biblical/Theological Foundations for Ministry Seminar (3 hours)
Prerequisite(s): DMIN 706
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 730. The Practice of Ministry Seminar Preparation  (3 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  (3 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)
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 733. Contextual Ministry and Culture Today Seminar**  
(3 hours)  
**Preparation**

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**  
(3 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 752. Project Thesis Proposal Writing**  
(1 hour of credit; repeatable up to 2 hours max)

Prerequisite: DMIN 653.

Students should enroll for this course if (1) they have successfully completed DMIN 653, (2) they have not submitted a project thesis proposal to the Director of the DMIN Degree program for committee review and received approval, and (3) plan to work on a DMIN Project Thesis Proposal. 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 653 do not need to take DMIN 752. This course is above and beyond the required 32 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 653, 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 half 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 755
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 756
The student should enroll for this course of supervision if they have completed DMIN 756 but have not completed writing their thesis. This course is above and beyond the required 32 hours for degree completion. (Offered every Fall and Spring)

DMIN 758. Oral Examination  (1 hour)
Prerequisite(s): DMIN 756
An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Ministry Coach or Spiritual Director, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program. (Offered every Fall and Spring)

DMIN 759. Project Thesis Writing IV (2 hours)
Prerequisite(s): DMIN 757
The student should enroll for this course of supervision if they have completed DMIN 757 but have not completed writing their thesis. This course is above and beyond the required 32 hours for degree completion. (Offered every Fall and Spring)
Academic Calendar 2024-2025

*Dates are subject to change and will be updated as needed; all times are in Eastern Standard Time (EST)*

Community Fellowship 11:00-11:30 a.m. each Monday, Tuesday, and Thursday

### Fall 2024
- New Student Orientation (Masters Online) 6:00-8:30 p.m. August 13 and 15
- New Student Orientation (Masters Residential) 10 a.m.-6:00 p.m. August 14
- New Student Orientation (DMIN), virtual 9:00 a.m.-12:00 p.m. August 15
- First Day of Classes August 19
- Welcome Back Lunch, 12:50-1:45 p.m., Theology Lounge August 19
- Alumni Breakfast, 9:00 a.m. August 20
- Founders Day Service, 11:00 a.m., Day Hall August 20
- Founders Day Luncheon, noon, TDR August 20
- Drop/Add Period August 19-26
- Spiritual Formation Retreat, required for THSP 511 August 29-30
- Labor Day Holiday-University Closed September 2
- Student Advisement for Spring—Meet with Advisor All of October
- Graduation Application for Spring/Summer 2025 October 1
- Last Day for Course Withdrawal October 21
- Blessing of the Animals October 1
- Faith and Rural Health Summit, Macon campus October 4
- Electronic Theses and Dissertations Due November 1
- Mercer Homecoming November 2
- Early Registration for Spring begins, 9:00 a.m. November TBA
- Admissions Application Deadline for Spring November 15
- Theology Fall Break—No Theology Classes November 25-29
- Thanksgiving Holiday-University Closed November 28-29
- Last Day of Classes December 13
- Grades Due December 17, noon
- University Closed December 24-January 1

### Spring 2025
- New Student Orientation (Masters and DMIN) January 2 and 3
- First Day of Classes January 6
- Drop/Add Period January 6-13
- Martin Luther King, Jr. Holiday-University Closed January 20
- Samuel DeWitt Proctor Conference, TBA February TBA
- Student Advisement for Summer and Fall—Meet with Advisor All of March
- Graduation Application for Fall 2025 March 1
- Spring Reading Week March 3-7
- Shrove Tuesday March 4
- Ash Wednesday March 5
- Wm. L. Self-Preaching Lectures March TBA
- Scholars Day Conference for Prospective Students March TBA
- Last Day for Course Withdrawal March 19
- Electronic Theses and Dissertations Due April 1
- Early Registration for Summer & Fall begins, 9:00 a.m. April TBA
- Holy Week April 13-19
- Good Friday/Easter Holiday—University Closed April 18-20
- First Claypool Winner in Chapel April TBA
- Second Claypool Winner in Chapel April TBA
<table>
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<tr>
<th>Event</th>
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<tr>
<td>Blessing of the Graduates</td>
<td>April 22</td>
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<tr>
<td>Last Day of Classes</td>
<td>May 2</td>
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<td>Grades Due</td>
<td>May 6, noon</td>
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<td>Graduate Commissioning Service</td>
<td>May 10</td>
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<td>Commencement</td>
<td>May TBD</td>
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**Summer 2025**

**Session One**
- First Day of Classes: May 19
- Drop/Add Period: May 19-27
- Memorial Day Holiday-University Closed: May 26
- Last Day for Course Withdrawal: June TBA
- Last Day of Classes: June 20
- Grades Due: June 23, noon

**Session Two**
- First Day of Classes: June 23
- Drop/Add Period: June 23-27
- Independence Day-University Closed: July 4
- Last Day for Course Withdrawal: July TBA
- Last Day of Classes: July 25
- Grades Due: July 30, noon
Tift College of Education

Faculty

Thomas R. Koballa, Jr., Dean/Professor
Sharon Murphy Augustine, Associate Dean/Professor
Lucy Bush, Associate Dean/ Professor
Jeffrey S. Hall, Associate Dean/ Professor
Loleta D. Sartin, Associate Dean/ Professor
Mary Kay Bacallao, Olivia Boggs, Sylvia Y. Cain, Penny L. Elkins, Jianhua Feng,
Robert Helfenbein, Margie Wiggins Jones, Vicki L. Luther, Sybil Keesbury Martin,
and Kelly Reffitt, Professors
Carol A. Isaac, Sara Luke, Robbie J. Marsh, Susie Morrissey, Leah Panther and James
Vander Putten, Associate Professors
Karyn A. Allee, Nancy Atchison, Felicia Baiden, Flavio Campos, Deana Ford, Aaron G.
Geter, Jr., Lucy Gitonga, Joo Young Hong, Annemarie B. Kaczmarczyk, Adam Keath,
Jeffrey Keese, Katherine Perrotta, John (Hank) Samuels, Meenakshi Sharma,
Matthew Sroka, Elaine Thurmond, N. Jean Walker, LaTeshia Warren, and Tyler
Watts, Assistant Professors
Kaitlin Finley and Sheila Thompson, Instructors
Jan Johnson, Coordinator for Academic Advising/Instructor
Shannon Mitchell, Director of Assessment
Carlene Russell-Sherman, Director of Candidate Program Progression and Certification
Official
Nicole Lutch, Director of Field Placement

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 Master of Education (M.Ed.) is offered in Elementary, Middle Grades, and Secondary Education. The Accomplished Teacher Education Specialist Degree 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 for more information on this degree.) 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, Higher Education Leadership, or Independent School 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 Program 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., M.S., 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 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 Associate Dean of the department. If satisfaction is not achieved, the student may then submit an appeal to the Grade Appeals Committee through the Associate Dean of Student Affairs. 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 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.

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 Associate 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 Associate 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 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 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 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., M.S., 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 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:
   - 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.
   - 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

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.

**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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 604</td>
<td>Planning for Instruction and Assessment in Elementary Education</td>
<td>(pre-requisite or co-requisite for all other 600 level content area courses)</td>
</tr>
<tr>
<td>EMAT 614</td>
<td>Assessment of Teaching and Learning in Elementary Education</td>
<td>(prerequisite: completion of all prior coursework with a B or better, Recommended in semester prior to EMAT 611/612 as a co-requisite with EMAT 621.)</td>
</tr>
<tr>
<td>EMAT 621</td>
<td>Curriculum &amp; Instruction in Elementary Education</td>
<td>(prerequisite: completion of all prior coursework with a B or better, Recommended in semester prior to EMAT 611/612 as a co-requisite with EMAT 614.)</td>
</tr>
</tbody>
</table>

### Content Area Classes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAT 636</td>
<td>Essential Elements of Elementary Literacy</td>
<td></td>
</tr>
<tr>
<td>EMAT 637</td>
<td>Creating an Elementary Literate Environment Across the Content Areas</td>
<td>(pre-requisite: EMAT 636)</td>
</tr>
<tr>
<td>EMAT 665</td>
<td>Teaching Mathematics in Elementary Education</td>
<td></td>
</tr>
<tr>
<td>EMAT 671</td>
<td>Teaching Science and Health in Elementary Education</td>
<td></td>
</tr>
<tr>
<td>EMAT 681</td>
<td>Social Studies in a Multicultural World for Elementary Education</td>
<td></td>
</tr>
</tbody>
</table>

### Field Experiences*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EMAT 601</td>
<td>Initial Field Experience</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>EMAT 608/609</td>
<td>Practicum/Mentored Practicum</td>
<td>(3 credits) (not offered in summer) (to be taken the fall or spring prior to student teaching/internship)</td>
</tr>
<tr>
<td>EMAT 611/612</td>
<td>Student Teaching/Internship</td>
<td>(9 credits) (not offered in summer) (pre-requisite: all of the above classes and field experiences with advisor and Office of Field Placement approval)</td>
</tr>
</tbody>
</table>

*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.

### 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:

1. 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
2. A passing score on the Georgia state-approved content assessment in the field of certification sought, or
3. 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://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 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

Mathematics

612 / MERCER UNIVERSITY
EMAT 666  Teaching Math in MGE/SEC

Science
EMAT 672  Teaching Science for MGE/SEC

Social Science
EMAT 682  Teaching Social Science for MGE/SEC

Reading
EMAT 699  Special Topics in Education: Teaching Reading for MGE

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-requisite: all of the above classes and field experiences 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.

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:

1. 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
2. A passing score on the Georgia state-approved content assessment in the field of certification sought, or
3. 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 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, all of the above classes and field experiences 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.

Program Outcomes

Upon completion of the P-12 Education Master of Arts in Teaching Program, the candidate will:

- Use interdisciplinary connections to foster critical thinking, evidence-based decision-making, effective communication skills, and an appreciation for diverse perspectives in adolescent learners.
- Design and implement a developmentally appropriate curriculum. (To Know; To Do)
- Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (To Know; To Do)
- Utilize effective teaching pedagogy to make connections among academic knowledge, practices, and contextual influences on the students, school, and community. (To Know; To Do)
- Engage in reflective practice and self-assessment of pedagogy and find opportunities to grow professionally and develop emerging leadership qualities. (To Be)
- 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:

1. 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
2. A passing score on the Georgia state-approved content assessment in the field of certification sought, or
3. 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/Certicate_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.

Degree Requirements (minimum 31 graduate hours)

### Foundational Classes¹ (0-9 semester hours):

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>EMAT 526</td>
<td>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)</td>
</tr>
<tr>
<td>EMAT 618</td>
<td>Child &amp; Adolescent Development &amp; 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)</td>
</tr>
<tr>
<td>EMAT 683</td>
<td>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)</td>
</tr>
</tbody>
</table>

¹May be waived with approved undergraduate or graduate equivalent classes or other approved evidence.

### Content Area and Methods Classes:

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<tbody>
<tr>
<td>EMAT 607</td>
<td>Planning &amp; Organizing Instruction in SEC and P-12</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>Culturally &amp; Educationally Responsive Pedagogy</td>
</tr>
<tr>
<td>EMAT 642</td>
<td>Literacy in the Disciplines</td>
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<td>Curriculum &amp; Instruction for SEC and P-12</td>
</tr>
<tr>
<td>EMAT 689</td>
<td>Educational Assessment and Research</td>
</tr>
<tr>
<td>EMAT 699</td>
<td>Special Topics in Education: Teaching [GaPSC certification field] for P-12</td>
</tr>
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### Field Experiences:

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<td>EMAT 601</td>
<td>Initial Field Experience (1 credit)</td>
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<tr>
<td>EMAT 608/609</td>
<td>Professional Practicum/Mentored Practicum (3 credits) (not offered in summer; to be taken the fall or spring prior to EMAT 611/612)</td>
</tr>
</tbody>
</table>
| 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 612 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.

### 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.

#### Program Goals

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.
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 (Summer or Fall only, prior to EDUC 735)

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
- Dyslexia
- Personalized Learning
- 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
- Dyslexia
- Personalized Learning
- 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:**
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 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

**Dyslexia Endorsement (9 credits)**
- EDUC 647. Preventing, Diagnosing, & Correcting Literacy Problems (or equivalent) [Pre-requisite]
- EDYS 610. Language & Literacy Acquisition and Dyslexia
- EDYS 611. Assessing, Identifying, and Supporting Students with Dyslexia
**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
EDMT 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

**Personalized Learning (9 credits)**
EDPL 610. Understanding Personalized Learning Environments
EDPL 611. Designing Personalized Learning Environments
EDPL 612. Praxis of Personalized Learning

**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**
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
EDMT 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

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 660. Learning Environment, Instruction and Assessment for Autism Spectrum Disorders

Coaching Endorsement

The Coaching endorsement is available to certified educators who hold a valid level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, Life certificate, or service certificate. Educators with leadership, Life, or service certificates must have held a Professional teaching certificate. A recommendation from a school district is required for program admission. 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.
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

The Tift College of Education offers an endorsement in Dyslexia for teachers who hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field. An individual with the Dyslexia Endorsement has strengthened and enhanced competency for recognizing the characteristics of dyslexia and the ability to support students with dyslexia in the field and at the grade levels of their base certificate fields.

Successful completion of the two-course EDYS sequence (plus one pre-requisite EDUC course) will lead to eligibility for the Dyslexia Endorsement:
EDUC 647. Preventing, Diagnosing, & Correcting Literacy Problems (or equivalent) [Pre-requisite]
EDYS 610. Language & Literacy Acquisition and Dyslexia
EDYS 611. Assessing, Identifying, and Supporting Students with Dyslexia

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 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 infield 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

Personalized Learning Endorsement

The Tift College of Education offers an endorsement in Personalized Learning for teachers who hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field. An individual with the Personalized Learning Endorsement has strengthened and enhanced competency to model personalized learning in the field and at the grade levels of their base certificate fields.

Successful completion of the three-course EDPL sequence will lead to eligibility for the Personalized Learning Endorsement:
EDPL 610: Understanding Personalized Learning Environments
EDPL 611: Designing Personalized Learning Environments
EDPL 612: Praxis of Personalized Learning

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)

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 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 Teacher Leader endorsement.
EDUC 677. Coaching Fundamentals
EDUC 722. Leadership in Professional Development
EDUC 790. Research for Practitioners

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:
   - Initial certification students: Undergraduate GPA of 2.5 or better and other requirements as noted for M.A.T. students.
   - 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.
5. Transient students: Copy of a letter of transient permission from the degree granting college or university.
6. 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.

Master of Science in Instructional Design and Technology Degree

The Tift College of Education Master of Science (M.S.) in Instructional Design and Technology degree is intended for professionals seeking to employ instructional design approaches and leverage digital age tools in a variety of workplace, educational, and training contexts. The M.S. degree is offered using a fully online, asynchronous delivery format. The M.S. program aligns with the conceptual framework of the Tift College of Education and uses standards of the International Society for Technology in Education (ISTE) and the Association for Educational Communications and Technology (AECT) for informing program outcomes.

Program Outcomes

Upon completion of the M.S. program, the candidate will be able to:
1. Explain the conditions and processes through which learning occurs and distinguish the unique needs of individual learners.
2. Connect the theoretical foundations of instructional design, learning theory and cognitive science to practical application.
3. Design instructional products that are accessible, learner-centered, and reflect best principles of the field.
4. Demonstrate the ability to evaluate, use, and integrate instructional environments and technologies for meaningful learning experiences.
5. Apply research-based standards and evaluative practices for continuous improvement.

6. Apply a pedagogy of care in design and development decisions by: advocating for responsible digital citizenship; modeling inclusive and justice-oriented technology decisions; and promoting culturally responsive and accessible practices in design.

7. Demonstrate human-centered, collaborative, and reflective approaches in leading instructional design systems and initiatives.

**Admission Criteria**

Candidates for admission to the M.S. 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. A $25 application fee. (Application fee is waived for current and former Mercer students.)

**Degree Requirements (30 semester hours)**

The program requires 30 semester hours of coursework, including the completion of a Capstone project. The curriculum includes the following courses:

- EDID 603. Learning Theory & Cognitive Science (3 hours)
- EDID 613. Instructional Design Models & Methods (3 hours)
- EDID 623. Digital Learning Environments & Delivery (3 hours)
- EDID 633. Assessment & Data Analysis (3 hours)
- EDID 643. Culturally Responsive & Accessible Instructional Design (3 hours)
- EDID 653. Instructional Design Research & Evaluation (3 hours)
- EDID 663. Web Design & Content Authoring (3 hours)
- EDID 673. Project Management & Instructional Design Leadership (3 hours)
- EDID 699. Issues and Trends in Instructional Design (3 hours)
- EDID 693. Instructional Design Capstone (3 hours)

**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 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)**

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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 (3 hrs)
EDUC 617. Classroom Management & Applied Learning Theory (3 hrs)
EDUC 625. Culturally & Educationally Responsive Pedagogy (3 hrs)
EDUC 639. Teaching Strategies and Classroom Environment for Active Learning (3 hrs)
EDUC 690. Introduction to Educational Research (Summer or 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
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 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 Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, Life certificate, or service certificate. Educators with leadership, Life, or service certificates must have held a Professional teaching certificate. A recommendation from a school district is required for program admission. 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

Dyslexia Endorsement

The Tift College of Education offers an endorsement in Dyslexia for teachers who hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field. An individual with the Dyslexia Endorsement has strengthened and enhanced competency for recognizing the characteristics of dyslexia and the ability to support students with dyslexia in the field and at the grade levels of their base certificate fields.

Successful completion of the two-course EDYS sequence (plus one pre-requisite EDUC course) will lead to eligibility for the Dyslexia Endorsement:

- EDUC 647. Preventing, Diagnosing, & Correcting Literacy Problems (or equivalent) [Pre-requisite]
- EDYS 610. Language & Literacy Acquisition and Dyslexia
- EDYS 611. Assessing, Identifying, and Supporting Students with Dyslexia

Personalized Learning Endorsement

The Tift College of Education offers an endorsement in Personalized Learning for teachers who hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field. An individual with the Personalized Learning Endorsement has strengthened and enhanced competency to model personalized learning in the field and at the grade levels of their base certificate fields.

Successful completion of the three-course EDPL sequence will lead to eligibility for the Personalized Learning Endorsement:

- EDPL 610: Understanding Personalized Learning Environments
- EDPL 611: Designing Personalized Learning Environments
- EDPL 612: Praxis of Personalized Learning

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
A minimum of 30 semester hours beyond a master’s degree, in approved upper-level courses, will be required in the Ed.S. program.

1. 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.

2. 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
To prepare teachers to serve in teacher leader roles in grades P-12.

Program Outcomes
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.
8. Ed.S. in Teacher Leadership Degree Requirements

Degree Requirements 30 semester hours

NOTE: These degree requirements or 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.

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

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).
12. Only applicants with complete application files will be considered for admission.
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

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

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

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.

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

4. 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
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**

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.

**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)

**Higher Education Leadership Core (24 semester hours)**

- EDEL 601. Introduction to Higher Education
- EDEL 604. Leadership Theory
- EDEL 609. Internship
- EDEL 610. Institutional Effectiveness and Assessment
- EDEL 611. Legal Issues in Higher Education
- EDEL 618. Cultural Perspectives in Higher Education
- EDEL 695. Educational Research
- EDEL 698. Capstone Seminar in Higher Education

**Professional Studies: Postsecondary Administration Track (12 semester hours)**

- EDEL 607. Higher Education Organization and Governance
- EDEL 616. Finance in Higher Education

**Professional Studies: Student Affairs Leadership Track (6 semester hours)**

- EDEL 602. Student Affairs
- EDEL 620. Strategic Enrollment Management

**Professional Studies: Athletics Leadership Track (6 semester hours)**

- EDEL 626. Athletics Leadership Operations
- EDEL 628. Leadership and Ethical Issues in Intercollegiate Athletics

**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. The program is currently not
accepting students during the 2024-2025 academic year.

Program Standards
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 extracurricular 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
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.
- 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.

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
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.

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


**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 30 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**

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**

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.

**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 (3 hours)
- **EDEL 725** Performance-based Clinical Practice Internship II (3 hours)

### Exit Criteria

The exit criteria for the Tier II Ed.S. in Educational Leadership is successful completion of all required coursework, and successful completion of the Anthology 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 (PASL) upon completion of the program is required for certification.

**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.

**Program Goals**

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.

**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.
12. 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 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**

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, debugging, 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 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. (Offered annually)

EDEL 628. Leadership and Ethical Issues in Intercollegiate Athletics (3 hours)
This course furnishes a comprehensive survey of the historical evolution, organizational structure, and constituent elements characterizing intercollegiate athletic departments and leadership. Furthermore, it systematically examines the intricate relationships between these departments and diverse entities, including academic institutions, fans, boosters, and the NCAA. The curriculum emphasizes the ethical considerations that have historically and persistently elevated the prominence of athletics within the national discourse. (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 698. Capstone Seminar in Higher Education (3 hours)**
The Master’s capstone is a culminating experience to enhance student understanding of administrative leadership through the examination of questions and issues related to
higher education. Broadens student perspective through discussion and debate. Increases the degree to which student experiences, knowledge, and values are effectively integrated, and to allow students to personally examine ideas, test assumptions, and recognize the accountability associated with a professional role. (Offered annually)

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 Associate 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: Selection, Induction, and Mentoring** (3 hours)

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)

**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)

**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 is 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
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
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 659. 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)

INSTRUCTIONAL DESIGN & TECHNOLOGY (EDID)

EDID 603. Learning Theory & Cognitive Science (3 hours)
This course provides foundational concepts around learning theory and the science of
learning. An exploration of learning science, instructional theories, and how humans learn
will be explored. Topics will focus on knowledge creation, structures, and motivation.

EDID 613. Instructional Design Models & Methods (3 hours)
This course will explore instructional design development and examine traditional and
alternative models and frameworks that guide instructional design processes. Key tools
and processes used in the field will be introduced including an overview of software,
hardware, and instructional design methodologies.

EDID 623. Digital Learning Environments & Delivery (3 hours)
The purpose of this course is to explore and analyze a variety of digital learning platforms
used across industries for online learning purposes. The course will also provide an
overview of technology-enhanced delivery strategies based on a chosen modality
including online, blended, or in-person instruction.

EDID 633. Assessment & Data Analysis (3 hours)
This course examines theories, strategies, and practices in assessment specifically within
a digital pedagogy structure. Learners will examine systematic evaluation from both micro
and macro-levels and employ the use of data analytics tools to inform decision-making.

EDID 643. Culturally Responsive & Accessible
Instructional Design (3 hours)
This course will provide an in-depth exploration of approaches and practices to engage
learners from diverse backgrounds and experiences through equitable and inclusive
instructional design. An emphasis on accessibility, open educational practices, and a
pedagogy of care will be incorporated throughout the course.

EDID 653. Instructional Design Research & Evaluation (3 hours)
The purpose of this course is to examine research methodologies and applied research in
the field of instructional design. Emphasis will be given to practices of continuous
improvement through research approaches and action research.
EDID 663. Web Design & Content Authoring (3 hours)
This course focuses on application of web design practices and an exploration of content authoring tools used across industries for content creation and delivery. Emphasis is placed on accessible design and best practices in web content to meet industry standards and legal requirements.

EDID 673. Project Management & Instructional Design Leadership (3 hours)
This course is designed to explore the leadership competencies, project management practices, and other business requirements for instructional designers across a wide variety of industries. Topics include technology acquisition, vendor management, budgeting, and other logistics-oriented skills of the field.

EDID 693. Instructional Design Capstone (3 hours)
This course is designed to assist learners in employing hands-on instructional design practices with a client. Learners will complete a culminating capstone project while also finalizing a portfolio of design artifacts incorporated across courses in the masters program in instructional design.

EDID 699. Issues and Trends in Instructional Design (3 hours)
This course is a study of specific topics in the field of instructional design and technology that are emerging trends or issues given the frequent expansion and development of the field. Topics will explore the ethical and pedagogical implications of new technologies and approaches for integration of emerging tools.

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)

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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 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)

Personalized Learning Endorsement (EDPL)

EDPL 610: Understanding Personalized Learning Environments (3 hours)
Pre-requisite: None
In this course, students will be introduced to the Georgia Professional Standards Commission’s standards regarding personalized learning and related national standards. In particular, students will examine central components of personalized learning, including but not limited to, executive function, metacognition, and learner agency. This course will also focus on asset-based dispositions. (Offered annually)

EDPL 611: Designing Personalized Learning Environments (3 hours)
Pre-requisite: EDPL 610
In this course, students will learn how to design personalized learning environments. In particular, students will examine central components of personalized learning design, including but not limited to, asset-based dispositions, growth and mastery mindset, authentic and adaptive assessment, and flexible educational resources. (Offered annually)

EDPL 612: Praxis of Personalized Learning (3 hours)
Pre-requisite: EDPL 611
This course applies knowledge of research and practice in a personalized learning field setting. Students will demonstrate their understanding of personalized learning components such as executive function, growth and mastery mindsets, asset-based dispositions, authentic and adapted assessment, and flexible educational resources.
Students will complete a case study focused on GaPSC Standards 7-10 of the Personalized Learning 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 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 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.

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** (3 hours)
in MGE & SEC
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. (Offered in the Summer and 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 728. Socio-Political Influences in Education  
(3 hours)
This course is designed to give students an overview of the methods of scholarly study of the foundations of education. Students will be exposed to various questions of importance to elementary education and will examine how the social and political climate has influenced the way these questions have been and are being answered. Various approaches to studying educational foundations may be utilized in the course, including (but not limited to): history of education, sociology of education, philosophy of education, anthropology of education, cultural studies of education, and comparative education. Emphasis will be placed on gathering, reading, interpreting, and presenting research and theory in educational foundations in order to address current educational concerns. (Summer, Fall)

EDUC 735. Trends and Issues in P-12 Education  
(3 hour)
Prerequisite: Master’s level research course or EDUC 690

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This course is Part I of Ed.S. Capstone. It provides an opportunity to explore current trends and issues in the field of Education (P-12). It critically examines trends, historical origins, recurring issues, research findings, and resulting program developments in Education from multiple perspectives. Each student will also develop a plan for a professional project to be completed in Part II of Ed.S. Capstone, EDUC 750 Advanced Seminar in P-12 Education. Graded: S (Satisfactory) or U (Unsatisfactory) (Summer and Fall)

**EDUC 740. Connecting Curriculum, Instruction and Assessment in Education**  
(3 hours)

This course will focus on using theory, research, and best practices to design, implement and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all learners. Special emphasis will be placed on collecting and analyzing data to plan and implement well-integrated curricula for all learners. The practice of assessment and data-driven decision making will be applied to promote positive social, emotional, and learning outcomes in education. (Spring

**EDUC 742. Curriculum and Assessment for Students with Disabilities**  
(3 hours)

This course is designed to further develop knowledge and skills related to educating students with disabilities in inclusive environments. Teachers will understand the roles and responsibilities of special educators, general educators, and other staff in providing instructional services to students educated in inclusive classrooms. A significant part of teaching all learners includes data-driven decision making. Teachers will review research and theory related to data-driven decision making at the school level and individual student level. Emphasis will be placed on analyzing data to identify student learning needs and guide instructional decisions. Through this course, teachers will gather and analyze multiple measures of data to answer questions about student achievement and ways to improve student learning. A focus will be placed on individual student progress monitoring and using data to guide academic and/or behavioral improvement. (Spring, Summer)

**EDUC 750. Advanced Seminar in P-12 Education**  
(3 hours)

Prerequisite: EDUC 735.

This course is Part II of Ed.S. Capstone. Students in this course will have the opportunity to implement and complete a final project consistent with program outcomes. Individual students will work in consultation with a faculty advisor throughout the project. The form and type of project may vary based on individual interests and area of study. The final project will also be disseminated through a peer reviewed professional outlet. Graded: S (satisfactory) or U (unsatisfactory). (Spring, Summer)

**EDUC 755. Play-based Learning in Elementary Environments**  
(3 hours)

The purpose of this course is to explore the social, emotional, psychological, cognitive, creative, and physical benefits of play for children and adults. Play insists on a personal engagement and stimulates the imagination. Play is an important element in teaching and learning, creativity, and discovery. We will explore ways to increase children’s play in school and at home and research global issues of play. We will also focus on play advocacy and educational policies which often have a negative impact on play (e.g., loss of recess, bullying, political decisions). Finally, through a constructivist lens, we will investigate the role of play through the theoretical underpinnings of Dewey and Vygotsky’s work. (Summer)
EDUC 760. Advanced Professional and Ethical Practices in Education (3 hours)
This course provides an examination of various methodologies associated with advanced professional and ethical practices. Candidates research, design, plan, and implement strategies to meet the needs of teachers and diverse learners. For example, professional and ethical practices; adult learning theories, leadership roles, various models of professional development, co-teaching, coaching, and mentoring are areas of focus to support candidates’ professional development and growth. (Summer, Fall)

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 818 Introduction to Mixed Methods Research (3 hours)
Prerequisite: EDUC 813 or EDUC 814
This course provides students with an understanding of mixed methods research within educational contexts. The course begins with a discussion of the history and philosophy of mixed methods research, and focuses on core mixed methods designs. Students will use and apply their knowledge of quantitative or qualitative methodology to mixed methods research, including sampling procedures, research design, data sources, and procedures. Mixed methodology is discussed for collecting, analyzing, integrating, and reporting data from multiple sources. The course has an applied focus and includes lectures, presentations of mixed methods research by guests, applied and methodological readings, and student presentations. (Elective: As needed, capacity: 6-14)

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 Associate 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)

Dyslexia Endorsement (EDYS)

EDYS 610 Language & Literacy Acquisition and Dyslexia     (3 hours)
Pre-requisite: EDUC 647 Preventing, Diagnosing, & Correcting Literacy Problems (or equivalent)
In this course, students will be introduced to the Georgia Professional Standards Commission’s standards regarding dyslexia and related national and international standards. In particular, students will examine central components of language and literacy development among individuals with and without dyslexia. This course will also focus on the foundations of literacy acquisition as students explore the essential elements, principles, and practices of structured literacy instruction and other methods that support learners identified with dyslexia. Current federal and state laws and policies will be addressed. (Offered annually)

EDYS 611 Assessing, Identifying, and Supporting Students with Dyslexia                (3 hours)
Pre-requisite: EDYS 611
This course focuses on assessments and strategies for students with dyslexia. Candidates will develop an understanding of the referral, assessment, and placement process for identifying students with dyslexia, including screening, progress monitoring,
diagnostics, and outcome assessments. Appropriate interventions will be determined for identified issues. Instructional materials, strategies, and interventions will be explored and applied to field situations. Students will complete a field-based component focused on determining appropriate interventions and materials. (Offered annually)

**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 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 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 614. Assessment of Teaching and Learning  (3 hours)
in Elementary Education
Prerequisite: Completion of all required program coursework with a B or better,
recommended in semester prior to EMAT 611/612 as a co-requisite with EMAT 621.
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 & Instruction in Elementary Education (3 hours)
Prerequisite: Completion of all required coursework with a B or better, recommended in semester prior to EMAT 611/612 as a co-requisite with EMAT 614.
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 & Instruction 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 & Instruction 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 (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**  
(3 hours)  
Across Content Areas  
Prerequisite: EMAT 636  
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

Faculty

Priscilla R. Danheiser, Dean/Professor
Gail W. Johnson, Associate Dean/Assistant Professor
Colleen P. Stapleton, Assistant Dean, Atlanta/Professor
Duane E. Davis, Margaret H. Eskew, J. Colin Harris, Ian C. Henderson, Laurie L. Lankin, Kyra L. Osmus, Charles H. Roberts, Clinton W. Terry, and Arthur J. Williams, Professors Emeriti
Karen O’Neill Lacey, Associate Professor Emerita
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, Master of Science, Clinical Mental Health/Master of Theological Studies, 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, Master of Science in Human Services Administration, Master of Science in Organizational Leadership, 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 (Online)
Master of Science, Health Informatics (Online)
Master of Science, Health Informatics/Doctor of Pharmacy (Atlanta and Online)
Master of Science, Human Services Administration (Online)
Master of Science, Organizational Leadership (Online)
Master of Science, School Counseling (Atlanta)
Master of Science, Clinical Mental Health Counseling/ Master of Divinity (Atlanta)
Master of Science, Clinical Mental Health Counseling/Master of Theological Studies (Atlanta)
Master of Science, Organizational Leadership/Master of Divinity, Leadership for the Nonprofit Organization (Atlanta and Online)
Master of Science, Organizational Leadership/Master of Arts, Christian Ministry (Atlanta and Online)
Doctor of Philosophy, Counselor Education and Supervision (Atlanta)

DEPARTMENT OF COUNSELING

Tyler Wilkinson, Chair/Associate Professor
Arthur J. Williams, Professor Emeritus
Caroline M. Brackette, W. David Lane, Suneetha B. Manyam, Donald B. Redmond, and Karen D. Rowland, Professors
Kristina M. Henderson, Tyce Nadrich, and Morgan E. K. Riechel, Associate Professors
Carrie L. Elder, K. Lynn Pierce, and Brittany L. Prioleau, 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; http://gapsc.com.

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.

Department Program Objectives
The Department of Counseling fulfills its mission and goals by:
• Providing knowledge in the core curricular experiences identified in CACREP standards: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, career development, and in the specialty areas.
• Teaching skills in therapeutic communications and counseling.
• Attracting, enrolling, and graduating a diverse student body.
• Cultivating professional and ethical dispositions to allow students to work with diverse clients in clinical settings.
• Assisting students in passing national licensing exams.
• Attracting and retaining diverse faculty.
• Encouraging students to obtain careers in the area in which they have been trained.

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:

• Applicants must have earned an undergraduate degree from a regionally accredited college or university.
• Applicants must have earned a minimum overall undergraduate quality point average of 2.75 on all work attempted.
• Applicants must submit two official transcripts of all college work attempted.
• Applicants must submit a current resume providing evidence of relevant work experience.
• Applicants must have two professional references complete an applicant rating form and an optional letter of reference that speak to the candidate’s potential as a counselor and the candidate’s academic promise.
• Applicants 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.
• Applicants must submit a non-refundable $35 application fee.
• Applicants 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 or if the admissions committee has other concerns, 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. Priority deadline is November 15 and standard deadline is January 31.

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 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, it is an ethical responsibility for Counselor Educators to consistently review both the academic progress and the interpersonal attributes of counselors-in-training. Academic progress will be tracked through formal and informal assessments, assignments, and the GPA. Interpersonal attributes are evidenced in the student’s interactions with their 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 written report may be filed with the program coordinator and the incident may be discussed with other faculty members to determine if there is any course of action to be taken.

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. 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. The CCS-R will be completed at the end of COUN 606, COUN 609, COUN 610, COUN 636, COUN 640, COUN 646, RHAB 609, RHAB 610, and RHAB 611. Faculty and site supervisors will formally evaluate students’ professional dispositions.

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 if 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.
The mission of the Master of Science (M.S.) 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 Student Learning Outcomes
Graduates of the Clinical Mental Health Counseling program will:

- Understand the importance of ethical standards of professional counseling organizations and demonstrate application of ethical and legal considerations in professional counseling.
- Demonstrate understanding of the history, philosophy, roles, professional organizations, and functions associated with counselors and the counseling profession; specifically, to the students' specialty program area.
- Demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the application of theories of multicultural counseling competencies in a clinical or school setting. Apply culturally competent-counseling skills.
- Apply knowledge of biological, environmental, cultural, and systemic factors influencing individual development through the lifespan and will apply this knowledge to appropriate counseling interventions.
- Demonstrate an understanding of using career assessment data relevant to career planning and decision making to contribute to client career development.
- Use appropriate counseling characteristics and skills (e.g., interviewing, case conceptualization, and relevant treatment).
- Demonstrate knowledge of different theories and models of counseling. Additionally, students will begin to articulate their personal approach to counseling.
- Demonstrate a comprehension of group counseling theories, purpose, and development (including stages and members roles/behaviors), theories, methods, skills, and approaches.
- Understand approaches to assessment and evaluation including basic concepts of testing, measures of central tendency and variability, different test scores, and psychometric properties (i.e., reliability and validity).
- Demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.
- Show evidence of knowledge of ethical, professional dispositions and will be able to demonstrate these dispositions in practice.
- Demonstrate the ability to initiate, maintain, and terminate counseling within a broad range of mental health issues.

**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 courses 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 courses 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 in Clinical Mental Health Counseling I 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
- COUN 630. Professional Seminar 1 hour
- COUN 635. Orientation to Professional Practice 1 hour
- COUN 636. Internship in Clinical Mental Health Counseling II 3 hours
- COUN 641. Theories of Family Counseling 3 hours
- COUN 645. Crisis, Trauma, and Grief Counseling 3 hours

**B. Electives (6 credit hours)**

- COUN 603. Directed Independent Study 3 hours
- COUN 611. Special Topics in Counseling 1-3 hours
  (Topics vary by instructor and semester)
- COUN 615. Advanced Counseling Skills 3 hours
- COUN 623. Play Therapy 3 hours
- COUN 624. Advanced Addictions Treatment 3 hours
- COUN 625. Case Management and Consultation 3 hours

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 and COUN 636) in which totals 600 clinical hours are obtained across both semesters.

Prior to entry into the Practicum (COUN 609) and Internship (COUN 610 and COUN 636) 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 Issues in Counseling * 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.

Counseling 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*)
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 REHABILITATION COUNSELING DEGREE

Mission Statement
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 Student Learning Outcomes
Graduates of the Clinical Rehabilitation Counseling Program will:

- Utilize and apply the CRCC Code of Ethics in specific cases and field work.
- Develop strategies for working with/for individuals and for persons with disabilities and on behalf of the rehabilitation profession.
- Appraise the concepts of self-advocacy and self-determination as they apply to worth and dignity through incorporating these in the rehabilitation process.
- Practice counseling techniques, placement skills, and career strategies to assist individuals with disabilities.
- Recognize and explain the technology and accommodations available to persons with disabilities that improve access to work, leisure, and school activities.

Requirements for Degree Completion
The Master of Science (M.S.) in 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://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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COUN 605</td>
<td>Group Counseling and Group Work</td>
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<tr>
<td>COUN 606</td>
<td>Counseling Skills and Techniques</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 612</td>
<td>Counseling Theory</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 618</td>
<td>Ethics and Professional Issues</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 625</td>
<td>Case Management and Consultation</td>
<td>3 hours</td>
</tr>
<tr>
<td>RHAB 601</td>
<td>Introduction to Clinical Rehabilitation Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>RHAB 612</td>
<td>Medical Aspects of Disability</td>
<td>3 hours</td>
</tr>
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</table>

Total: 22 hours

II. Content and Related Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 604</td>
<td>Psychopathology and Diagnosis</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 608</td>
<td>Addictions Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 613</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 614</td>
<td>Human Growth and Development</td>
<td>3 hours</td>
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<tr>
<td>COUN 617</td>
<td>Assessment and Testing</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 621</td>
<td>Research and Program Evaluation</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 630</td>
<td>Professional Seminar</td>
<td>1 hour</td>
</tr>
<tr>
<td>COUN 645</td>
<td>Crisis, Trauma, and Grief Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>RHAB 604</td>
<td>Psychosocial Aspects of Disability</td>
<td>3 hours</td>
</tr>
<tr>
<td>RHAB 606</td>
<td>Occupational Information and Job Placement</td>
<td>3 hours</td>
</tr>
<tr>
<td>RHAB 630</td>
<td>Examination Review Seminar</td>
<td>1 hour</td>
</tr>
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</table>

Total: 29 hours

III. Clinical Practice

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHAB 609</td>
<td>Practicum in Clinical Rehabilitation Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>RHAB 610</td>
<td>Internship in Clinical Rehabilitation Counseling I</td>
<td>3 hours</td>
</tr>
<tr>
<td>RHAB 611</td>
<td>Internship in Clinical Rehabilitation Counseling II</td>
<td>3 hours</td>
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</table>

Total: 9 hours

Total for degree: 60 hours

Elective

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>RHAB 605</td>
<td>Sexual Aspects of Disability</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

TOTAL: 60 hours
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 Student Learning 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. Graduates 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 (M.S.) 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.”

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 courses 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 courses 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 100 clinical hours and two semesters or 6 credit hours of internship (COUN 640 and COUN 646) which totals 700 hours of work in PreK-12 schools.

Prior to entry into the Practicum (COUN 639) and Internships Field Experience (COUN 640 and COUN 646) phase of their program students fulfill the following requirements:
- 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 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 Watermark Student Learning and Licensure.

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.

While the NCE is not required, 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 prerequisite.

### 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COUN 613</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 614</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 618</td>
<td>Ethics and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>COUN 621</td>
<td>Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>COUN 631</td>
<td>Introduction to School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 633</td>
<td>Seminar in School Counseling</td>
<td>1</td>
</tr>
<tr>
<td>COUN 639</td>
<td>Practicum in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 640*</td>
<td>Internship in School Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>COUN 641</td>
<td>Theories of Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 646*</td>
<td>Internship in School Counseling II</td>
<td>3</td>
</tr>
</tbody>
</table>

*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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 601</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 605</td>
<td>Group Counseling and Group Work</td>
<td>4</td>
</tr>
<tr>
<td>COUN 606</td>
<td>Counseling Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 608</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 612</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COUN 617</td>
<td>Assessment and Testing</td>
<td>3</td>
</tr>
<tr>
<td>COUN 632</td>
<td>Leadership and Administration in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 643</td>
<td>Counseling for College Access and Career Readiness</td>
<td>3</td>
</tr>
<tr>
<td>COUN 644</td>
<td>Orientation to Professional School Counseling Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

**C. Electives**

Choose 2 of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 604</td>
<td>Psychopathology and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>COUN 611</td>
<td>Special Topics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 623</td>
<td>Play Therapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 642</td>
<td>Brief Therapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 645</td>
<td>Crisis, Trauma and Grief Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

### MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING AND MASTER OF DIVINITY

The combined M.S. in Clinical Mental Health Counseling degree program and the M.Div. in the School of Theology, offers a combined degree option for students desiring study in both Professional Counseling and Theology. 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. will be awarded both degrees upon graduation.

The combined M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministries of pastoral care. The M.Div. degree requires completion of 60 core hours of study in Theology, 6 elective hours in Spiritual Care from Theology, 12 hours from the Counseling core to meet the 78-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 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 Master of Science in Clinical Mental Health Counseling. Applicants must apply to and be accepted into each program. Admission into one program does not guarantee admission into the other. Applicants 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 courses 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 courses 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 completed 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 in Clinical Mental Health Counseling I 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
COUN 630. Professional Seminar 1 hour
COUN 635. Orientation to Professional Practice 1 hour
COUN 636. Internship in Clinical Mental Health Counseling II 3 hours
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 and COUN 636) 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 Issues in Counseling* 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 Exit Requirements
Candidates for the Master of Science in Clinical Mental Health Counseling and Master of Divinity 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, they 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*)
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 M.S./MTS DEGREE

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 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. 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. Applicants must apply to and be accepted into each program. Admission into one program does not guarantee admission into the other. Applicants 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 601</td>
<td>Career Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 602</td>
<td>Introduction to Clinical Mental Health Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 604</td>
<td>Psychopathology and Diagnosis</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 605</td>
<td>Group Counseling and Group Work</td>
<td>4 hours</td>
</tr>
<tr>
<td>COUN 606</td>
<td>Counseling Skills and Techniques</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 608</td>
<td>Addictions Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 609</td>
<td>Practicum</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 610</td>
<td>Internship in Clinical Mental Health Counseling I</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 612</td>
<td>Counseling Theory</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 613</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 614</td>
<td>Human Growth and Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 617</td>
<td>Assessment and Testing</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 618</td>
<td>Ethics and Professional Issues</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 621</td>
<td>Research and Program Evaluation</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 630</td>
<td>Professional Seminar</td>
<td>1 hour</td>
</tr>
<tr>
<td>COUN 635</td>
<td>Orientation to Professional Practice</td>
<td>1 hour</td>
</tr>
<tr>
<td>COUN 636</td>
<td>Internship in Clinical Mental Health Counseling II</td>
<td>3 hours</td>
</tr>
<tr>
<td>COUN 641</td>
<td>Theories of Family Counseling</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
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.

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- 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 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.

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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)

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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

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;
• A curriculum vitae and copies of any licenses or certifications held;
• A writing sample on a topic of professional interest for counselors;
• A goal statement as to how the Ph.D. aligns with career goals;
• 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 and Supervision 3 hours

**SUPERVISION:**
- COUN 802. Counseling Supervision Theories and Models 3 hours
- COUN 803. Practicum in Clinical Supervision 3 hours

**TEACHING:**
- COUN 801. Teaching and Pedagogy in Counselor Education and Supervision 3 hours

**LEADERSHIP AND ADVOCACY:**
- COUN 706. Leadership, Advocacy, and Social Justice 3 hours

**RESEARCH AND SCHOLARSHIP:**
- COUN 701. Advanced Psychometrics 3 hours
- COUN 815. Advanced Qualitative and Mixed Methods 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)

**TOTAL REQUIRED HOURS** ................................................................. 60 hours

NOTE: It is recommended that candidates review potential elective courses with the Ph.D. program coordinator.

**Degree Requirements**

**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.

**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
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 in the student handbook.

**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 completed 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 HUMAN SERVICES AND PSYCHOLOGY

Cameron A. Miller, Chair/Associate Professor
Laurie L. Lankin and Kyra L. Osmus, Professors Emerita
Priscilla R. Danheiser, Professor
Nadia G. Barnett, Marna L. Burns, and Merrin C. Oliver, Associate Professors
Steve N. Hamilton, Gail W. Johnson, and Dina M. Schwam, Assistant Professors
Ming 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 in human services is offered online.

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.

**MASTER OF SCIENCE, HUMAN SERVICES ADMINISTRATION**

Nadia G. Barnett, *Program Coordinator/Associate Professor*

Laurie L. Lankin and Kyra L. Osmus, *Professors Emerita*

Priscilla R. Danheiser, *Professor*

Marna L. Burns, Kristina M. Henderson, Cameron A. Miller, and Merrin C. Oliver, *Associate Professors*

Steve N. Hamilton, Gail W. Johnson, and Dina M. Schwam, *Assistant Professors*

The Master of Science (M.S.) in Human Services Administration is designed to provide students with the necessary training and degree to advance their career into management and supervisory positions. The program prepares service-minded practitioners who seek the skills and knowledge to lead in organizations where they can have a positive impact on the lives of others. The curriculum covers such topics as program planning and evaluation, quantitative and qualitative research methods, ethics, grant making, marketing, resource development, and entrepreneurship. The program focuses on coping with organizational adjustments based on the challenges and opportunities inherent in human services organizations. For example, maintaining quality human services delivery while managing costs, utilizing information technology to improve efficiency and effectiveness, responding to global competition, creating learning organizations, and other innovative responses necessary to survive and thrive in the 21st century. The Master of Science in
Human Services Administration curriculum challenges students to expand their creative thinking, refine their ethical problem solving, further develop critical thinking skills, and incorporates a blend of management studies and human development courses to improve the quality of life for all people.

Admission Requirements
All persons who wish to enter the program must file a formal application. Minimum admission requirements for the Master of Science in Human Services Administration degree are as follows:

- Applicants must have earned an undergraduate degree from an institutionally accredited college or university. Prerequisite coursework for program admission includes: an introductory course in psychology, an introductory course in sociology, and a lifespan development course.
- Applicants must have earned a minimum overall undergraduate grade point average of 3.0 on all attempted work.
- Applicants must present a minimum score of 160 on the Verbal and Quantitative portions of the GRE or 397 on the Miller Analogies Test. (Students who are graduates of Mercer’s Human Services undergraduate program with a 3.5 or higher GPA are exempt from the MAT/GRE requirement.)
- Applicants must submit a non-refundable application fee of $35.
- Applicants must submit two formal transcripts of all undergraduate work attempted.
- Applicants must submit a letter of recommendation/support from a supervisor, manager, or faculty member familiar with the student’s academic performance.
- Applicants must complete a formal interview with departmental faculty. Interviews will be conducted only after potential candidates have applied for admission and are qualified, based on assessment of a completed applicant file.
- Applicants with less than the required 3.0 GPA may be admitted on a provisional basis, and may only be allowed to register for a maximum of six credit hours during the first semester of attendance (see Provisional Admission below).

Provisional Admission
If the applicant does not meet the minimum GPA or the minimum test score, 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. A minimum cumulative GPA of 3.0 will be required to continue in the program.

Accelerated Special Consideration Program
Students who wish to combine their Human Services Bachelor of Science degree with their Human Services Administration Master of Science degree may elect to apply with their faculty advisor for Accelerated Special Consideration Program (ASCP) Status. To qualify for the accelerated program, a student must have completed a minimum of 90 credit hours with at least 30 of those credit hours earned from Mercer. The student must have completed the following undergraduate human services courses: HSRV 202, HSRV 230, HSRV 256, HSRV 370, PSYC 227, and SOCI 200. The student must also have a cumulative grade point average of 3.25 or higher, have withdrawn from no more than two courses, have completed LBST 175 and LBST 180 or equivalent, and be in good standing with the University. Upon acceptance into the accelerated program, students will be
permitted to complete the following two graduate courses only in lieu of the bachelor level course equivalents:

- HSRV 604. Grantmaking
- HSRV 380. Grant Proposal and Fundraising
- HSRV 608. Qualitative and Quantitative Research Methods

Students accepted into the accelerated program must maintain a cumulative GPA of 3.25, remain in good standing with the College, and pass all graduate-level courses with a grade of C or better. Any additional graduate-level courses have the Bachelor of Science degree as a prerequisite.

**Application Deadlines**

Students are accepted into the Master of Science, Human Services Administration program before the beginning of the fall and spring semesters. The application deadline for the fall semester is July 15, and the deadline for the spring semester is November 15.

**Academic and Ethical Standards**

Students in the 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 with a grade below B only once to increase the grade earned in that course, and may not re-take more than two classes in their program of study with Mercer. Students may not re-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 in Human Services Administration 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 must approve an overload of up to 12 credit hours. Request for an overload beyond 12 credit hours per semester must be approved by the dean or associate/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 six hours per semester.

**Attendance**

Students are expected to participate weekly in the online courses via assignment submissions. If a student has an extenuating circumstance, the program faculty and department chair will review the student’s case and determine make-up work when appropriate.

**Transfer Credit**

A maximum of six (6) semester hours of graduate-level credit may be transferred, where applicable to the Master of Science in Human Services Administration degree.
Transfer courses must have been completed within the last five years before 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, Human Services Administration program is a 36-credit hour program consisting of a 27-credit hour core curriculum and 9-credit hours of Advisor Directed Electives.

**Student Learning Outcomes**

1. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through a review of:

   a. the historical roots of human services;
   b. the creation of the human services profession;
   c. historical and current legislation affecting services delivery;
   d. how public and private attitudes influence legislation and the interpretation of policies related to human services;
   e. the differences between systems of governance and economics;
   f. a spectrum of political ideologies; and
   g. skills to analyze and interpret historical data for application in advocacy and social change.

2. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through study of:

   a. theories of human development;
   b. small group use in human services settings, including an understanding of theories of group dynamics and group facilitation skills;
   c. the changing family structure and roles;
   d. organizational structures and communities;
   e. the capacities, limitations, and resiliency of human systems; and
   f. the context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status) in determining and meeting human needs; and
   g. the processes to effect social change through advocacy work at all levels of society, including community development, community and grassroots organizing, and local and global activism.

3. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through study of:

   a. the range and characteristics of human services delivery systems and organizations;
   b. the range of populations served and needs address by human services;
   c. the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning;
   d. economic and social class systems including systemic causes of poverty;
   e. political and ideological aspects of human services;
   f. international and global influences on services delivery; and
   g. skills to effect and influence social policy.
4. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through the development of:
   a. knowledge and skills to obtain information through observation and research;
   b. respect for client confidentiality and appropriate use of professionally relevant client data;
   c. knowledge and skills to assess the significance, relevance, timeliness, adequacy, accuracy, and validity of information provided by others;
   d. knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations;
   e. information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources; and
   f. a familiarity with methods, statistics, quantitative and qualitative research, and the application of technology; and
   g. completion of a research project or scholarly paper.

5. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
   a. program planning and design;
   b. program implementation;
   c. program evaluation; and
   d. development of knowledge, theory, and skills to perform a community-needs assessment.

6. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through demonstration of an understanding of:
   a. organization management;
   b. operational and strategic planning, including assessment practices; and
   c. developing budgets; and
   d. grantmaking.

7. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through an understanding of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education and respect for:
   a. client self-determination;
   b. confidentiality of information;
   c. the worth and uniqueness of the individual, including ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status; and
   d. appropriate professional boundaries.

8. Students should be able to demonstrate broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through:
   a. conscious use of professional self;
   b. reflection on professional self (e.g. journaling, development of a portfolio, or project demonstrating competency);
c. clarification of values;
d. awareness of diversity; and
e. strategies for self-care.

9. Students should be able to complete an approved, individual study of a selected research problem in human services to include:
a. a problem statement;
b. literature review; and
c. critical analysis of core or specific topics in the field of human services.

Advisors Directed Electives

With the guidance and approval of their advisor, students will choose three electives in line with career and/or academic interests related to the field of human services administration. These can include but are not limited to, courses in the areas of Child and Adolescent Services, Gerontology Services, and/or courses from another graduate program degree within the College.

Student Learning Outcomes

- Students should be able to demonstrate an advanced understanding of theoretical perspectives of specific areas of human services administration and will apply appropriate theories to assess relevant research and case studies.
- Students should be able to articulate the concepts, principles, and processes related to service delivery for their chosen elective areas.
- Students should be able to design, evaluate, analyze, and complete a capstone focused on their chosen area of human services administration.

Degree Requirements (36 hours)

A. Core Requirements (27 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HSRV 601.</td>
<td>Ethics for Human Services Professionals</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 602.</td>
<td>Families in Culture</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 603.</td>
<td>Human Services Systems, Policies, and Procedures</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 604.</td>
<td>Grantmaking</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 605.</td>
<td>Human Behavior and Leadership</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 606.</td>
<td>Marketing, Resource Development, and Social Entrepreneurship</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 607.</td>
<td>Program Planning and Evaluation</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 608.</td>
<td>Qualitative and Quantitative Research Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 798.</td>
<td>Human Services Research Project</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

B. Advisor Directed Electives (choose 3) (9 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSRV 611.</td>
<td>Adult Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 612.</td>
<td>Nutrition and Health Services for Older Adults</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 613.</td>
<td>Leisure and Recreational Services for Older Adults</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 621.</td>
<td>Child and Adolescent Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 622.</td>
<td>Nutrition and Health Services for Children and Adolescents</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 623.</td>
<td>Leisure and Recreational Services for Children and Adolescents</td>
<td>3 hours</td>
</tr>
<tr>
<td>HSRV 690.</td>
<td>Special Topics in Human Services Administration</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Advisor approved electives from other College graduate programs 3-9 hours
DEPARTMENT OF INFORMATICS AND MATHEMATICS

Feng Liu, Chair/Professor
Charles H. Roberts, Professor Emeritus
Hani Q. Khoury, Professor
Vikraman Baskaran, Greg A. Baugher, Awatef Ben Ramadan, and Tri M. Le, Associate Professors
Rui Gong, S M Shafiul Hasan, Zhiling Long, and Ramya Tekumalla, 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 courses 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 offered fully online and in person on the Atlanta campus.

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/Associate Professor
Feng Liu, Professor
Vikraman Baskaran, Greg A. Baugher, and Awatef Ben Ramadan, Associate Professors
Rui Gong, S M Shafiul Hasan, Zhiling Long, and Ramya Tekumalla, 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 should 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.

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:
  o Duolingo score of 115, through Mercer University International Recruitment and Student Success Office
  o or official TOEFL scores of 80 IBT (internet based TOEFL)
  o or 213 CBT (computer based TOEFL)
  o or 550 PBT (paper based TOEFL)
  o or iTEP Academic Plus score of 4.5
  o or 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 international 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 international 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 international 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.

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 and/or INFD 602. 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:
  o 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:
  o Successful completion of two undergraduate programming courses, for example the Department courses INFM 210 and INFM 310.
  o 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 meetings/classes and to participate each week in the class 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
Awatef Ben Ramadan and Tri M. Le, Associate Professors
Rui Gong, S M Shafiul Hasan, Zhiling Long, and Ramya Tekumalla, Assistant Professors

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.

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.

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 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, 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:

- INFD 601. Mathematics and Programming Foundations for Data Intelligence and Machine Learning
- INFD 602. Programming for Data Intelligence and Machine Learning
- INFD 611. Foundations of Statistical Algorithms*
- INFD 622. Big Data and Computationally Intensive Supervised Machine Learning*
- 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 688. Special Topics in Health Informatics

*To apply for a waiver of INFD 601 or INFD 602 as a prerequisite for these courses, please refer to the Master of Science in Applied Data Intelligence and Machine Learning catalog course waiver requests section.

**Degree Requirement** .................................................................................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 hours

Required Courses............................................................................................................3 hours

INFM 605. Informatics for Healthcare Systems

Elective Courses.............................................................................................................9 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
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.

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, organizational leadership, and minors in public safety and human resources administration and talent development in the Regional Academic Centers. The undergraduate majors in organizational leadership and criminal justice leadership are offered on the Atlanta Campus. The department offers undergraduate majors in homeland security and emergency management and human resources administration and talent development fully online. The undergraduate majors in criminal justice leadership, healthcare leadership, and organization leadership are also offered online. A Master of Science degree program in criminal justice and public safety leadership and a Master of Science degree program in organizational leadership are offered fully 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 IN 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 education.

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 fully 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 courses completed 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 courses 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 completed 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 form 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

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
CRJS 601. or PSLD 601. Multidisciplinary View of Theories and Models of Leadership
CRJS 604. or PSLD 604. Organizational Communication, Conflict Resolution, and Negotiations
CRJS 607. or PSLD 607. Research Analysis
PSLD 605. Leadership and Ethics in Public Safety
PSLD 606. Seminar on Terrorism
CRJS 799 or PSLD 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
PSLD 602. Comparative Studies in Public Safety
PSLD 625. Special Topics in Public Safety
PSLD 632. Internship
PSLD 701. Preparation, Execution, and Coordination of Disaster Response

Degree Requirements..........................................................................................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 PSLD 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.
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**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>LEAD 600. Theories of Organizational Leadership</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 601. Ethical Challenges in Organizations</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 602. Organizational Theory and Behavior</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 604. Leading in Global Organizations: Gender and Generations</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 605. Research Methods for Leaders</td>
<td>3 hours</td>
</tr>
<tr>
<td>LEAD 705. Research Strategies for Leaders</td>
<td>3 hours</td>
</tr>
</tbody>
</table>
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 Health Care Professional
- HCAL 600*. Introduction to Healthcare Systems 3 hours
- HCAL 602. Health Systems Budgeting for the Nonfinancial Leaders 3 hours
- HCAL 700. Healthcare Policy and Law 3 hours
- HCAL 702. Capstone Seminar for 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 Organizational Development 3 hours
- PSLD 604. Organizational Communication, Conflict Resolution, and Negotiations 3 hours
- INFM 605. Informatics for Healthcare Systems 3 hours

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 the 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 (69 hours)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Religious Heritage:</strong></td>
<td></td>
<td>27 hours</td>
</tr>
<tr>
<td>Choose 6 hours of a Biblical Language:</td>
<td></td>
<td></td>
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<tr>
<td>THBL</td>
<td>3</td>
<td></td>
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<tr>
<td>Hebrew Exegesis 1 &amp; Hebrew Exegesis 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis 2 or Greek Exegesis 1 &amp; Greek Exegesis 2</td>
<td>3</td>
<td></td>
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<tr>
<td>Foundations in Old Testament</td>
<td>THOT</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Old Testament</td>
<td>THOT</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in New Testament</td>
<td>THNT</td>
<td>3</td>
</tr>
<tr>
<td>Elective in New Testament</td>
<td>THNT</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Church History</td>
<td>THCH</td>
<td>3</td>
</tr>
<tr>
<td>Foundations in Theology</td>
<td>THTP 500</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Theology/Philosophy</td>
<td>THTP</td>
<td>3</td>
</tr>
</tbody>
</table>

| **Personal, Communal, & Spiritual Formation:** |               | 11 hours|
| Spiritual Formation 1 & 2                      | THSP 511      | 1       |
| Vocational Formation 1 & 2                     | THSP 512      | 1       |
| Ministerial Integration 1 & 2                   | THPT 511      | 1       |
| Elective in Spirituality                       | THSP          | 3       |
| Ethics                                          | THET          | 3       |
| Emotional Intelligence in Ministry & Leadership| THPT 502      | 3       |

| **Cultural Context:**                          |               | 9 hours |
| Global Perspectives in Ministry & Missions     | THPT 500      | 3       |
| Elective in Comparative Religions              |               | 3       |
| Cultural Context Elective                      |               | 3       |

| **Ministerial & Public Leadership:**           |               | 13 hours|
| What You Do is a Sacred Calling                | THPT 505      | 3       |
| Nurturing Faith in Ministry Preaching          | THPT 506      | 3       |
Choose 6 hours from the following Ministry Courses:

- Spiritual Care through Crisis Ministry: THPT 503
- The Theology & Art of Gathering God’s People: THPT 507
- Mission Methodology & Practice: THPT 608
- Trauma Stewardship: THPT 647
- Spiritual Direction: THPT 650
- Gender & Sexuality: THPT 652
- Change & Conflict: THPT 680
- Special Topics: Death & Dying: THPT 800
- Special Topics: Proctor Conference: THPT 800

*or other THPT ministry course(s)

**Practicum/Internship:** 6 hours

Choose either THPT 703 or THPT 701 & THPT 702

- Clinical Pastoral Education Unit 1: THPT 703
- or Leadership in Context & Leadership & Polity in the Church: THPT 701 & THPT 702

**Electives:** (see below) 9 hours from CoPA

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**Master of Science, Organizational Leadership Courses (21 hours)**

- Introduction to the Nonprofit Sector: NONP 600 3
- Nonprofit Governance and Volunteer Administration: NONP 601 3
- Budgeting for the Nonprofit Sector: NONP 700 3
- Capstone Seminar in Leadership in the Nonprofit Organization: NONP 701 3
- Leading in Global Organizations: Gender and Generations: LEAD 604 3
- Research Methods for Leaders: LEAD 605 3
- Research Strategies for Leaders: LEAD 705 3

**Note:** Students may substitute (with prior approval from both faculty advisors) one to three of the courses listed below for NONP 601 and/or NONP 700 if students will benefit from the substitution.

- Introduction to Organizational Development: ORGD 600 3
- Organizational Consulting & Leadership Coaching: ORGD 601 3
- Building Organizational Culture: ORGD 700 3
- Capstone Seminar in Leadership for Organizational Development: ORGD 701 3
- Introduction to Healthcare Systems: HCAL 600 3
- Healthcare Leadership: HCAL 601 3
- Healthcare Systems Budgeting for the Nonfinancial Leader: HCAL 602 3
- Health Care Policy and Law: HCAL 700 3
- Capstone Seminar in Leadership for Healthcare Professional Leadership: HCAL 702 3
- Special Topics in Organizational Leadership: LEAD 701 3
- Organizational Communication, Conflict Resolution, and Negotiations: PSLD 604 3
Shared Courses: 12 hours
(3 hours from Theology and 9 hours from CoPA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Change and Conflict</td>
<td>3</td>
</tr>
<tr>
<td>Leadership in the Church &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>Theories of Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>Ethics in place of</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Challenges in Organizations</td>
<td></td>
</tr>
<tr>
<td>Leadership in Context for Organizational Theory and Behavior</td>
<td></td>
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<tr>
<td>M.Div. Courses: 69 hours</td>
<td></td>
</tr>
<tr>
<td>M.S. Courses: 21 hours</td>
<td></td>
</tr>
<tr>
<td>Shared Courses: 12 hours (3 hours from Theology and 9 hours from CoPA)</td>
<td></td>
</tr>
<tr>
<td>Total M.Div./M.S.: 90 hours</td>
<td></td>
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</tbody>
</table>

Master of Science in Organizational Leadership, Concentration in Leadership for the Nonprofit Organization 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. To meet the 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 the College of Professional Advancement). 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 International Credentials Applicants who completed all or part of their education abroad are required to have their international 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 international 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 an international 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:)
  2. Pastor or Church Leader
  3. Professor or Supervisor
  4. 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 27 hours

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*Introduction to the Nonprofit Sector (as Theology elective in area of specialization)</td>
<td>NONP 600</td>
<td>3</td>
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<tr>
<td>Nonprofit Governance and Volunteer Administration (as Theology elective in area of specialization)</td>
<td>NONP 601</td>
<td>3</td>
</tr>
<tr>
<td>*Budgeting for the Nonprofit Sector (as Theology elective in area of specialization)</td>
<td>NONP 700</td>
<td>3</td>
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**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:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introduction to Health Care Systems</td>
<td>HCAL 600</td>
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<tr>
<td>Healthcare Leadership</td>
<td>HCAL 601</td>
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<tr>
<td>Health Systems Budgeting for the Nonfinancial Leader</td>
<td>HCAL 602</td>
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<tr>
<td>Health Care Policy and Law</td>
<td>HCAL 700</td>
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<tr>
<td>Capstone Seminar in Leadership for Healthcare</td>
<td>HCAL 702</td>
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<tr>
<td>Informatics for Healthcare Systems</td>
<td>INFM 605</td>
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<tr>
<td>Leading in Global Organizations: Gender and Generations</td>
<td>LEAD 604</td>
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<tr>
<td>Organization Development and Change: A Leadership Perspective</td>
<td>ORGD 600</td>
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<tr>
<td>Organizational Consulting and Leadership Coaching</td>
<td>ORGL 601</td>
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<tr>
<td>Building Organizational Culture</td>
<td>ORGD 700</td>
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<tr>
<td>Capstone Seminar in Leadership for Organizational Development</td>
<td>ORGD 70</td>
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<tr>
<td>Organizational Communication, Conflict Resolution, and Negotiations</td>
<td>PSLD 604</td>
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<tr>
<td>Capstone Leadership for the Nonprofit Organization</td>
<td>NONP 701</td>
<td>3</td>
</tr>
<tr>
<td>Ethics (in place of LEAD 601. Ethical Challenges in Organizations)</td>
<td>THET 500</td>
<td>*see above</td>
</tr>
<tr>
<td>Theories of Organizational Leadership</td>
<td>LEAD 600</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Theory and Behavior</td>
<td>LEAD 602</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods for Leaders</td>
<td>LEAD 605</td>
<td>1</td>
</tr>
<tr>
<td>Research Strategies for Leaders</td>
<td>LEAD 705</td>
<td>3</td>
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</tbody>
</table>
School of Theology Courses, minimum 29 hours

Biblical Studies: 6 hours
Foundations in Old Testament THOT 500 or _______ 3
Foundations in New Testament THNT 500 or _______ 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: 3 hours
Leadership in Context THPT 701 3
Leadership & Polity ion the Church THPT 702 3

Specialization:
*Elective in area of specialization *see above
*Elective in area of specialization *see above
*Elective in area of specialization *see above

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.

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 Fall and Spring 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 role 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 semester)

COUN 609. Practicum in Clinical Mental Health Counseling  
(3 hours)
Prerequisites: COUN 602, 604, 605, 606, 608, 612, 613, 614, 618.
The Counseling Practicum is a one-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. Practicum Fee. (Every semester)

COUN 610. Internship in Clinical Mental Health Counseling I  
(3 hours)
Prerequisite: COUN 609.
This course is the first of a two-semester supervised counseling experience in a site offering psychological services. Students will extend their clinical skills by developing counseling relationships and situations with a variety of clients under ongoing 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 Fall and Spring 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. Students will analyze various counseling skills and techniques while expanded understanding on how to use throughout their various phases of training. Participants primary emphasis will be the skill acquisition of the personalizing and action dimensions of counseling skills. (Every Summer)

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)
Students will understand the concept of ethics as both an ideological and practical issue in the counseling profession. Students will apply ethical decision-making models to a myriad of clinical topics. (Every 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 Summer semester)

COUN 625. Case Management and Consultation (3 hours)
Students will develop the skills associated with effective case management and consultation in a social services/correctional setting. (Every semester)

COUN 630. Professional Seminar (1 hour)
Prerequisites: COUN 601, 602, 604, 605, 606, 612, 613, 614, 617, 618, 621.
This is a capstone for the Master of Science in Counseling degree. Students prepare to take the departmental exit exam and 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 Spring 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 semester)

COUN 636. Internship in Clinical Mental Health Counseling II (3 hours)
Prerequisite: COUN 610.
This course is the second of a two-semester supervised counseling experience in a site offering clinical mental health counseling services. Students will extend their clinical skills by developing counseling relationships and situations with a variety of clients under ongoing supervision. Internship Fee. (Every semester)

COUN 639. Practicum in School Counseling (3 hours)
Prerequisites: COUN 605, 606, 612, 618, 631, 632.
The Practicum in School Counseling is a one semester supervised experience. Candidates will spend 50 hours at each level (elementary school, middle school, and high school) in an accredited P-12 school. The Practicum is designed to place school counseling candidates in extended counseling relationships and situations with a variety of P-12 students under close supervision. The School Counseling Practicum will allow candidates the opportunity to practice previously learned counseling skills with individual P-12 students and to shadow an experienced school counselor in day-to-day activities. Practicum fee. (Every Fall and Spring semester)

COUN 640. Internship in School Counseling I (3 hours)
Prerequisite: COUN 639.
This course is the first of a two-semester supervised counseling experience in a site offering school counseling services in a K-12 school setting. Students will extend their clinical skills by developing counseling relationships and situations with a variety of clients under ongoing supervision. Internship Fee. (Fall and Spring only)

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, 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, 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, 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 semester)

COUN 646. Internship in School Counseling II (3 hours)
Prerequisite: COUN 640.
This course is the second of a two-semester supervised counseling experience in a site offering school counseling services in a K-12 school setting. Students will extend their clinical skills by developing counseling relationships and situations with a variety of clients under ongoing supervision. Internship fee. (Fall and Spring only)

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 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 706. Leadership, Advocacy, 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 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. Additionally, candidates will investigate models of counselor consultation and leadership. They will apply known models to the development of a model which fits their career goals and areas of expertise. (Every Spring 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 in School Counseling (3 hours)
Candidates will examine the new role of school counselors as agents of change, leaders, and advocates will be examined. Candidates will develop an understanding of the role of advocacy in breaking down barriers to educational access as well as the role of advocacy in promoting and maintaining the role of the professional school counselor in P-12 schools. Candidates will apply their understanding of advocacy to developing a personal agenda for professional development and systemic change. (Every Summer semester)

COUN 712. Addiction Prevention and Intervention with Youth and Families (3 hours)
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 School Counselor Ethics (3 hours)
Candidates will gain insight into the principles, practices, and application of educational law and the specialized ethical issues that are inherent to school counseling. Candidates will understand the laws that govern the operation and conduct of their organizations as they face a highly litigious society. They will engage in critical analysis of the relevant legal principles that affect the operation, organization, and administration of American schools and recognize how these principles affect their professional duties within the boundaries of constitutional, statutory, and case law. (Every Summer semester)

COUN 715. Theories of Child and Family Counseling and Consultation (3 hours)
Candidates will engage in critical examination of theories of family and child-centered counseling. Candidates will apply knowledge of family systems theories to case studies and actual case examples. Candidates will gain knowledge and apply techniques inherent in theories of play therapy and filial therapy in both role play and in vivo situations. (Every Summer semester)

COUN 716. Theories of Adolescent and Family Counseling and Consultation (3 hours)
Candidates will critically examine family-based treatment models for families with adolescents and will gain knowledge with an emphasis on the integration of family systems theory and the family life cycle with adolescents (i.e., prevention and intervention). (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 801. Teaching and Pedagogy in Counselor Education and Supervision (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. (Every Fall semester)

COUN 802. Teaching and Pedagogy (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. Practicum in Clinical 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  
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  
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  
Candidates will be allowed the opportunity to work on individual projects, research, or readings under faculty supervision. (As needed)

COUN 815. Advanced Qualitative and Mixed Methods Research  
Prerequisite: COUN 812. Candidates will apply advanced knowledge and skills of qualitative and mixed methods research design and analysis. Candidates will articulate qualitative and mixed methods research design. Candidates will design and implement a research project using qualitative or mixed methods skills and analysis. Candidates will review published qualitative and mixed methods studies. Candidates will understand the process of designing culturally sensitive qualitative and mixed methods studies. (Every Fall semester)

COUN 830. Research and Statistics I  
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  
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  
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  
Prerequisites: COUN 812, 830, 831, 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 Summer semester)

COUN 910. Doctoral Internship  
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  
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
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. Students will explore power, politics, and leadership as well as leadership development, succession, and followership. (Every year)

CRJS 602. Comparative Studies in Public Safety (3 hours)
(Cross-listed with PLSD 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)

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 obtain 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 (Cross-listed with PSLD 799) (3 hours)
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).

HUMAN SERVICES (HSRV)

HSRV 601. Ethics for Human Services Professionals (3 hours)
Students will develop competence in ethical decision-making based on the Ethical Standards for Human Service Professionals (National Organization for Human Services Council for Standards in Human Services). Students will apply ethical guidelines for dealing professionally with clients who may be individuals, families, groups, or communities. (Every year)

HSRV 602. Families in Culture (3 hours)
Students will examine the role of the family from a multidisciplinary perspective, including a study of cultural differences and their impact on the psychosocial growth of individuals. Students will also analyze family structures in different historical periods to explore how family interaction patterns influenced individual development and adult social roles. As part of this analysis, students will focus on interaction among age groups in the family and how such interaction may differ from culture to culture. (Every year)

HSRV 603. Human Services Systems, Policies, and Procedures (3 hours)
Students will review the full spectrum of the human services system, including key issues in the formation of social policy. Students will analyze policy formation at the state, local, and agency levels in terms of social, political, economic, and cultural influences. In addition, students will develop an understanding of public sector leadership roles in human service system areas. (Every year)

HSRV 604. Grantmaking (3 hours)
Students will review the principles and techniques of the grant seeking and grantmaking processes. These include finding different types of foundations and grant awards, understanding research options, and developing the components of a proposal. Students will complete project timelines, a budget and budget narrative for their grant proposal, and will also develop effective evaluation methods. (Every year)

HSRV 605. Human Behavior and Leadership (3 hours)
Students will explore the three complementary perspectives of modern psychology (biological, psychological, and sociocultural), then apply those perspectives to human behavior in leadership situations. Using principles of learning, cognition, motivation, and social psychology students will learn how to analyze group interaction in terms of different leadership styles. (Every year)

HSRV 606. Marketing, Resource Development, and Social Entrepreneurship (3 hours)
Students will apply the social entrepreneurship model to program marketing and resource development, including issues of stakeholder engagement, funding, creating a brand, and utilizing social networking and social media. To effectively employ the social entrepreneurship model, students will first review the history of social entrepreneurship, along with comparisons of social entrepreneurship to business entrepreneurship and social entrepreneurship to activism. As part of the course, students will complete a resource analysis and development plan. (Every year)
HSRV 607. Program Planning and Evaluation (3 hours)
Students will develop expertise in the major types of program evaluation: goals-based, process-based, and outcomes-based. Students will apply the principles and techniques of program planning and evaluation (from a systems point of view) to create a detailed program evaluation. Students will focus on program inputs, processes, outputs, and outcomes (impact on clients) with a description of ongoing feedback among the parts of the system. (Every year)

HSRV 608. Qualitative and Quantitative Research Methods (3 hours)
Students will learn the nature and application of both qualitative and quantitative research designs. Students will learn the various concepts, research designs, and data collection procedures and analysis of these two methods of research. Students will also learn the process of conceptualization, how to formulate a problem statement, how to develop research questions, and how to design a research study. (Every year)

HSRV 611. Adult Development (3 hours)
Students will apply the major theoretical perspectives of human adult development to an analysis of the physical, psychological, social, intellectual, and emotional maturation of individuals from early adulthood through death. Students will also develop a multidisciplinary perspective on the experience of aging in the 21st century global society. (Every year)

HSRV 612. Nutrition and Health Services for Older Adults (3 hours)
Prerequisite: HSRV 611.
Students will apply nutrition principles to human services delivery in terms of providing a nutritious diet for older adults. Students will explore nutrition and aging, taste preference changes throughout the adult lifespan, eating pattern changes, and prevention strategies for overweight and obesity in older adults. As part of this course, students will develop a nutritional plan for an older adult population. (Every year)

HSRV 613. Leisure and Recreational Services for Older Adults (3 hours)
Prerequisite: HSRV 611.
Students will apply the concepts and methods of recreational services to the needs of older adults, including physical, psychological, social, intellectual, and emotional needs. Students will discriminate between play, recreation, and leisure in their analysis of programs, services, and resources. In addition, they will be able to design human service resources for individuals with varying abilities. As part of this course, students will develop a leisure and recreational plan for an older adult population. (Every year)

HSRV 621. Child and Adolescent Development (3 hours)
Students will study the growth and development of individuals from conception through adolescence emphasizing physical, psychological, social, intellectual, and emotional maturation. The course emphasizes a multidisciplinary perspective on the experience of child and adolescent development in the 21st century. (Every year)

HSRV 622. Nutrition and Health Services for Children and Adolescents (3 hours)
Students will review the nutrition principles required to provide a nutritious diet for infants, young children, and adolescents. Students will also explore infant to preschool nutrition, including how taste preferences and eating patterns are established and how parents and caregivers can encourage children to make healthy food choices. Students will discuss prevention strategies for overweight and obesity in children and adolescents. (Every year)

HSRV 623. Leisure and Recreational Services for Children and Adolescents (3 hours)
Students will study of the concepts, methods, and settings involving inclusive recreational services as applied to children and adolescents. Physical, psychological, social, intellectual, and emotional maturation will be considered. The course emphasizes a
multidisciplinary perspective on the leisure and recreational needs of children and adolescents in the 21st century. (Every year)

**HSRV 798. Human Services Research Project** (3 hours)
Prerequisites: Successful completion of HSRV 608 and approval of program coordinator.
Students will complete an approved, individual study of a selected research problem in human services. Students may not register for the Human Services Research Project unless all other required courses have been completed successfully. Students will develop a project consisting of a problem statement, literature review, and critical analysis on core or specific topics in the field of human services. Students may register each semester for the Human Services Research Project until the project is successfully completed. (Every Fall and Spring semester)

**INFORMATICS AND DATA SCIENCE**

**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 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 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 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 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 consent of instructor.
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 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 T², 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 62, 611.
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 other year)

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 other year)

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 other year)

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 other year)

INFD 631. Cloud Computing and Applications (3 hours)
Prerequisite: INFD 601 or equivalent knowledge or consent of 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 other year)

**INFD 633. Statistical Inferencing and Dissemination of Healthcare (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 other year)

**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 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 other year)

**INFD 651. Computer Vision**  (3 hours)  
Prerequisite: INFD 605 or consent of 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 other year)

**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 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 other year)

INFD 671. Data Visualization  (3 hours)
Prerequisite: INFD 605 or consent of 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 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 other year)

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 coursework 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 (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 (Cross-listed with CRJS 602) (3 hours)
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**  
(*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**  
(*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**  
(*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. The students must obtain approval from the program coordinator to register for this course. (As needed)

**PSLD 632. Internship**  
(3 hours)  
Students will take three credit hours 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**  
(*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. (As needed)

**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 605, 606, 612, 618, 625; RHAB 601, 612.
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 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 Counseling (1-3 hours)
Students will be allowed the opportunity to work on individual projects, research, or readings under faculty supervision
College of Health Professions

Faculty
Lisa M. Lundquist, Dean
Nannette C. Turner, Associate Dean
Jennifer de La Cruz, Interim Chair, Department of Physician Assistant Studies
Cheryl R. Gaddis, Chair, Department of Public Health
Rachel Le, Program Director, Athletic Training
Tambre Phillips, Chair, Department of Physical Therapy
Michelle Robbins, Interim Chair, Department of Clinical Psychology

History

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 the 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 Calendar
Graduate/Professional Calendar 2024-2025

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall 2024</td>
<td></td>
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<tr>
<td>DPT Orientation</td>
<td>August 15-16</td>
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<tr>
<td>MPH Orientation</td>
<td>August 15</td>
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<tr>
<td>PsyD Orientation</td>
<td>August 16</td>
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<tr>
<td>DPT White Coat Ceremony</td>
<td>August 16</td>
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<tr>
<td>Classes Start (Atlanta: DPT, MPH, PsyD, PA, DrPH; Macon: AT)</td>
<td>August 19</td>
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<tr>
<td>Last Day for Drop/Add</td>
<td>August 26</td>
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<tr>
<td>Labor Day</td>
<td>September 2</td>
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<tr>
<td>Application Deadline for Spring/Summer Graduation</td>
<td>October 1</td>
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<tr>
<td>Course Withdrawal Deadline</td>
<td>October 21</td>
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<tr>
<td>Registration for Spring Begins</td>
<td>TBD</td>
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<tr>
<td>Fall Break (Atlanta: DPT, MPH, PsyD, PA, DrPH)</td>
<td>November 25-26</td>
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<tr>
<td>Thanksgiving Break</td>
<td>November 27-29</td>
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<tr>
<td>Classes and Exams End</td>
<td>December 13</td>
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<tr>
<td>Grades Due</td>
<td>December 17</td>
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</tbody>
</table>
**Spring 2025**
DrPH Orientation January 2-3
PA Orientation January 3
Classes Start January 6
PA White Coat Ceremony January 10
Last Day for Drop/Add January 13
Martin Luther King, Jr. Day Holiday January 20
Spring Break (Atlanta and Macon Campuses) March 3-7
Course Withdrawal Deadline March 19
MPH and DrPH Pinning Ceremony March 28
Good Friday Holiday April 18
Registration for Summer/Fall Begins TBD
Classes and Exams End May 2
Grades Due May 6
College of Health Professions Hooding Ceremony May 9
Commencement (Atlanta) May TBD
Baccalaureate (Macon) May 11
Commencement (Macon) May TBD

**Summer 2025**
Classes Start (Atlanta: DPT, MPH, PsyD, PA, DrPH) May 12
Last Day for Drop/Add May 19
Memorial Day Holiday May 26
AT Orientation June 6
Classes Start (Macon: AT) June 9
Course Withdrawal Deadline June 29
Independence Day Holiday July 4
Classes End (Atlanta) August 1
Grades Due August 6

DPT: Doctor of Physical Therapy; MPH: Master of Public Health; AT: Athletic Training; PsyD: Doctor of Psychology; PA: Physician Assistant; DrPH: Doctor of Public Health

**Department of Physician Assistant Studies**

**Faculty**

Jennifer de la Cruz, *Interim Chair and Clinical Associate Professor; Interim Director of Physician Assistant Program*

Robert Baeten, *Clinical Assistant Professor*

Amanda Clark, *Clinical Assistant Professor and Director of Clinical Education*

Lisa Dickerson, *Clinical Associate Professor and Assistant Medical Director*

Caroline Hamilton, *Clinical Assistant Professor*

Jonathan Hill, *Clinical Assistant Professor*

Lauren Hoover, *Clinical Assistant Professor*

Shannon Jackson, *Clinical Assistant Professor and Academic Director*

Erin Lepp, *Clinical Associate Professor*

Jill Mattingly, *Clinical Associate Professor*

Patricia Mullins, *Clinical Associate Professor and Medical Director*

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), 3325 Paddocks Pkwy, Suite 345, Suwanee, Georgia 30024; telephone (770) 476-1224; http://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 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:

1. A centralized application is available on the CASPA website (http://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, 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. Official GRE scores may be sent directly from ETS to CASPA using the institution code 0441 (Mercer U Phys Asst CASPA). GRE scores optional, not required.

2. 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://mercer.nbsstore.net/college-of-health-professions-supplemental-application-physician-assistant-program).

3. Completion of the CASPer assessment. Applicants will register for the assessments for CSP 10101, Professional Health Sciences. (Access AcuityInsights.app to create an account).

4. Required minimum overall GPA of 3.00 on a 4.00 scale. Required minimum Natural Science GPA of 2.90 or higher.

5. 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)

6. 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.

7. Online courses will not satisfy laboratory course requirements.

8. Only grades of C or better are acceptable for prerequisite coursework.

9. 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.

10. Applicants must complete a minimum of 1,000 hours of Clinical Experience demonstrating hands on patient care prior to program matriculation.

11. International applicants must submit an official evaluation of their international 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.

12. 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.

13. 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.

14. 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 via email: paprogram@mercer.edu.
Accelerated Special Consideration Program
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 detailed 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per semester)*</td>
<td>$13,515</td>
</tr>
<tr>
<td>Facilities and Technology Fee (per semester)</td>
<td>$150</td>
</tr>
<tr>
<td>Didactic Education Fee</td>
<td>$1,600</td>
</tr>
<tr>
<td>Clinical Education Fee I</td>
<td>$1,700</td>
</tr>
<tr>
<td>Clinical Education Fee II</td>
<td>$1,700</td>
</tr>
</tbody>
</table>

Total estimated cost for students entering the Physician Assistant Program in January 2024 $100,655*

* 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.

The 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 required 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 to 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. Medical Knowledge
Demonstrate a foundation of medical knowledge by applying biomedical, clinical and clinical sciences to patient care.

PAs should be able to:
1.1. Demonstrate knowledge and application of basic sciences including anatomy, physiology, pathophysiology, genetics, microbiology, and immunology to clinical practice.
1.2. Describe etiologies, risk factors, underlying pathologic processes and epidemiology for various medical conditions.
1.3. Recognize signs and symptoms of various medical conditions.
1.4. Select and interpret appropriate screening and diagnostic studies.
1.5. Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.

2. Interpersonal and Communication Skills
Exhibit interpersonal and communication skills that result in effective information exchange with patients, patient's families, and other healthcare professionals.

PAs should be able to:
2.1. Establish rapport with patients and families to build meaningful, therapeutic relationships.
2.2. Use effective communication skills to elicit and provide information to patients, families, and other health team members.
2.3. Demonstrate empathy and compassion when participating in difficult conversations with patients, families, and other members of the healthcare team.
2.4. Demonstrate respect, integrity, and sensitivity in interactions with all colleagues and patients, including those of different cultures, ages and genders.
2.5. Provide effective oral case presentations to physicians and colleagues.
2.6. Convey aspects of the patient encounter through accurate and timely written and verbal communication and documentation.

3. Person-centered Care
Provide patient care that is compassionate, appropriate, and effective for the treatment of medical problems and the promotion of health.

PAs should be able to:
3.1. Obtain an accurate comprehensive and problem-focused history.
3.2. Conduct an accurate comprehensive and problem-focused physical exam.
3.3. Generate a differential diagnosis, for acute, chronic, and emergent conditions across the lifespan.

3.4. Synthesize information obtained from patient history and physical examination and data from diagnostic, laboratory, and imaging studies and procedures to accurately diagnose acute, chronic, and emergent health conditions across the lifespan.

3.5. Describe maintenance of health and prevention of disease in patients across the lifespan.

3.6. Develop appropriate management plans, including pharmacologic and non-pharmacologic therapies, for acute, chronic, and emergent conditions across the lifespan.

3.7. Demonstrate sensitivity, honesty, and compassion in order to provide care that is responsive to all types of diversity in patient populations.

3.8. Provide age-appropriate, culturally sensitive, and patient-centered counseling and education to patients.

3.9. Perform procedures accurately and safely.

4. Professional Ethics

Manifest professionalism as evidenced by commitment to carrying out professional and clinical responsibilities, ethical practice, and sensitivity to diverse patient populations, and adherence to legal and regulatory requirements.

PAs should be able to:

4.1. Apply a high level of ethical standards, responsibility, integrity, and accountability to patient care and professional activities.

4.2. Recognize personal and professional limitations in providing care.

4.3. Articulate legal and regulatory requirements related to PA practice and health care within the US healthcare system.

4.4. Articulate the PA’s role and responsibilities to patients, families, members of the healthcare team, communities, and other professionals.

5. Professionalism and Ethics

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations.

PAs should be able to:

5.1. Recognizes the importance of interprofessional collaboration and works effectively within interprofessional teams to meet the needs of patients.

5.2. Recognize when referrals are needed, and, make them to the appropriate healthcare provider.

5.3. Accept personal responsibility to identify, report, and respond to threats to patient safety and medical errors.

5.4. Approach the provision of quality care with consideration to financial impact, safety, and cost-effective resource allocation.

5.5. Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of patient care.

5.6. Articulate the need for continuous quality improvement initiatives.
6. Practice-based Learning and Quality Improvement

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one’s own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement.

PAs should be able to:

6.1. Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
6.2. Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
6.3. Identify improvement goals and perform learning activities that address gaps in knowledge, skills, and attitudes.
6.4. Use practice performance data and metrics to identify areas for improvement.
6.5. Develop a professional and organizational capacity for ongoing quality improvement.
6.6. Analyze the use and allocation of resources to ensure the practice of cost-effective healthcare while maintaining quality of care.
6.7. Understanding of how practice decisions impact the finances of their organizations, while keeping the patient’s needs foremost.
6.8. Advocate for administrative systems that capture the productivity and value of PA practice

7. Society and Population Health

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:

7.1. Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
7.2. Recognize the influence of genetic, socioeconomic, environmental, and other determinants on the health of the individual and community.
7.3. Improve the health of patient populations
7.4. Demonstrate accountability, responsibility, and leadership for removing barriers to health.


Physician Assistant Program Curriculum

<table>
<thead>
<tr>
<th>PA Year 1 Spring</th>
<th>PA Year 1 Summer</th>
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<tbody>
<tr>
<td>PA 520 Human Anatomy &amp; Lab (4)</td>
<td>PA 581 Clinical Medicine 1 &amp; Lab (8)</td>
</tr>
<tr>
<td>PA 521 Physiology/Pathophysiology (3)</td>
<td>PA 533 Pharmacotherapy 1 (3)</td>
</tr>
<tr>
<td>PA 580 Physical Diagnosis &amp; Lab (6)</td>
<td>PA 545 Diagnostic Interpretation 1/ECG (3)</td>
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<tr>
<td>PA 530 Principles of Pharmacology (3)</td>
<td>PA 550 Behavioral Medicine (3)</td>
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<tr>
<td>PA 511 Clinical Decision Making 1 (1)</td>
<td>PA 512 Clinical Decision Making 2 (1)</td>
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<tr>
<td>PA 501 Medical Communication (1)</td>
<td>PA 561 Biostatistics for Clinicians (2)</td>
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<td>PA 523 Concepts in Medical Science (2)</td>
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<tbody>
<tr>
<td>PA 582 Clinical Medicine 2 &amp; Lab (8)</td>
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<tr>
<td>PA 534 Pharmacotherapy 2 (3)</td>
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<td>PA 542 Diagnostic Interpretation 2 (2)</td>
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PA 573 Surgical Medicine (3)
PA 513 Clinical Decision Making 3 (1)
PA 570 Emergency Medicine (3)
PA 562 Evidence-Based Medicine for Clinical Practice (2)

Total: 22

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<td>PA 584 Clinical Medicine 3 (4)</td>
<td>PA 603 Hospital Medicine Practicum (5)</td>
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<td>PA 572 Medical Nutrition (1)</td>
<td>PA 604 Women's Health Practicum (5)</td>
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<td>PA 595 Medical Ethics and Professional Practice (2)</td>
<td>PA 605 Pediatric Medicine Practicum (5)</td>
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<td>PA 590 Point of Care Ultrasound (1)</td>
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<td>PA 601 Family Practice Practicum (5)</td>
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<td>PA 602 Internal Medicine Practicum (5)</td>
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<tr>
<td>PA 606 Emergency Medicine Practicum (5)</td>
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<td>PA 607 General Surgery Practicum (5)</td>
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<td>PA 608 Behavioral Medicine Practicum (5)</td>
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<tbody>
<tr>
<td>PA 609 Orthopedic Medicine Practicum (5)</td>
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<tr>
<td>PA 611 Elective 1 Practicum (5)</td>
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<tr>
<td>PA 650 Senior Seminar (3)</td>
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</table>

Total: 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.

**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 and 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 course 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 1 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, rehabilitation, 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

Hirut Gebrekristos, Associate Professor

Rebecca Larson, Assistant Professor of Practice

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 of Practice

Nannette Turner, Associate Dean and Professor

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://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 oriented.

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: One of the three letters must be from either a current or previous college professor. The remaining two letters may be from a college professor, academic advisor, or employer.

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 Student 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 $35,617 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
+1 (678) 547-6375

Macon Campus
Mechile Smith
Macon Campus Advisor
Mercer University
1501 Mercer University Drive
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 2.5 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.

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 detailed 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition (per semester) *</td>
<td>$9,172</td>
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<tr>
<td>Facilities and Technology Fee (per semester)</td>
<td>$150</td>
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<tr>
<td>Textbooks (per semester)</td>
<td>$500</td>
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<tr>
<td>Other Fees**</td>
<td>$1,140</td>
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</tbody>
</table>

Total estimated cost for students entering the Master of Public Health Program in August 2024 $50,250*

*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).

Laptop Requirements

Mercer University recommends that all computers meet criteria to be compatible with University networks. All computer recommendations can be found at [http://it.mercer.edu/student/new_students/computer_recommendations.htm](http://it.mercer.edu/student/new_students/computer_recommendations.htm)

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 healthcare 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 healthcare 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 requires 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 which may delay a student’s graduation.

Final Check / Recommendation for May Graduation
As soon as Fall semester 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 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 Healthcare Systems
1. Compare the organization, structure and function of healthcare, public health and regulatory systems across national and international settings
2. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

Planning and Management to Promote Health
1. Assess population needs, assets and capacities that affect communities’ health
2. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
3. Design a population-based policy, program, project or intervention
4. Explain basic principles and tools of budget and resource management
5. Select methods to evaluate public health programs

Policy in Public Health
1. Discuss the policy-making process, including the roles of ethics and evidence
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
3. Advocate for political, social or economic policies and programs that will improve health in diverse populations
4. Evaluate policies for their impact on public health and health equity

Leadership
1. Apply leadership and/or management to address a relevant issue
2. Apply negotiation and mediation skills to address organizational or community challenges

Communication
1. Select communication strategies for different audiences and sectors
2. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
3. Describe the importance of cultural competence in communicating public health content

Interprofessional and/or Intersectoral Practice
1. Integrate perspectives from other sectors and/or professions to promote and advance population health
Systems Thinking
1. Apply a systems-thinking tool to visually represent a public health issue in a format other than standard narrative

Diverse Populations and Health Equity Concentration Competencies
1. Apply theoretical frameworks to explain disparity causation.
2. Determine actions needed to enhance the capacity of organizations to advance health equity.
3. Analyze the viability of organizational strategies to advance health equity in diverse communities including disparate, rural, or aging populations.
4. Determine organizational capacity for leadership among diverse populations.
5. Critique scientific models (action model/change model schemas, logic models, etc.) to design 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
1. Explain effects of environmental factors on a population's health.
2. Explain biological and genetic factors that affects a population's health.
3. Explain behavioral and psychological factors that affect a population's health.
4. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
5. Explain how globalization affects global burdens of disease.
6. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MPH 611. Principles of Epidemiology</td>
</tr>
<tr>
<td>1</td>
<td>MPH 621. Biostatistics and Health Measures</td>
</tr>
<tr>
<td>1</td>
<td>MPH 631. Environmental Health</td>
</tr>
<tr>
<td>1</td>
<td>MPH 641. Disease Prevention and Health Promotion</td>
</tr>
<tr>
<td>1</td>
<td>MPH 652. Public Health Systems, Services, and Management</td>
</tr>
<tr>
<td>1</td>
<td>MPH 713. Health Systems and Policy</td>
</tr>
<tr>
<td>2</td>
<td>MPH 675. Community Health Needs Assessment</td>
</tr>
<tr>
<td>2</td>
<td>MPH 721. Grant and Proposal Writing and Development (Integrated Learning Experience)</td>
</tr>
<tr>
<td>2</td>
<td>MPH 730. Introductory Program Evaluation</td>
</tr>
<tr>
<td>2</td>
<td>MPH 739. Diverse Populations</td>
</tr>
<tr>
<td>2</td>
<td>MPH 740. Health Equity</td>
</tr>
</tbody>
</table>
1, 2  MPH 793. (Public Health Applied Practice Experience)

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 + 
applied practical experience.

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**

**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 combines degree 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 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.

**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 and 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 504. Health Promotion Across the Lifespan
- PT 508. Service-Learning I
- PT 512. Leadership I: Foundations
- PT 513. Evidence-Based Practice I: Research Methods
- PT 521. Medical Conditions and Pharmacology

**Spring**
- PT 517. Clinical Neuroscience
- PT 530. Gross Anatomy II
- PT 531. Applied Anatomy II
- PT 535. Management of Individuals with Cardiovascular and Pulmonary Conditions

**Summer**
- PT 536. Clinical Examination and Interventions I
- PT 541. Musculoskeletal Science
- PT 549. Clinical Education I: Integrated Experience I
- PT 551. Foundations of Human Movement
- PT 565. Management of Individuals with Integumentary Conditions
- PT 566. Clinical Examination and Interventions II
- PT 568. Service-Learning II
- PT 574. Biopsychosocial Considerations I
- PT 581. Medical Screening and Diagnostic Imaging
- PT 584. Lifespan I: Pediatrics I

**DPT Year 3**

**Fall**
- PT 613. Evidence-Based Practice II: Appraisal
- PT 617. Management of Individuals with Neuromuscular Conditions I: Non-Progressive Disorders
- PT 624. Lifespan II: Older Adults
PT 625. Management of Individuals with Musculoskeletal Conditions I: Lower Quarter
PT 626. Prosthetics and Orthotics
PT 649. Clinical Education II: Integrated Experience II

Spring
PT 638. Service-Learning III
PT 642. Leadership II: Health Systems Science
PT 643. Evidence-Based Practice III: Application and Advocacy
PT 647. Management of Individuals with Neuromuscular Conditions II: Progressive Disorders
PT 655. Management of Individuals with Musculoskeletal Conditions II: Upper Quarter

PT 659. Clinical Education III: Simulation Seminar
PT 684. Lifespan III: Pediatrics II
Summer
PT 665. Management of Individuals with Musculoskeletal Conditions III: Special Topics

PT 672. Leadership III: Administration, Consultancy, and Entrepreneurship
PT 674. Biopsychosocial Considerations II
PT 679. Clinical Education IV: Full-Time Experience I (8 weeks)

DPT Year 4
Fall
PT 713. Evidence-Based Practice IV: Capstone
PT 719. Clinical Education V: Full-Time Experience II (12 weeks)

Spring
PT 747. Physical Therapy Elective
PT 749. Clinical Education VI: Full-Time Experience 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 dual 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.

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 PA Programs.

After successful admission to the Master of Medical Science (PA) 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.

**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 and 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
PA 572. Medical Nutrition * serves as MPH elective
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

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 combined degree 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 718, 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.

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 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)
PSY 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

Dissertation (7 hours)
CPSY 971. Clinical Dissertation (1-3)*
*CPSY 971 is repeatable with 7 credits required.

Electives
CPSY 880. Special Topics (1-3)

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 and Proposal Writing and Development (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 718. Individual and Cultural Diversity (3)
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 healthcare, 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 combined degree 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 credit hours and is designed to be completed in seven semesters. The students admitted to the PharmD/MPH combines degree 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 and 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 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 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 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 712. Dissemination and Implementation Science (3 hours)
Prerequisite: MPH 641
This course introduces the theories, frameworks, and practices of dissemination and implementation science related to public health programs, and policies. Students will develop skills focused on examining the challenges faced in implementing innovative and evidence-based programs. Furthermore, students will learn strategies, theories, models, and frameworks supported by the scientific literature for overcoming these challenges, with an eye toward how to best measure outcomes. Furthermore, students will learn to analyze implementation barriers and find appropriate implementation strategies to address or solve identified health or social problems.

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 standardized 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 limitations 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 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.

**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.

**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](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 health initiatives at organizations to 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
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 Program 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 doctoral 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 professor. The second and third letter may be from a professor, employer, or colleague.

- The most qualified applicants will be invited for 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 $35,617 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
+1 (678) 547-6375

Macon Campus
Mechile Smith
Macon Campus Advisor
Mercer University
1501 Mercer University Drive
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 Chair of the Department of Public Health on a case-by-case basis.

Laptop Requirements
Mercer University recommends that all computers meet criteria to be compatible with
University networks. All computer recommendations can be found at http://it.mercer.edu/student/new_students/computer_recommendations.htm

**Tuition, Required Fees, and Other Estimated Expenses**

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<th>Item</th>
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<tr>
<td>Facilities and Technology Fee (per semester)</td>
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<td>Textbooks (per semester)</td>
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<tr>
<td>Other Fees**</td>
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</table>

Total estimated cost for students entering the Doctor of Public Health Program in January 2025: $69,894*

* 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 healthcare 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 for 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 examinations 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, or 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 are 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 ensure that students stay on track in their degree program and to identify potential problems 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
1. Completion of the Doctor of Public Health curriculum (totaling 57 semester hours) with a passing grade in each course and with a minimum 3.0 cumulative grade point average. The student may have no more than two letter grades of C.
2. Successful completion of the comprehensive examination.

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 Health 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)

**Comprehensive Examination**
Upon successful completion of the foundational courses, including the applied practice-based courses, all students in the DrPH Program will take 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 have successfully completed all foundational core course and be registered in the program. 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.

**Practice Dissertation Integrated Learning Experience**
After successfully passing the comprehensive exam, the student will work with their dissertation committee to develop a dissertation proposal that will be defended in an oral exam. Upon passing the oral exam on the dissertation proposal, the student will achieve doctoral candidacy status and be allowed to start the dissertation project. When the dissertation project is completed and the dissertation has been written, the student will have an oral defense on the dissertation project and findings.

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<th>Course</th>
<th>Credit Hours</th>
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<th>Summer</th>
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**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.

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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. Analyze and interpret large data sets to contextualize the influence of social determinants of health on health outcomes.

2. Assess health needs and align them with public health services/resources to inform community planning.

3. Investigate the mechanisms that link social, environmental, and economic circumstances with health outcomes to determine their influence among vulnerable, minority or underserved populations.

4. Investigate the mechanisms that link risk factors for chronic and infectious conditions with health outcomes to determine their influence among vulnerable, minority or underserved populations.

5. Analyze natural experiments to illustrate how social circumstances shape the health of vulnerable, minority or other underserved populations.

**DrPH Diverse Populations and Health Equity Concentration Competencies**

1. Evaluate intergroup differences and inequalities to interpret their impact on
2. Develop and validate a toolkit to address health equity in a community.
3. Develop ethical, evidence-informed strategies to respond to public health emergencies in minority and medically underserved populations.
4. Evaluate lived experiences and environments to determine their impact 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**  (1-9 hours, repeatable)
Experience/Practice-Based Dissertation
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, 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, 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

Faculty

Tambre Phillips, Chair and Clinical Professor
Daniel Dale, Clinical Associate Professor; Assistant Director of Clinical Education
Jeffrey Ebert, Clinical Associate Professor
Lisa Fraher, Visiting Assistant Professor
Ann Lucado, Professor
Timothy J. McMahon, Clinical Assistant Professor; Director of Physical Therapy Clinic
Nicholas Orton, Clinical Assistant Professor; Director of the Anatomy Lab
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, 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://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://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://mercer.nbsstore.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).

Only grades of “C” or better are acceptable for prerequisite coursework.

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 1. 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 http://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
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Tuition (per semester)</td>
<td>$11,318</td>
</tr>
<tr>
<td>Facilities and Technology Fee (per semester)</td>
<td>$150</td>
</tr>
<tr>
<td>First semester equipment and clinical practice track fee</td>
<td>$900</td>
</tr>
<tr>
<td>Fourth semester laboratory and clinical practice track fee</td>
<td>$775</td>
</tr>
<tr>
<td>Seventh semester clinical practice track fee</td>
<td>$200</td>
</tr>
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</table>

Total estimated cost for students entering the Doctor of Physical Therapy Program in August 2024 $93,619

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 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 DPT Program, 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 rescinded 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 Associate Dean.

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, the student 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 for Students Starting the DPT Program Prior to 2023
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.

Doctor of Physical Therapy Program Curriculum

<table>
<thead>
<tr>
<th>DPT Year 1 Fall</th>
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</tr>
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<tbody>
<tr>
<td>PT 500. Gross Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td>PT 501. Applied Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td>PT 502. Leadership Development I: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>PT 503. Research I: Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PT 504. Health Promotion Across the Lifespan</td>
<td>3</td>
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<tr>
<td>PT 508. Service-Learning</td>
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</tr>
<tr>
<td>PT 510. Pharmacology and Systems Pathophysiology</td>
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<td><strong>Total</strong></td>
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<tr>
<th>DPT Year 1 Spring</th>
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<tbody>
<tr>
<td>PT 530. Gross Anatomy II</td>
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<tr>
<td>PT 531. Applied Anatomy II</td>
<td>3</td>
</tr>
<tr>
<td>PT 535. Management of Patients/ Clients with Cardiovascular and Pulmonary Conditions</td>
<td>3</td>
</tr>
<tr>
<td>PT 536. Clinical Examination and Interventions I</td>
<td>4</td>
</tr>
<tr>
<td>PT 539. Integrated Clinical Experience I</td>
<td>1</td>
</tr>
<tr>
<td>PT 540. Foundational Musculoskeletal Sciences</td>
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</tr>
<tr>
<td>PT 550. Neuroscience</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>DPT Year 1 Summer</th>
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</thead>
<tbody>
<tr>
<td>PT 561. Movement Science</td>
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<tr>
<td>PT 563. Research II: Evidence-Based Practice</td>
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<tr>
<td>PT 564. Psychosocial Considerations in Patient/ Client Management</td>
<td>2</td>
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<tr>
<td>PT 565. Management of Patients/ Clients with Integumentary Conditions</td>
<td>3</td>
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<tr>
<td>PT 566. Clinical Examination and Interventions II</td>
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<tr>
<td>PT 568. Service-Learning II</td>
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</tr>
<tr>
<td>PT 571. Medical Screening and Differential Diagnosis</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>DPT Year 2 Fall</th>
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<tbody>
<tr>
<td>PT 603. Research III: Critical Inquiry and Appraisal</td>
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<tr>
<td>PT 604. Geriatric Considerations in Patient/ Client Management</td>
<td>3</td>
</tr>
<tr>
<td>PT 605. Management of Patients/ Clients with Musculoskeletal Conditions I</td>
<td>4</td>
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<tr>
<td>PT 606. Interventions for Patients/ Clients with Neuromusculoskeletal Conditions I</td>
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<tr>
<td>PT 609. Integrated Clinical Experience II</td>
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<tr>
<td>PT 615. Management of Patients/ Clients with Neuromuscular Conditions I</td>
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<tr>
<td>PT 616. Interventions for Patients/ Clients with Neuromusculoskeletal Conditions II: Prosthetics and</td>
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<td>Course</td>
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<td>Orthotics</td>
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<td><strong>DPT Year 2 Spring</strong></td>
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<tr>
<td>PT 632. Leadership Development II: Health Policy</td>
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<td>PT 633. Research IV: Research Intensive</td>
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<tr>
<td>PT 634. Pediatric Considerations in Patient/Client Management</td>
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<tr>
<td>PT 635. Management of Patients/ Clients with Musculoskeletal Conditions II</td>
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<tr>
<td>PT 636. Interventions for Patients/ Clients with Neuromusculoskeletal Conditions III</td>
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<tr>
<td>PT 638. Service-Learning III</td>
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<td>PT 645. Management of Patients/ Clients with Neuromuscular Conditions I</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>DPT Year 2 Summer</strong></td>
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<tr>
<td>PT 669. Full-time Clinical Education I (12 weeks)</td>
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<tr>
<td><strong>DPT Year 3 Fall</strong></td>
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<tr>
<td>PT 702. Leadership Development III: Management</td>
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<td>PT 703. Research V: Translation</td>
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<td>PT 709. Full-time Clinical Education II (12 weeks)</td>
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<tr>
<td><strong>DPT Year 3 Spring</strong></td>
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<tr>
<td>PT 732. Leadership Development IV: Life-long Leadership</td>
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<tr>
<td>PT 739. Full-time Clinical Education III (12 weeks)</td>
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<tr>
<td>PT 747. Physical Therapy Elective</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

**Course Schedule for Students Starting the DPT Program in 2023 or later**

The Mercer University Doctor of Physical Therapy (DPT) degree program spans eight (8) consecutive semesters and includes one 8-week and two 12-week full-time clinical education courses.

**Doctor of Physical Therapy Program Curriculum**

<table>
<thead>
<tr>
<th>DPT Year 1 Fall</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 500. Gross Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td>PT 501. Applied Anatomy I</td>
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</tr>
<tr>
<td>PT 504. Health Promotion Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>PT 508. Service-Learning</td>
<td>1</td>
</tr>
<tr>
<td>PT 512. Leadership I: Foundations</td>
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<tr>
<td>PT 517. Clinical Neuroscience</td>
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**DPT Year 1 Summer**

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<td>PT 551. Foundations of Human Movement</td>
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<td>PT 565. Management of Individuals with Integumentary Conditions</td>
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<td>PT 566. Clinical Examination and Interventions II</td>
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<tr>
<td>PT 568. Service-Learning II</td>
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<tr>
<td>PT 574. Biopsychosocial Considerations I</td>
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<tr>
<td>PT 581. Medical Screening and Diagnostic Imaging</td>
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<tr>
<td>PT 584. Lifespan I: Pediatrics I</td>
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**DPT Year 2 Fall**

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<tr>
<td>PT 613. Evidence-Based Practice II: Appraisal</td>
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<td>PT 617. Management of Individuals with Neuromuscular Conditions I: Non-Progressive Disorders</td>
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<tr>
<td>PT 624. Lifespan II: Older Adults</td>
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<td>PT 625. Management of Individuals with Musculoskeletal Conditions I: Lower Quarter</td>
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<tr>
<td>PT 626. Prosthetics and Orthotics</td>
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**DPT Year 2 Spring**

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<tr>
<td>PT 643. Evidence-Based Practice III: Application and Advocacy</td>
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<tr>
<td>PT 647. Management of Individuals with Neuromuscular Conditions II: Progressive Disorders</td>
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<td>PT 655. Management of Individuals with Musculoskeletal Conditions II: Upper Quarter</td>
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<td>PT 659. Clinical Education III: Simulation Seminar</td>
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<td>PT 684. Lifespan III: Pediatrics II</td>
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**DPT Year 2 Summer**

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<td>PT 672. Leadership III: Administration, Consultancy, and Entrepreneurship</td>
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<tr>
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**DPT Year 3 Fall**

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<td>PT 719. Clinical Education V: Full-Time Experience II (12 weeks)</td>
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**DPT Year 3 Spring**

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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 combined degree 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 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.

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

Total 135
MPH 713. Health Systems and Policy

**Spring (15 hours)**
- MPH 675. Community Health Needs Assessment
- MPH 721. Grant and 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 504. Health Promotion Across the Lifespan
- PT 508. Service-Learning I
- PT 512. Leadership I: Foundations
- PT 513. Evidence-Based Practice I: Research Methods
- PT 521. Medical Conditions and Pharmacology

**Spring**
- PT 517. Clinical Neuroscience
- PT 530. Gross Anatomy II
- PT 531. Applied Anatomy II
- PT 535. Management of Individuals with Cardiovascular and Pulmonary Conditions
- PT 536. Clinical Examination and Interventions I
- PT 541. Musculoskeletal Science
- PT 549. Clinical Education I: Integrated Experience I

**Summer**
- PT 551. Foundations of Human Movement
- PT 565. Management of Individuals with Integumentary Conditions
- PT 566. Clinical Examination and Interventions II
- PT 568. Service-Learning II
- PT 574. Biopsychosocial Considerations I
- PT 581. Medical Screening and Diagnostic Imaging
- PT 584. Lifespan I: Pediatrics I

**DPT Year 3**

**Fall**
- PT 613. Evidence-Based Practice II: Appraisal
- PT 617. Management of Individuals with Neuromuscular Conditions I: Non-Progressive Disorders
- PT 624. Lifespan II: Older Adults
- PT 625. Management of Individuals with Musculoskeletal Conditions I: Lower Quarter

- PT 626. Prosthetics and Orthotics
- PT 649. Clinical Education II: Integrated Experience II

**Spring**
- PT 638. Service-Learning III
- PT 642. Leadership II: Health Systems Science
- PT 643. Evidence-Based Practice III: Application and Advocacy
- PT 647. Management of Individuals with Neuromuscular Conditions II: Progressive Disorders
- PT 655. Management of Individuals with Musculoskeletal Conditions II: Upper Quarter

- PT 659. Clinical Education III: Simulation Seminar
Doctor of Physical Therapy and 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.

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). Two courses, totaling 6 credit hours, in the DPT Program (PT 642 Leadership II: Health Systems Science and PT 672: Leadership III: Administration, Consultancy, and Entrepreneurship), will apply toward the elective requirements in the MBA Program. The additional three 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 679, 719, 749).

**MBA Program (Year 1)**

**Core Courses**
- BUS 601. Global Managerial Economic (3 hours)
- BUS 602. Human Capital Management (3 hours)
- BUS 603. Accounting for Managers (3 hours)
- BUS 604. Legal Environment of Business (3 credits)
- BUS 605. Marketing Decision Making (3 hours)
- BUS 606. Decision Making and Decision Analytics (3 hours) OR BUS 611 Supply Chain and Logistics Management (3 hours)
- BUS 609. Financial Decision Making (3 hours)
- BUS 613. Ethical Leadership (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.*

**DPT Year 2 (DPT degree is 135 hours; all courses are required)**

**Fall**
- PT 500. Gross Anatomy I
- PT 501. Applied Anatomy I
- PT 504. Health Promotion Across the Lifespan
- PT 508. Service-Learning I
- PT 512. Leadership I: Foundations
- PT 513. Evidence-Based Practice I: Research Methods
- PT 521. Medical Conditions and Pharmacology

**Spring**
- PT 517. Clinical Neuroscience
- PT 530. Gross Anatomy II
- PT 531. Applied Anatomy II
- PT 535. Management of Individuals with Cardiovascular and Pulmonary Conditions

**Summer**
- PT 536. Clinical Examination and Interventions I
- PT 541. Musculoskeletal Science
- PT 549. Clinical Education I: Integrated Experience I
- PT 551. Foundations of Human Movement
- PT 565. Management of Individuals with Integumentary Conditions
PT 566. Clinical Examination and Interventions II
PT 568. Service-Learning II
PT 574. Biopsychosocial Considerations I
PT 581. Medical Screening and Diagnostic Imaging
PT 584. Lifespan I: Pediatrics I

**DPT Year 3**

**Fall**
PT 613. Evidence-Based Practice II: Appraisal
PT 617. Management of Individuals with Neuromuscular Conditions I: Non-Progressive Disorders
PT 624. Lifespan II: Older Adults
PT 625. Management of Individuals with Musculoskeletal Conditions I: Lower Quarter
PT 626. Prosthetics and Orthotics
PT 649. Clinical Education II: Integrated Experience II

**Spring**
PT 638. Service-Learning III
PT 642. Leadership II: Health Systems Science
PT 643. Evidence-Based Practice III: Application and Advocacy
PT 647. Management of Individuals with Neuromuscular Conditions II: Progressive Disorders
PT 655. Management of Individuals with Musculoskeletal Conditions II: Upper Quarter
PT 659. Clinical Education III: Simulation Seminar
PT 684. Lifespan III: Pediatrics II

**Summer**
PT 665. Management of Individuals with Musculoskeletal Conditions III: Special Topics
PT 672. Leadership III: Administration, Consultancy, and Entrepreneurship
PT 674. Biopsychosocial Considerations II
PT 679. Clinical Education IV: Full-Time Experience I (8 weeks)

**DPT Year 4**

**Fall**
PT 713. Evidence-Based Practice IV: Capstone
PT 719. Clinical Education V: Full-Time Experience II (12 weeks)

**Spring**
PT 747. Physical Therapy Elective
PT 749. Clinical Education VI: Full-Time Experience III (12 weeks)

**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 pre-requisite 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 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, older adult). 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 512. Leadership I: Foundations (4 hours)
The first course in a three-course leadership series will introduce the student to aspects of personal and professional leadership, and emphasize fundamental knowledge, skills, and behaviors of an entry-level doctor of physical therapy. This course will include leadership characteristics and skills, professionalism, guiding documents of the profession, components of patient/client management, oral and written communication, teaching and learning, and the practice of cultural humility.

PT 513. Evidence-Based Practice I: Research Methods (3 hours)
The first course in a four-course series, Evidence-Based Practice I: Research Methods, will introduce the student to basic concepts of research methodology to prepare them to use research literature to inform evidence-based physical therapist practice. 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. The student will learn to develop research questions, develop search strategies to access best available evidence, and utilize the information to facilitate clinical-decision making.

PT 517. Clinical Neuroscience (3 hours)
This course is designed to provide students with a basic understanding of the structure and function of the nervous system with a focus on the central nervous system. Special emphasis is given to the movement system as well as the structures and systems that influence movement. Pain science is emphasized and the physiology of various pain states
is explored. Students will spend time in the wet lab exploring anatomical relationships in the brain and spinal cord. Clinical reasoning will be promoted as students propose patterns of impairment likely to result from hypothetical insults to the nervous system. Students will learn to perform a basic neurologic examination to identify patterns of impairments and relate findings to nervous system dysfunction.

PT 521. Medical Conditions and Pharmacology (4 hours)
This course will explore the pathophysiology of medical conditions frequently encountered in physical therapy practice, focusing on the oncologic, gastrointestinal, endocrine, metabolic, hepatic/biliary, renal, hematologic, and immune systems. Risk factors and medical/surgical management of these conditions will be discussed as well as the impact of these conditions on the delivery of physical therapy services. Principles of pharmacology and common medications prescribed for medical conditions will be explored. Students will become familiar with assessing lab values to determine patient readiness to participate in physical therapy. The student will be introduced to medical terminology and relevant components of history taking. The student will learn to perform a review of body systems and a systems review as tools for examining patient health and medical stability, and the need for possible referral to other healthcare providers.

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 Individuals with Cardiovascular and Pulmonary Conditions (3 hours)
This course provides the student with an understanding of the anatomy and physiology essential for the management of cardiovascular and pulmonary conditions commonly seen in physical therapist practice. Students will learn examination, evaluation, diagnosis, prognosis, and management strategies for individuals with cardiovascular and pulmonary pathologies. Medical management and surgical procedures are also discussed, in addition to therapeutic interventions provided by other health professionals. The spectrum of cardiovascular and pulmonary diseases from primary, secondary, and tertiary prevention to long-term rehabilitation are covered.

PT 536. Clinical Examination and Interventions I (4 hours)
This course will develop the student’s clinical decision making and patient management skills for individuals with activity limitations and participation restrictions. Patient management for a variety of medical and surgical conditions focuses on positioning, bed mobility, transfers, wheelchair seating and mobility, and gait with assistive devices. Emphasis is placed on good body mechanics and safe patient handling practices. The
student will demonstrate skills necessary for effective prescription, fitting, and training with wheelchairs, assistive devices and durable medical equipment. Students will be introduced to basic examination and therapeutic exercise in the context of functional mobility training. Patient documentation, goal setting and discharge planning for individuals across the continuum of care will be introduced.

PT 541. Musculoskeletal Science (4 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 549. Clinical Education I: Integrated Experience I (1 hour)
The first of two integrated clinical education courses that 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 551. Foundations of Human Movement (3 hours)
This course will investigate the mechanics and pathomechanics of human movement. The student will 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 565. Management of Individuals 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 basic manual therapy interventions. This course will focus on examination and intervention skills necessary to address impairments, activity limitations, and participation restrictions across a variety of patient/client populations and settings, with emphasis on musculoskeletal system dysfunction. Selection of effective management strategies will be facilitated by developing clinical reasoning skills and use of evidence-based practice.

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, older adult). 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 574. Biopsychosocial Considerations I (2 hours)
In this course, students will gain understanding of the concepts and principles essential to the successful comprehensive management of the individual living with a chronic illness, pain, and/or disability. Characteristics of the person’s personal, family, socioeconomic, culture, environment, and activities will be considered. Psychiatric conditions and disabilities will also be discussed.

PT 581. Medical Screening and Diagnostic Imaging (2 hours)
This course will emphasize effective medical screening and differential diagnosis. Students will learn to recognize systemic and visceral pain referral patterns to determine if an individual is appropriate for physical therapy management or whether referral to other healthcare professionals is indicated. Students will be introduced to the use of diagnostic imaging for cardiopulmonary, musculoskeletal, and neurological conditions, including understanding the procedures and interpreting reports in the context of physical therapy practice.

PT 584. Lifespan I: Pediatrics I (2 hours)
Lifespan I is the first of a three-course series addressing the growth, development, and physical therapy management of infants, children, adolescents, or older adults. Lifespan I: Pediatrics I provides students with the clinical knowledge and skills to identify typical development of individuals from birth through adolescence. The course emphasizes normal development and provides students the ability to perform a physical therapy examination of a typically developing infant, child, or adolescent.

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
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
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 613. Evidence-Based Practice II: Critical Appraisal
The second of a four-course series, this course builds on the principles of PT 503 EBP I: Research Methods. The student will participate in critical appraisal of primary and secondary published research studies representing various aspects of the patient/client management model. The student will demonstrate competence in supporting or negating the clinical applicability of appraised research.

PT 615. Management of Patients/Clients with Neuromuscular Conditions I
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
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 617. Management of Individuals with Neuromuscular Conditions I: Non-Progressive Disorders**  (5 hours)
This course is the first in a series of two that will provide students with the knowledge and skills to improve movement and function in persons with neurologic conditions through the application of individualized examination, evaluation and intervention. Students will learn the etiology, pathophysiology, medical, and surgical management of commonly encountered non-progressive neurologic conditions to provide context for case-based instruction and practice. Impairment- and activity- based intervention will be explored in the context of the specific conditions included in this course, and evidence-based practice will underpin the management strategies presented. The International Classification of Functioning, Disability and Health will be integrated into all cases as a framework for clinical practice. Students will also learn and apply a framework for clinical decision making essential to effective neuro-rehabilitation.

**PT 624. Lifespan II: Older Adults**  (3 hours)
Lifespan II is the second of a three-course series addressing the growth, development, and physical therapy management of infants, children, adolescents, or older adults. This course focuses on the older adult. Age-related physiologic system changes are explored, as are pathologies common to this patient/client population with regards to physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes. Emphasis is placed on physical, psychosocial, social, legal, and ethical considerations in interacting with an older adult client, the client’s family, and others important to that client. Gains, losses, grief, and death and dying are considered from theoretical and psychosocial perspectives.

**PT 625. Management of Individuals with Musculoskeletal Conditions I: Lower Quarter**  (5 hours)
This course will provide the student with clinical knowledge and skills in the evaluation and treatment of patients with musculoskeletal conditions of the lower quarter. 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.

**PT 626. Prosthetics and Orthotics**  (2 hours)
This course will cover biomechanical principles for the componentry, design, and function of upper and lower extremity prosthetics and orthotics. Through examination including gait analysis, and evaluation of findings, students will determine appropriate candidates for prostheses and orthoses. Students will learn how to educate and manage a patient after amputation in preparation for a successful transition to a prosthesis. Students will learn the importance of consultation with the CPO (Certified Prosthetist and Orthotist) to prescribe an appropriate device, be able to evaluate the fit and function of the device, and implement an appropriate plan of care. Students will be prepared to prescribe devices that facilitate successful ambulation and increase patient quality of movement and independence.

**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, older adult). 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 642. Leadership II: Health Systems Science (2 hours)
The second course in the leadership series will support the student’s development as a leader and advocate 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, state and federal policy, social determinants of health, insurance, and payment/reimbursement for physical therapist practice. The course will emphasize documentation, outcomes, risk management, quality improvement, health policy, and advocacy at state, federal, and professional association levels.

PT 643. Evidence-Based Practice III: Application and Advocacy (2 hours)
The third in a four-course series, this course will build on the principles of PT 513 EBP I and PT 613 EBP II. The student will integrate evidence into practice and advocate for patient needs by participating in clinically relevant activities. Students will use the best available evidence to advance the practice of physical therapy.

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 647. Management of Individuals with Neuromuscular Conditions II: Progressive Disorders (4 hours)
This course is the second in a series of two that will provide students with the knowledge and skills to improve movement and function in persons with progressive neurologic conditions through the application of individualized examination, evaluation and intervention. Vestibular disorders will be addressed in a dedicated unit. Students will learn the etiology, pathophysiology, medical, and surgical management of commonly encountered progressive neurologic conditions to provide context for case-based instruction and practice. Impairment- and activity-based intervention will be explored in the context of the specific conditions included in this course, and evidence-based practice will underpin the management strategies presented. Students will apply the framework for clinical decision making previously introduced.

PT 649. Clinical Education II: Integrated Experience II (1 hour)
The second of two integrated clinical education courses 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 &/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 655. Management of Individuals with Musculoskeletal Conditions II: Upper Quarter**
This course will provide the student with clinical knowledge and skills in the evaluation and treatment of patients with musculoskeletal conditions of the upper quarter. 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.

**PT 659. Clinical Education III: Simulation Seminar**
This course utilizes Simulation-Based Learning Experiences (SBLEs) to create realistic representations of clinical experiences which support the development of skills in preparing for full-time clinical experiences across a variety of clinical settings. Students will participate in laboratory activities that provide experiences related to patient care, including but not limited to, patient safety, communication, clinical reasoning, patient management, discharge planning, and patient progression. The course will emphasize efficiency and accuracy of multiple aspects of physical therapist practice, including daily preparation, chart review, documentation, patient care, and time management.

**PT 665. Management of Individuals with Musculoskeletal Conditions III: Special Topics**
This course will expand on the information and concepts explored in the first two courses of the Musculoskeletal Conditions course series following completion of the students’ first full-time clinical experience. Utilizing the clinical context that the students have gained, this course will delve deeper into more complex musculoskeletal patient presentations. Students will continue to reinforce concepts of clinical decision-making with additional emphasis on differential diagnosis and medical screening. Special topics in the realm of musculoskeletal physical therapist practice will also be explored.

**PT 669. Full-time Clinical Education I**
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 672. Leadership III: Administration, Consultancy, and Entrepreneurship**
The final course in the leadership series focuses on personal leadership development related to physical therapist practice, business operations and management, consultation, and entrepreneurship. Emphasis is placed on self-management, practice, professional association, and community engagement; financial management of clinical practice as well as human and non-human resources; consulting for a variety of settings; and developing financially viable plans for new services or products.

**PT 674. Biopsychosocial Considerations II**
In this seminar style course, students will discuss and apply biopsychosocial concepts.
and principles essential to the comprehensive management of individuals treated during Clinical Education IV. Students will discuss application of biopsychosocial interventions for patients with chronic illness, pain, and/or disability, including addressing social determinants of health, diversity, inclusion, and equity, medical and/or community referral, and interventions to address the unique characteristics of the individual’s presentation (e.g., illness behaviors, family dynamics, culture). The profession’s core values will underpin the integration of biopsychosocial principles into person-centered care.

**PT 679. Clinical Education IV: Full-time Experience I**  (8 hours)
The fourth in a six-course series, Clinical Education IV: Full-Time Experience I, will involve eight weeks of full-time experience in a setting representative of one commonly seen in practice. The student will successfully complete three full-time clinical education experiences, totaling 32 weeks, in a variety of clinical practice areas managing patients/clients across the lifespan. The student will be expected to show improvement in the level of performance across full-time experiences. The minimum expected level of performance at the conclusion of this course will be “Intermediate” for all professional practice categories and “Advanced-Beginner” for all patient management categories as defined by the APTA’s Clinical Performance Instrument.

**PT 684. Lifespan III: Pediatrics II**  (3 hours)
Lifespan III is the third of a three-course series addressing the growth, development, and physical therapy management of infants, children, adolescents, or older adults. Lifespan III: Pediatrics II provides students with clinical knowledge, skills, and decision-making in examination, evaluation, diagnosis, prognosis, intervention, and assessment of outcomes for pediatric patients with common neuromuscular, musculoskeletal, and cardiopulmonary conditions. Patient management is focused in terms of a family-centered, culturally competent, evidence-based, team approach.

**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 713. Evidence-Based Practice IV: Capstone**  (1 hour)
This course is the culmination of the student’s active engagement in the four-course
evidence-based practice series. The student will prepare a case report or case series using data collected during Clinical Education IV and/or V. The student will prepare a manuscript and will disseminate the results of their research at a Department Research Symposium.

PT 719. Clinical Education V: Full-Time Experience II (12 hours)
The fifth in a six-course series, Clinical Education V: Full-Time Experience II, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. The student will successfully complete three full-time clinical education experiences, totaling 32 weeks, in a variety of clinical practice areas managing 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 this course will be “Advanced-Intermediate” as defined by the APTA’s Clinical Performance Instrument (CPI).

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.

PT 749. Clinical Education VI: Full-Time Experience III (12 hours)
The sixth in a six-course series, Clinical Education VI: Full-Time Experience III, will involve twelve weeks of full-time experience in a setting representative of one commonly seen in practice. The student will successfully complete three full-time clinical education experiences, totaling 32 weeks, in a variety of clinical practice areas managing 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 this course will be “Entry-level” as defined by the APTA’s Clinical Performance Instrument (CPI).
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:
Residency in Wound Management Physical Therapy

The Department of Physical Therapy offers a post-professional residency in wound management physical therapy. The 13-month residency is a candidate for accreditation 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 Wound Management 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 wound management dysfunction. Developed for new professionals and physical therapists with one or more years of clinical practice who are interested in significantly advancing their preparation as a provider of wound management patient care, the intent of this program is to improve the ability of physical therapists to provide the highest quality, evidence-based, patient-centered care for clients with wound management disorders.

To apply to the residency program, follow instructions found at: https://chp.mercer.edu/academics-departments/physical-therapy/postprofessional-programs/wound-management-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 to 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

Faculty
Michelle M. Robbins, *Interim Chair, Clinical Associate Professor*
Toi Curry, *Clinical Assistant Professor*
Gail N. Kemp, *Assistant Professor*
Rebecca D. Lakind, *Assistant Professor*
Mary Beth McCullough, *Assistant Professor*
Mark A. Stillman, *Clinical Associate Professor, Director of Clinical Training*

Accreditation
The Doctor of Psychology (PsyD) at Mercer University is Accredited by the American Psychological Association (APA) Commission on Accreditation. The Program will have its next accreditation site visit in 2032. Questions related to accreditation may be directed to the Office of Program Consultation and Accreditation, American Psychological Association.

Doctor of Psychology

Program Description

The Doctor of Psychology (PsyD) in Clinical Psychology prepares psychologists to become integrated healthcare practitioners who contribute to and apply scientific knowledge of human behavior to benefit individuals, systems, and society. 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 the program, 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.


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. An understanding of 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.

7. An understanding of the perspectives of other healthcare disciplines and an ability to collaborate effectively in interprofessional 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 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.
Official transcripts, sent directly from the institution to PSYCAS, for all undergraduate and graduate work.

Three letters of recommendation, one preferred from a professor or individual in the field of psychology.

A personal statement describing educational and career goals in psychology.

A curriculum vitae/resume.

The most qualified applicants will be invited to a personal interview with Mercer PsyD Program faculty.

A minimum 3.0 GPA (on a 4-point scale)

International applicants must comply with the College’s policy regarding international 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. Courses that meet the criteria defined by the APA Standards of Accreditation as profession-wide competencies will be considered for transfer credit from other doctoral clinical psychology programs in rare cases. 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.

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 Programs

Bachelor of Science in Health Sciences and Doctor of Psychology
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 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, and high-achieving students in the College of Health Professions the opportunity to earn both a Bachelor of Science in Public Health 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 detailed 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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per credit hour)*</td>
<td>$1,122</td>
</tr>
<tr>
<td>Facilities and Technology Fee (per semester)</td>
<td>$150</td>
</tr>
</tbody>
</table>

Total estimated cost for students entering Clinical Psychology Doctoral Programs in August 2024: $114,300

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 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 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 Student Health Center on the Atlanta campus [http://studentaffairs.mercer.edu/studenthealthcenter/](http://studentaffairs.mercer.edu/studenthealthcenter/) and the Department of Clinical Psychology. Students are responsible to keep track of due dates for annual physical examinations and future immunization requirements (i.e. tetanus boosters), as required by practicum sites. Appropriate planning for appointment times is required by the student to meet these requirements.
Tuberculosis (TB) screening is required (within the past year) of all new students. Students at risk for TB will be required to have a PPD skin test (Mantoux). The tine TB 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 TB skin test.

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 are encouraged to 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.

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](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/](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”. Should a course be repeated, all grades received in that course are used in the computation of the grade point average. Students not meeting minimum academic standards are placed on academic warning or probation, as defined below.

Any course grade below “C” is considered failing, will not count toward degree requirements, and will result in dismissal from the program. In other words, any course grade of “F” will result in a student’s immediate dismissal from the program.

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

Any grade of “F” is inconsistent with satisfactory academic progression in the PsyD Program. 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.

Mercer University’s Department of Clinical Psychology does not offer a terminal master’s degree. At the end of Year 2 in the PsyD Program, students who have earned a “B” or higher or an “S” in all required coursework and practicum experiences, totaling 63 credit hours, will receive a non-terminal master’s degree. The conferral of this degree symbolizes competent progression toward the Doctor of Psychology degree, which is the degree required for licensure in this field.

Academic Warning, Probation, and Dismissal

Academic Warning

The first semester that a student receives a course grade of “C” or “C+,” the student will be placed on academic warning.

Academic Probation
Upon receiving a second “C” or “C+” for a course grade, 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+” in any course. Also, a student will be immediately and permanently dismissed from the program with any course letter grade of “F.”

**Admission to Doctoral Candidacy**

A student is admitted to doctoral candidacy after successful completion of nine semesters of coursework and practica; achieving a passing score on Content Area Examinations for foundational Discipline-Specific Knowledge (DSKs) in affective, biological, cognitive, developmental, social, and advanced integrative aspects of behavior, as well as in psychometrics, statistical analysis, and research design; successful completion of the Clinical Competencies Examination; and successful defense of a dissertation proposal before a committee composed of the dissertation chair and at least one other PsyD Program core faculty member.

**Dissertation and Timing**

The PsyD clinical dissertation is the culmination of the PsyD student’s scholarly achievement and clinical application of scientific literature within the program. Students are expected to defend their dissertation proposal during Year 3 of the PsyD Program and to complete and successfully defend their dissertation orally during Year 4 of the Program but no later than December 15 of Year 5 in the Program.

**Academic Integrity**

Integrity is a core value of the College of Health Professions as well as one of the five guiding principles of the American Psychological Association’s Ethical Principles and Code of Conduct. As such, violations of academic integrity go against the Honor Code of our institution and the ethics of our profession and will not be tolerated. Students, faculty, and staff are expected to report any violation of academic integrity to the Honor Council for adjudication.

**Clinical Internship**

Students complete one full year (or its equivalent) of internship in a predoctoral 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 3.00 minimum cumulative GPA.

2. Successful demonstration of professional performance standards throughout the student’s career in the Clinical Psychology doctoral program.
3. Successful completion of practica, content area and clinical competency 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 & Enrollment
The Mercer University Doctor of Psychology Program spans 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 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)

Elective
CPSY 880. Special Topics (Subtitle) (1-3, optional)

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:

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.

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 combines degree 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 courses (CPSY 712, CPSY 718, 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.

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 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)

Electives (15 hours from among the courses below)
CPSY 880. Special Topics (Subtitle) (1-3, optional)

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 and 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 718. Individual and Cultural Diversity (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 (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 scientific literacy, critical thinking, methodological skills, and APA style, which are required to evaluate, review, and synthesize 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 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...
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 nine-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 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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Gary Mills, Director of Mercer Police

Andrea Mitchell, B.S., M.S., Ph.D., Executive Director, Mercer Engineering Research Center

Kelly Reffitt, B.A, M.Ed., Ph.D., Vice Provost

Alba Rodriguez, B.S., M.P.A., University Registrar

Cathy Smith, B.A., M.S.M., Associate Vice President for Payroll and Benefits

Hugh Sosebee, Jr., B.A., J.D., Vice President for Governmental Relations

Sharon Stellato, B.S., J.D., Assistant Vice President and Title IX Director

Russell Vullo, B.S., M.B.A., Associate Vice President for Facilities

Christa Ward, B.B.A., M.B.A., Associate Vice President for Budget

Candace Whaley, B.B.A, M.B.A, Associate Vice President for Human Resources

Athletics

Jim Cole, B.B.A., M.B.A., Director of Athletics

Delaney Ryan, B.S., M.Ed., Director of Student Athlete Support Services and Senior Women’s Administrator

Michelle Clark-Heard, B.S., M.Ed., Head Women’s Basketball Coach

Brad Drake, B.S., M.A., Associate Athletic Director and Director of Sports Medicine

Michele Drinkard, B.S., Head Women’s Golf Coach

Tony Economopoulos, B.A., M.S.C., Head Women’s Soccer Coach

Samantha Eustace, B.A., Head Women’s Lacrosse Coach

Lindsay Fico, B.S., Head Softball Coach

Mike Jacobs, B.S., M.S., Head Football Coach

Craig Gibson, B.A., M.Ed., Head Baseball Coach

Eric Hayes, B.S., Head Tennis Coach

Joshua Hayman, B.S., M.S.C., Head Cross Country Coach

Jeffery Hugdahl, B.S., Ph.D., Faculty Athletics Representative

Roosevelt Lofton, Jr., B.A., M.S., Head Women’s Track and Field
Coach, Assistant Cross-Country Coach

Jason Payne, B.S., M.S., Head Men’s Golf Coach

Ryan Ridder, B.S., M.S., Head Men’s Basketball Coach

Brad Ruzzo, B.A., Head Men’s Soccer Coach

Chad Sutton, B.S., Head Women’s Volleyball Coach

Ryan Danehy, B.A., Head Men’s Lacrosse Coach

Daniel Tate, B.S., Associate Athletic Director for External Operations

Atlanta Administrative Staff

Kenneth G. Donnelly, Assistant Director, Information Technology Services

Diana Hill, B.A., Registrar, Atlanta Programs

Charles Platt, Major Mercer Police

Cindy Strowbridge, M.Ed., M.A., Assistant Dean of Students

Atlanta Academic Administration

College of Professional Advancement

Priscilla Ruth Danheiser, B.A., M.S., Ph.D., Dean and Professor of Psychology

Gail W. Johnson, B.S., M.B.A., Ed.D., Associate Dean and Assistant Professor of Organizational Leadership

Colleen P. Stapleton, B.A., M.A., Ph.D., Assistant Dean, Atlanta and Professor of Science

School of Business

Julie A. Petherbridge, B.B.A., M.P.A., Ph.D., Dean and Professor

Brett P. Matherne, B.S., M.B.A., Ph.D., Senior Associate Dean and Associate Professor

College of Education

Thomas R. Koballa, Jr., Ph.D., Dean and Professor

Jeffrey S. Hall, Ed.D., Assistant Dean and Associate Professor

College of Nursing

Tammy Barbé, Ph.D., RN, CNE, 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

School of Theology

C. Gregory DeLoach, B.S., M.Div., D.Min., Dean

Karen G. Massey, B.S., M.A., Ph.D., Associate Dean and Associate Professor

College of Pharmacy

Pamela Moye, B.A., Pharm.D., Interim Dean and Clinical Professor of Pharmacy Practice.

Candace W. Barnett, B.S., Ph.D., Executive Associate Dean, Professor of Pharmacy Practice and Distinguished Professor in Pharmacy Administration.

Nader Moniri, B.S., Ph.D., Associate Dean for Research and Professor of Pharmaceutical Sciences.

C. Lea Winkles, Pharm.D., Associate Dean for Student Affairs and Clinical Associate Professor of Pharmacy Practice.

College of Health Professions

Lisa M. Lundquist, Dean and Professor.

Nannette Turner, Associate Dean and Professor.
Jennifer de la Cruz, Clinical Associate Professor and Interim Chair, Department of Physician Assistant Studies.

Cheryl Gaddis, Clinical Associate Professor and Chair, Department of Public Health.

Rachel Le, Assistant Professor and Program Director, Master of Athletic Training.

Tambré Phillips, Clinical Professor and Chair, Department of Physical Therapy.

Michelle Robbins, Clinical Associate Professor and Interim Chair, Department of Clinical Psychology.

College of Nursing

Emeriti

Susan S. Gunby, Dean Emerita; Diploma, Georgia Baptist School of Nursing, 1968; B.S., Georgia State University, 1975; M.N., Emory University, 1977; Ph.D., Georgia State University, 1993.

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.

JoEllen Dattilo, Professor Emerita; Diploma, Mercy Hospital School of Nursing, 1968; B.S.N., Medical College of Georgia; Duquesne University, 1973; M.N., Emory University, 1976; Ph.D., Georgia State University, 1987.

Virginia Dare Domico, Professor Emerita; Diploma, Georgia Baptist School of Nursing, 1968; B.S.N., Medical College of Georgia, 1976; M.N., Emory University, 1979; Ph.D., University of Alabama at Birmingham, 1997.

Elaine C. Harris, Associate Professor Emerita; Diploma, Grady Memorial Hospital School of Nursing, 1974; B.S.N., Medical College of Georgia, 1975; M.S., Georgia State University, 1978.

Helen Hodges, Professor Emerita; B.S.N., Murray State University, 1972; M.S.N., University of Kentucky, 1980; Ph.D., University of Kentucky, 1992.

Fran E. Kamp, Clinical Associate Professor Emerita; B.S.N., Adelphi University, 1978; M.S., Syracuse University College of Nursing, 1985.


Grace G. Lewis, Clinical Associate Professor Emerita (posthumously, deceased February 2022); B.S., Hampton University, 1970; M.S., Georgia State University, 1980.

Linda A. Mason Barber, Associate Professor Emerita; B.S.N., University of Florida, 1975; M.S.N., University of South Florida, 1999; Post Masters Teaching Certificate, Emory University, 2007; Ph.D., Georgia Baptist College of Nursing of Mercer University, 2012.

Sara H. Mitchell, Clinical Associate Professor Emerita; Diploma, Georgia Baptist School of Nursing, 1972; B.S.N., Medical College of Georgia, 1978; M.N., Emory University, 1979; Ph.D., Georgia State University, 1994.

Freida F. Payne, Professor Emerita; B.S.N., Jacksonville State University, 1978; M.S.N., University of Alabama at Birmingham, 1981; Ph.D., University of Alabama at Birmingham, 1992; Family Nurse Practitioner Post Masters Certification, University of Alabama at Birmingham, 1998.

Shirley R. Rawlins, Professor Emerita; Diploma, Georgia Baptist School of Nursing, 1969; B.S., Georgia State University, 1973; M.S., Georgia State University, 1977; Ph.D.,
University of Alabama at Birmingham, 1989.

**Sandra Rayburn**, Associate Professor Emerita (deceased December 2020); Diploma, Georgia Baptist School of Nursing, 1965; B.S., Georgia State University, 1976; M.S., Georgia State University, 1978; Ph.D., Georgia State University, 1991.

**Brenda Rowe**, Associate Professor Emerita; B.S.N., University of Evansville, 1971; M.N., Emory University, 1975; J.D., Georgia State University, 1990.

**Jean Chouvardas**, Emerita (deceased January 2020); Diploma, Providence School of Nursing, 1958; B.S., Georgia State University, 1976; M.S., Georgia State University, 1977.

**Elizabeth Perry**, Emerita (deceased January 2002); Diploma, Georgia Baptist School of Nursing, 1938; B.S., Georgia State University, 1974; M.S., Georgia State University, 1980.

**Full-Time**

**Tabatha Anderson**, Ph.D., RN. Clinical Assistant Professor and Accelerated BSN Director. B.S.N., Mercer University, 2000; M.S.N., Medical College of Georgia, 2007; Ph.D., Mercer University, 2019.

**Tammy Barbé**, Ph.D., RN., CNE. Dean and Professor, A.D.N., Gulf Coast Community College, 1997; B.S.N., University of South Alabama, 2000; M.S.N., University of South Alabama, 2002; Ph.D., University of Northern Colorado, 2010.

**Jennifer L. Bartlett**, Ph.D., RN-BC, CNE, CHSE. Associate Professor. BSN, Cleveland State University, 1995; M.S.N., Old Dominion University, 2009; Ph.D., University of Nevada, 2013.

**Lanell M. Bellury**, Ph.D., RN, OCN, AOCNS-Emeritus, Associate Dean for Graduate Programs and Professor, PhD Program Coordinator. B.S.N., Medical College of Georgia (Augusta University), 1978; M.N., Emory University, 1983; Ph.D., University of Utah, 2011.

**Stephanie Bennett**, D.N.P., RN, FNP-C, PMHNP-BC. Clinical Assistant Professor and Graduate Clinical Coordinator. Diploma, Georgia Baptist School of Nursing, 1985; B.S.N., Mercer University, 2011; M.S.N., Mercer University, 2012; D.N.P., Mercer University, 2018.


**Vicki Black**, Ph.D., RN, CNE, Assistant Professor. B.S.N., Brenau University, 1981; M.S.N., Georgia State University, 1984; Ph.D., University of Georgia, 2013.

**Kathy Davis**, Ph.D., RN. Clinical Assistant Professor. A.D.N., Clayton Junior College, 1976; B.S.N., Clayton State College, 1993; M.S.N., Kennesaw State University, 2001; Ph.D., Georgia State University, 2015.

**Daphne Davis-Patrick**, D.N.P., RN. Lecturer. A.D.N., School of Nursing Trinidad and Tobago, 1994; B.S.N., Kaplan University, 2011; M.S.N., Kaplan University, 2012; D.N.P., Walden University, 2017.

**Emma El-Shami**, D.N.P, M.S.N, RN. Clinical Assistant Professor. B.S.N., University of North Georgia, 2016; M.S.N., University of West Georgia, 2019; D.N.P., University of South Carolina, 2022.

**Omolara Fyle-Thorpe**, Ph.D., RN, FNP-BC. Clinical Assistant Professor. B.S.N., The Ohio State University, 1997; M.S.N., Otterbein University, 2003; Ph.D., Saint Louis University, 2015.
Jennifer M. Gandia, M.S.N., RN, CNE. Lecturer. B.A., University of South Florida, 1997; A.D.N., Georgia Highlands College, 2009; B.S.N., University of West Georgia, 2016; M.S.N., University of West Georgia, 2018.

Tessy George, Ph.D., RN. Clinical Instructor. B.S.N. Fairleigh Dickinson University, 2000; M.S.N., Grand Canyon University, 2011; Ph.D., Augusta University, 2022.

Seongkum Heo, Ph.D., RN, FAHA, FHFS, FAAN. Professor and Piedmont Healthcare Endowed Chair. B.S.N., Pusan National University, Pusan, Korea, 1987; M.S.N., Pusan National University, 1993; M.Div., Korean Baptist Seminary, 1998; Ph.D., University of Kentucky, 2004; Postdoctoral fellowship, University of Kentucky, 2004-2007.


Robyn Johnson, D.N.P., M.S.N., RN, FNP-BC, CNE. Clinical Instructor, B.S.N., Medical University of South Carolina, 2004; M.N., Walden University, 2010; M.S.N., Augusta University; D.N.P., Mercer University, 2024.

Jennifer Kelley, M.S.N, RN. Lecturer. B.S.N., Brenau University, 2008; M.S.N., Mercer University, 2012.

Natasha Laibhen-Parkes, Ph.D., RN, CPN, CNE. Clinical Associate Professor, B.S., Hunter-Bellevue School of Nursing in New York, 1993; M.S., Saint Joseph’s College of Maine, 2009; Ph.D., Mercer University, 2014.

Mitzie Minor, D.N.P., FNP/AGACNP-BC, NEA-BC. Clinical Assistant Professor. B.S.N., Mercer University, 2013; M.S.N., Mercer University, 2016; Post Graduate Certificate AGACNP, Augusta University, 2019; D.N.P., Augusta University, 2021.

Caroline Moore, Ph.D., RN, FNP-C. Clinical Instructor. B.S.N., Clemson University, 2011; M.S.N., Vanderbilt University, 2016; Ph.D., Villanova University, 2024.

Macy Mosher, Ph.D., RN, CCRN, CNE. Clinical Assistant Professor. B.S.N., Georgia College and State University, 2011; M.S.N., Georgia College and State University, 2017; Ph.D., Georgia State University, 2021.

Andra Opalinski, Ph.D., RN, PNP-PC, NC-BC. Associate Professor. A.S.N., Samford University, 1993; B.S.N., Samford University, 1994; M.S.N., University of Florida, 2000; Ph.D., University of Colorado Health Sciences Center, 2007.


Sonique Sailsman, Ph.D., RN, CNE. Assistant Professor. B.S.N., University of Miami, 2000; M.S.N., Drexel University, 2009; Ph.D., Nova Southeastern University, 2016.

Maura Schlairet, Ed.D., M.A., M.S.N., RN, CNL. Professor and Associate Dean for the Undergraduate Program. Diploma, Mount Carmel School of Nursing, 1981; B.S.N., Valdosta State University, 1995; M.S.N., Valdosta State University, 1997; M.A., Loyola University, 2012;
Charles Anthony Smith, Ph.D., RN, ONC. Clinical Assistant Professor and RN-BSN Coordinator. Diploma, Piedmont Hospital School of Nursing, 1977; B.S.N., Georgia State University, 1981; M.S.N., Georgia State University, 1985; Ph.D., Mercer University, 2016.

Daphnee Stewart, D.N.P., RN, CPNP-PC. Clinical Assistant Professor and DNP Coordinator, B.S.N., Mercer University, 1993; M.S.N., Georgia State University, 1997; D.N.P., Samford University, 2018.

Linda A. Streit, Ph.D., RN, CNE, Professor. B.S., Indiana State University, 1978; M.S., Old Dominion University, 1984; Ph.D., University of Alabama at Birmingham, 1991.

Judith Thigpen, M.S., D.N.P., RN, FNP-BC. Clinical Assistant Professor. B.S., Georgia State University, 2009; M.S., Georgia Regents University, 2013; D.N.P., University of Massachusetts Boston, 2022.

Patricia J. Troyan, Ed.D., RN, CNM., CNE., Associate Professor. B.S., Syracuse University College of Nursing, 1978; M.S., University of Rochester, 1983; Ed.D., Teachers College, Columbia University, 1996.

Olga Turner, D.N.P., RN. Clinical Assistant Professor. B.S., Boston University, 1986; M.S., Hunter College, 1992; D.N.P., Emory University, 2018.

Christine Wyers, D.N.P., RN. Lecturer. B.S.N., Kent State University, 1992; M.S.N., University of Phoenix, 2004; D.N.P., Chamberlain College of Nursing, 2018.

Professional Staff

Jordan Kelly, M.S. Director of Admissions. B.S., Georgia Southern University, 2016; M.S., Mercer University, 2021.


School of Business

Emeriti


Walter Wade Austin (1990) Professor of Accounting, Emeritus; B.S., University of Tennessee; M.B.A., University of Utah, 1971; Ph.D., University of Georgia, 1989; C.P.A.

G. Russell Barber, Jr. (1973) Professor of Accounting and Economics, Emeritus; B.A., Occidental College, 1961; M.B.A., Stanford University, 1963; Ph.D., University of Mississippi, 1990; C.P.A.

Carol J. Cagle (2012) Associate Professor of Management, Emeritus; B.S., Naval Postgraduate School; M.S., George Washington University; M.S., Georgia Institute of Technology; Ph.D. University of Texas at Arlington.


State University, 1973; Ph.D., California Coastal University, 1977.

Full-Time


Brett P. Matherne (2023) Senior Associate Dean and Associate Professor of Management; B.S., M.B.A., Louisiana State University, 1987, 1989; Georgia State University, Ph.D., 2004.

Elizabeth Adair, (2024) Assistant Professor of Management, B.A. Christian Brothers University, 2005; M.A. The University of Memphis, 2007; M.B.A., Texas State University, 2014; Ph.D. University of Minnesota, 2020.

Ehsan Ahmadi (2021) Assistant Professor of Management, B.S., Azad University of Arak, Iran, 2009. M.S., Shahid Beheshti University, Iran, 2013, Ph.D., Ohio University, 2019.

Szabolcs Istvan Blazsek-Ayala (2023) Associate Professor of Economics; B.A., Corvinus University of Budapest, 2001; Ph.D., University Carlos III of Madrid, 2007.

Jordan Matthew Blanke (1985) Ernest L. Baskin, Jr. Distinguished Professor of Computer Science and Law; B.S., M.S., SUNY at Stony Brook, 1976; J.D., Emory University School of Law, 1980.

Blake D. Bowler (2021), Associate Professor of Accounting, B.B.A., Mercer University, 2007, M.S.A. Accounting, University of Notre Dame, 2008, Ph.D., Accounting and Information Management, Northwestern University, 2016.


Juanita K. Forester (2018), Assistant Professor of Management, B.A, Spellman College, 2008; M.Sc., London School of Economics, 2009; M.A. Wake Forest University, 2011; Ph.D. Georgia State University, 2017.


Charles Asa Lambert (2020) Assistant Professor of Finance, B.A., Mercer University, 2004, M.B.A. Georgia College, 2011, M.S. Florida State
University, 2015, Ph.D. University of Tennessee, 2020.


Reza Maihami (2023) Assistant Professor of Supply Chain Management, B.S. University of Kurdistan, 2007; M.S. Tarbiat Modares University, 2011; Ph.D. Amirkabir University of Technology, 2016.

Heather A. Markle (2024) Lecturer; B.A., Oglethorpe University, 2000, Mercer University, M.B.A., 2019.


Andrés Marroquín (2018) Associate Professor of Economics; B.A. Universidad Francisco Marroquín, 2001; M.A. George Mason University, 2004; Ph.D. George Mason University, 2006.

Nicholas Marudas (2014) Associate Professor of Accounting, B.A., University of Maryland (UMBC), 1982; M.B.A., New York University, 1986; Ph.D., Georgia State University, 2001.


Etienne Musonera (2008) Professor of Marketing; B.B.A., Davenport University, 1992; M.S., Western Michigan University, 1995; Ph.D., Wayne State University, 2003.


Aida Khosh Raftar Nouri (2024), Assistant Professor of Management Science and Analytics, B.Sc., Electronic Engineering, Azad University, Iran, 2010; M.Sc., Information Technology Management, University Technology Malaysia, Malaysia, 2014; Ph.D. Information Systems Management, Memorial University of Newfoundland, Canada, 2024.

Geoffrey M. Ngene (2012) Associate Professor of Finance; B.Com., C.P.A./ACC, M.B.A., University of Nairobi (Kenya); M.S., Ph.D., University of New Orleans.


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.


Carol S. Sargent (2022), Associate Professor of Accounting, B.S., Commerce, M.S., Accounting,


Ali Tolooie (2022), Assistant Professor of Management, B.Sc., Industrial Engineering, Mazandaran University of Science and Technology, Iran, 2010; M.Sc., Industrial Engineering, University Technology, Malaysia, 2015; Ph.D Industrial Engineering, Kansas State University, Kansas, 2022.


**Tift College of Education**

Emeriti:

Joseph Balloun Professor of Education, Emeritus; B.S., M.S., Iowa State University, 1968; Ph.D. University of California at Berkeley, 1971.


Sherah B. Carr Professor of Education, Emerita; B.S., Mansfield University, 1972; M.Ed., Florida State University, 1975; Ed.S., Ph.D., Georgia State University, 1988, 1992.

Jacquelyn M. Culpepper Associate Professor of Education, Emerita; B.A., Baylor University, 1967; M.Ed., University of Louisville, 1986; Ph.D., University of Georgia 2002.

Cathryn Futral Professor of English, Emerita; A.B., Tift College, 1949; M.R.E., New Orleans Baptist Theological Seminary, 1951; M.S., Ph.D., University of Southern Mississippi, 1962, 1980.
Catherine Gardner Professor of Education, Emerita; B.S., M.Ed. East Carolina University, 1972, 1974; Ph.D., University of Georgia, 1992.


Dana M. Lilly Professor of Education, Emerita; B.A., M.A., University of West Florida, 1974, 1985; Ph.D., Florida State University, 1989.


Jane West Associate Professor of Education, Emerita; B.S., Mississippi College, 1982; M.A., Louisiana State University, 1988; Ed.D., University of Georgia, 1994.


Full-Time:


Nancy Atchison (2022) Clinical Assistant Professor of Elementary Education; B.A. Mercer University, 1990; M.S., Ph.D., Capella University, 2007, 2012.


Olivia M. Boggs (2008) Professor of Education; B.S., Hampton University, 1968; M.Ed., Boston


Flavio Campos (2022) Assistant Professor of Education in Computer Science; B.S.Ed. University of Sand Andreas, 2001; M.Ed., Mackenzie Presbyterian University, 2005; Ph.D. Mackenzie Presbyterian University-Sao Paulo, 2009; Ph.D. Pontifical Catholic University-Sao Paulo, 2011.


Kaylin Finley (2024) Instructor of Teacher Education; B.S. Georgia College and State University, 2013; M.Ed. Mercer University, 2016.


Aaron G. Geter, Jr. (2024) Clinical Assistant Professor of Educational Leadership; B.A. Mercer University, 1987; M.S., Ed.S. Troy State University, 1993, 1995; Ed.D. South Carolina State University, 1998.

Lucy Gitonga (2022) Assistant Professor of Special Education; B.Ed. Moi University, 1992; M.Ed. Georgia State University, 2007; Ph.D. University of Georgia, 2016.

Jeffrey S. Hall (2010) Associate Dean/Professor of Education; B.S. United States Air Force Academy, 1998; M.Ed. The University of Georgia, 2005; Ed.D. Georgia Southern University, 2010.

Robert J. Helfenbein (2020) Professor of Curriculum Studies; B.A. University of North Carolina, Chapel Hill, 1993; M.A. Appalachian State University, 1997; Ph.D. University of North Carolina-Chapel Hill, 2004.

Joo Young Hong (2024) Assistant Professor of Special Education; B.S. Kyungpook National University, 2003; M.S. University of Kansas, 2008; Ph.D. University of Kansas, 2013.


Margie Wiggins Jones (2006) 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.


Adam Keath (2023) Assistant Professor of Health and Physical Education; B.A., M.Ed., Western Carolina University, 2013, 2014,
Ph.D. West Virginia University, 2017.


**Leah Panther** (2018) Associate Professor of Literacy 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.


**John (Hank) Samuels** (2024) Assistant Professor of Elementary Education; B.A., University of North Carolina, Chapel Hill, 2013; M.S., Florida State University, 2019; Ph.D., University of Florida, 2024.

**Loleta D. Sartin** (2020) Associate Dean/Professor of Education; B.A. Southern University at New Orleans; M.Ed. Drury University; Ph.D. Saint Louis University.


**Matthew Sroka** (2022) Clinical Assistant Professor of Literacy Education; B.A., Liberty University, 2008; M.Ed., Ed.D., Salisbury University, 2016, 2021.


**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.

**LaTeshia Warren** (2024). Clinical Assistant Professor of Elementary Education; B.S., Georgia State University, 2004; M.Ed., Troy University, 2007; Ph.D., Mercer University, 2013.
Tyler Watts (2023) Assistant Professor of Instructional Design and Technology; B.A., California Baptist University, 2004; MBA, University of Hawai‘i at Mānoa, 2012; Ph.D., University of Kentucky, 2019.

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.


Faculty


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) Associate Professor of Human Services; B.S., Howard University, 2002; M.S., Ph.D., Mercer University, 2005, 2015; L.P.C.


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) Associate Professor of Health Informatics; M.B.B.S., Al Fateh University, 1996; M.P.H., Ph.D., University of Missouri, 2011, 2017.

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.


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.


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.

S M Shafiu Hasan (2024) Assistant Professor of Computer Science; B.Sc., M.Sc., Bangladesh University of Engineering and Technology, 2016, 2019; M.Sc., Ph.D., Florida International University, 2021, 2022.

Kristina M. Henderson (2013) Associate Professor of Counseling; B.A., University of Kentucky, 1993; M.R.C., University of Kentucky, 1995; Ph.D., Kansas State University, 2009.

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Gail W. Johnson (2007) Associate Dean and Assistant Professor of Organizational Leadership; B.S., Park University, 1988; M.B.A.
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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.


Kevin G. McQueeny (2024) Assistant Professor of History; B.A., M.A., Rutgers University, 2005, 2008; M.A., University of New Orleans, 2015; Ph.D., Georgetown University, 2020.

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.


Tyce Nadrich (2023) Associate Professor of Counseling; B.A., Queens College, 2011; M.S., St. John’s University, 2014; Ph.D., Montclair State University, 2019.

Merrin C. Oliver (2017) Associate 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.

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K. Lynn Pierce (2023) Assistant Professor of Counseling; B.M. University of Florida, 2012; M.S., Georgia State University, 2018; Ph.D., The Pennsylvania State University, 2022.

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.


Morgan E. K. Riechel (2015) Associate Professor of Counseling; B.A.,
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Kristin Robertson (2023) Assistant Professor of Writing and Literature; B.A., M.A., University of Tennessee at Knoxville, 1997, 1999; M.F.A., University of New Orleans, 2007; Ph.D., Georgia State University, 2013.


Stefanie A. Sevick (2023) Assistant Professor of Writing and Interdisciplinary Studies; B.A., Reed College, 2008; M.A., Ph.D., Brown University, 2013, 2016.

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