

# MERCER UNIVERSITY

## Catalog 2015-2016



**College of Liberal Arts**  
**Eugene W. Stetson School of  
Business and Economics**  
**School of Engineering**  
**Tift College of Education**  
**Townsend School of Music**  
**College of Health Professions**

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*Macon, Georgia 31207*

# Federal Disclosure Requirements

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

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

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

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

## Equal Opportunity Policy

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

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# Calendar 2015–2016

	<b>Fall 2015</b>
Open Registration Ends	Aug 17
Opening Convocation	Aug 17
First Day of Classes	Aug 18
Late Registration and Drop/Add Period	Aug 18-21
Labor Day Holiday	Sep 7
Mid-Term	Oct 7
Fall Break	Oct 8-9
Last Day for Course Withdrawal	Oct 23
Master's Theses and Dissertations Due in Provost Office	Nov 1
Application for Spring & Summer 2016 Graduation Due	Nov 2
Thanksgiving Holidays	Nov 25-27
Last Day of Classes	Dec 4
Reading Days	Dec 5, 6, 9
Final Examinations	Dec 7, 8, 10-12

	<b>Spring 2016</b>
Open Registration Ends	Jan 10
First Day of Classes	Jan 11
Late Registration and Drop/Add Period	Jan 11-15
MLK, Jr. Holiday	Jan 18
Mid-Term	Mar 1
Spring Break	Mar 7-11
Last Day for Course Withdrawal	Mar 24
Application for Fall 2016 Graduation Due	Mar 30
Master's Theses and Dissertations Due in Provost Office	Apr 1
Good Friday	March 25
Honors Convocation	Apr 8
Last Class Day	April 29
Reading Days	April 30, May 1, 4
Final Examinations	May 2, 3, 5-7
Commencement	May 14

**Summer 2016**  
**Session 1 (5 weeks)**

Classes Begin	May 23
Holiday	May 30
Classes End	June 22
Reading Day	June 23
Exams	June 24

**Session 2 (5 weeks)**

Classes Begin	June 27
Master's Theses and Dissertations Due in Provost Office	July 1
Holiday	July 4
Classes End	July 27
Reading Day	July 28
Exams	July 29-30

**Session 3 (10 weeks)**

Classes Begin	May 23
Holiday	May 30
Holiday	July 4
Classes End	July 27
Reading Day	July 28
Exams	July 29-30

# The University

Founded in 1833, Mercer University is a dynamic and comprehensive center of undergraduate, graduate, and professional education. The University enrolls more than 8,500 students in 12 schools and colleges - – liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing, and Penfield College of Mercer University - – on major campuses in Macon, Atlanta, and Savannah and at three regional academic centers across the state. Mercer is affiliated with four teaching hospitals - – Memorial University Medical Center in Savannah, the Medical Center of Central Georgia in Macon, and The Medical Center and St. Francis Hospital in Columbus, – and has educational partnerships with Warner Robins Air Logistics Center Complex in Warner Robins and Piedmont Healthcare in Atlanta. The University operates an academic press and a performing arts center in Macon and an engineering research center in Warner Robins. Mercer is the only private university in Georgia to field an NCAA Division I athletic program. Mercer has been ranked among the leading regional colleges and universities in the South by U.S. News & World Report for more than 20 consecutive years.

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

Mercer's reputation is built on its rigorous academic programs, outstanding faculty, and state-of-the-art facilities. For 182 years, young men and women have left Mercer to become influential leaders and doers of great deeds.

## 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.

Founded by Baptists in 1833, 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 boys' 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 although, 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 8,400 students; 12 schools and colleges – liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing and continuing and Penfield College of Mercer University; major campuses in Macon, Atlanta and Savannah; three regional academic centers around the state; a university press; four teaching hospitals; educational partnerships with Warner Robins Air Logistics Center in Warner



Robins and Piedmont Healthcare in Atlanta; an engineering research center in Warner Robins; a performing arts center in Macon; and a NCAA Division I athletic program.

The institution's reputation for exceptional academics in an engaged learning environment continues to grow. For two decades, U.S. News & World Report has ranked Mercer among the leading universities in the South. The Princeton Review repeatedly ranks it in the top 10 percent of all colleges and universities in North America. The University has been named a "College with a Conscience" by The Princeton Review and College Compact and has been named to the President's Higher Education Community Service Honor Roll for distinguished community service. Mercer has also earned a Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching.

## **Historical Highlights**

### **Mercer in the 19<sup>th</sup> 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.

**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. When war was declared, students and graduates of Mercer responded "to defend their constitutional rights and sacred honor." Most of the senior classes of 1861 and 1862 joined the Confederacy together.

**1866** Mercer awards General Robert E. Lee, C.S.A., the honorary Doctor of Laws degree. Mercer is the only university to grant an honorary degree to General Lee. .

**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 of cost not over \$25,000...was accepted." On Oct. 28, President H.H. Tucker reports that a six-acre site, adjoining Tatnall 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.

**1933** Mercer celebrates its centennial.

**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.

**1940** Willingham Chapel Building is rededicated and a new organ is installed.

**1941** Mercer discontinues competition in intercollegiate football.

**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.

**1947** In ceremonies held in Willingham Chapel and Ryals Law Building, the Walter F. George School of Law is named for Georgia's U.S. Senator Walter F. George.

**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 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.

**1974** Construction of the Ida B. Patterson Infirmary is completed.

**1976** Mercer acquires the Insurance Company of North America Building on Coleman Hill in Macon as the home of the Walter F. George School of Law under a gift-purchase agreement for \$1 million. The property is valued at more than \$4 million.

**1978** The former Tatnall 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. Later in the year, Mercer gives the mansion to the City of Macon, and after restoring the exterior, the City of Macon returns the mansion to Mercer in November 1981.

**1979** Mercer dedicates the Law School building with U.S. Attorney General and Mercer alumnus Griffin B. Bell on the program and Chief Justice Warren Burger as guest speaker.

**1980** Mercer dedicates the restored Administration Building.

Inauguration ceremonies for Mercer's 17th president, Raleigh Kirby Godsey, are held at the Macon City Auditorium.

Mercer dedicates the A.T. Davis Administration Building, College of Arts and Sciences, in Atlanta.

Mercer dedicates the Sheffield Building, College of Arts and Sciences in Atlanta.

**1981** Mercer dedicates the School of Medicine's Education Building in Macon.

**1982** Mercer University School of Medicine admits its charter class of students in the fall.

**1983** Mercer establishes the School of Business and Economics in Atlanta. The dedication of the Woodruff House, formerly known as Overlook Mansion, takes place.

Mercer dedicates the W.G. Lee Alumni House in Macon.

Mercer dedicates the Monroe F. Swilley Jr. Library in Atlanta.

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

**1984** The Eugene W. Stetson School of Business and Economics is established in Macon.

The School of Engineering is established in Macon.

The Walter F. George School of Law becomes the home of the National Criminal Defense College.

The College of Arts and Sciences in Atlanta becomes the Cecil B. Day College of Arts and Sciences.

**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.

Nine kaolin industries in middle Georgia join together to establish the world's first Kaolin Industry Endowed Chair at the School of Engineering.

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 Walter F. George 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 Southern School of Pharmacy on the Cecil B. Day Campus in Atlanta.

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

**1994** The University's Board of Trustees, faculty, administration and staff launch the Mercer 2000: Advancing the Vision Campaign, seeking \$126 million for endowment and facilities.

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. During its April meeting, it also votes to transfer University College's programs to the Eugene W. Stetson School of Business and Economics, the School of Medicine and the School of Education.

On Oct. 1, contracts 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 Board of Trustees approves naming the School of Theology for James and Carolyn McAfee. The inaugural convocation and dedication of the James and Carolyn McAfee School of Theology is held in October.

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 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 Stetson School of Business and Economics and the School of Education.

**1999** The James and Carolyn 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 completes renovations on two School of Medicine buildings in downtown Macon: a 27,000-square-foot building for the Departments of Internal Medicine and Psychiatry and Behavioral Science on the corner of First and Pine Streets, and a 5,500-square-foot facility for graduate medical education on First Street.

## **Mercer in the 21st Century**

**2000** During a ceremony on April 20, Mercer dedicates the Jack Tarver Memorial Library.

Mercer breaks ground for an 8,500-square-foot Baptist Collegiate Ministries building, later named the Religious Life Center.

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 LaGrange College are co-recipients of a gift of property from Remer and Emily Crum valued at the time at \$123 million. The 83-acre Century Center Park property is located near I-85, north of Atlanta.

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 McAfee School of Theology receives full membership into the Association of Theological Schools (ATS) as an accredited school of theology.

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

**2003** Mercer and Robins Air Force Base mark the 20th anniversary of a partnership agreement that sparked a School of Engineering on the Macon campus and an engineering research center in Warner Robins.

Mercer dedicates its state-of-the-art recital hall in the McCorkle Music Building, naming it the Neva Langley Fickling Hall.

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 Penfield College of Mercer University, is established from the former Division of Extended Education. The non-education programs in the Tift College of Education are moved to the new college.

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** Mercer partners with Piedmont Healthcare, one of the state's prominent hospital systems, to establish the Center for Health and Learning in Atlanta.

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 in Macon and the McAfee 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, former high-profile attorney 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 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 Southern 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.

Radio station WMUM-FM (Mercer University Macon), formerly WDCO-FM, moves into studios on the Macon campus. A partnership between Mercer and Georgia Public Broadcasting, the station provides local content to central Georgia public radio listeners.

**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, study abroad and 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 Logistics Center.

**2008** Celebrating its 175th year, Mercer marked the anniversary with special Founders' Day activities, including the traditional convocation on the Macon campus, as well as a Feb. 26 event on the Atlanta campus and an event featuring a discussion with five "Mercer Legends" on the Macon campus.

Mercer Trustees endorse a new vision statement and an ambitious 10-year strategic plan for the University that calls for more than \$1.2 billion in new investments in the institution's endowment, faculty and staff, facilities and technology, and academic and co-curricular programs over the next decade. Titled "Charting Mercer's Future: Aspirations for the Decade Ahead," the strategic plan was developed over the prior 18 months under the leadership of the University Planning Council and with the input of trustees, faculty, staff, alumni, students, community leaders, parents of current students, and other stakeholders.

Redevelopment efforts in downtown Macon and the neighborhoods surrounding Mercer's Macon campus received a major boost from the John S. and James L. Knight Foundation. Mercer was awarded a \$250,000 planning grant from Knight Foundation to facilitate a voluntary alliance of redevelopment partners to coordinate plans and leverage new investments.

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.

Moving its Homecoming to the fall under the theme "Reconnect, Reunite, Rediscover," scores of Mercerians and their families came back to campus Nov. 21-23. In recent years, the University's Homecoming was held in the winter at the end of the basketball season.

Mercer Trustees approved new Ph.D. programs in nursing and curriculum and instruction. The new doctoral programs – Mercer’s third and fourth – fulfill objectives in the University’s recently-adopted 10-year strategic plan to expand Ph.D. offerings. Mercer earns national recognition from the Carnegie Foundation for the Advancement of Teaching for its commitment to community engagement. Mercer is the only college in Georgia, and one of just 119 in the United States, to be selected by the foundation for its 2008 Community Engagement Classification.

**2009** Griffin Boyette Bell, one of Mercer’s most distinguished graduates and the 72nd Attorney General of the United States, succumbs to cancer at the age of 90 on Jan. 5 in Atlanta.

Mercer earns the highest federal recognition for community engagement according to the Corporation for National and Community Service. For the University’s exemplary service efforts and service to the community, the corporation named Mercer to the President’s Higher Education Community Service Honor Roll for 2008.

The John S. and James L. Knight Foundation announces \$5 million grants to establish the College Hill Alliance and the Knight Neighborhood Challenge program to advance the College Hill Corridor initiative, which grew out of a Mercer senior capstone class.

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 will be located on Montpelier Avenue across from Ingleside Village Pizza and Jittery Joe’s Coffee.

**2010** Mercer celebrated its new Newnan Regional Academic Center on Sept. 21 with an opening ceremony and ribbon cutting. The center began classes in August with three degree programs, including the Bachelor of Science in Education in early care and education and early childhood/special education from the Tift College of Education and the Bachelor of Science in Social Science in Public Safety from the College of Continuing and Professional Studies.

The University’s Board of Trustees on Nov. 19 unanimously approved a plan to resume competition in football in the fall of 2013.

**2011** Mercer Distinguished Alumnus and former Trustee Nathan Deal was inaugurated in January as Georgia’s 82nd governor. He became the 12th Mercer alumnus to hold that office. Eight Mercerians have led the State of Georgia, and four others have served as governors of the states of Alabama, Texas, New Hampshire and the Commonwealth of Puerto Rico.

Mercer’s first outdoor commencement was held May 14 on the upper fields of the Cecil B. Day Campus in Atlanta. More than 6,000 guests witnessed the largest of the University’s five ceremonies.

A grand opening was held in August for the Lofts at Mercer Village, a multi-million dollar development located on Montpelier Avenue in the College Hill Corridor. The highly anticipated opening of the Lofts, which also houses Barnes and Noble/Mercer University Bookstore, other retailers, and apartments for 117 students, culminates the collaboration between the University and Sierra Development.

On Nov. 11, the University broke ground and unveiled plans for its new football and lacrosse complex during a Homecoming weekend ceremony. In recognition of the lead gifts for the complex, President Underwood announced four major components of the project:

- The Homer and Ruth Drake Field House
- The William H. Anderson II Family Field

- The Marshall and Jane Butler Family Plaza
- The Tony and Nancy Moye Family Football and Lacrosse Complex.

In December, the Center for Collaborative Journalism – a new model for journalism education designed to increase and strengthen local reporting by bringing journalists to work together with university students in a unique, joint newsroom in the College Hill Corridor – was announced. Mercer students will work alongside journalists at The (Macon) Telegraph and Georgia Public Broadcasting to learn and employ digital-age storytelling skills to meet Central Georgia’s information needs. The collaborative effort was made possible by \$4.6 million in grants from Knight Foundation and a \$1 million grant from the Peyton Anderson Foundation.

**2012** Mercer joined 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.

Longtime Cooperative Baptist Fellowship Executive Coordinator Dr. Daniel Vestal was named to lead the University’s new Eula Mae and John Baugh Center for Baptist Leadership, which is being endowed with a \$2.5 million grant from the Eula Mae and John Baugh Foundation. The Baugh Center will foster research and learning in Baptist history, theology, ethics and missiology, partnering with the James and Carolyn McAfee School of Theology, the Cooperative Baptist Fellowship, the American Baptist Historical Society, as well as Mercer’s Center for Theology and Public Life and other organizations and programs.

The University announced in February plans to partner with The Medical Center and St. Francis Hospital to establish a Columbus campus for its 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. The Mercer School of Medicine will place up to 80 third- and fourth-year medical students at the Columbus Campus, beginning in the summer of 2012.

A landmark season for the men’s basketball team resulted in the Collegeinsider.Com Championship in a hard-fought 70-67 win at Utah State. Mercer’s victory secured the team’s spot in history as the Atlantic Sun Conference’s first team to capture a post-season crown. The 2011-2012 team rewrote several school records including wins (27), points scored and blocks. Mercer’s first basketball team to win a post-season non-conference win earned home victories over Tennessee State and Georgia State before hitting the road to finish the historic run with wins at Old Dominion and Fairfield before the electrifying championship battle at Utah State.

In April, the University lost a prominent alumna with the passing of Dr. Leila H. Denmark at the age of 114. She was the world’s oldest practicing pediatrician until her retirement in 2001 at the age of 103. At her death, she was the world’s fourth-oldest verified living person in the world.

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

The Board of Trustees authorized establishment of the Mercer University 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. The Health Sciences



Center will enroll more than 1,700 students, employ more than 400 full-time faculty and staff, and graduate more than 500 physicians, nurses and nurse educators, physician assistants, pharmacists, physical therapists, family therapists, public health professionals and biomedical scientists each year. Dr. Hewitt W. (Ted) Matthews, longtime dean of the College of Pharmacy and Health Sciences, was named senior vice president for health sciences and will oversee the new Center.

In May, the first School of Medicine commencement on the Savannah Campus was held May 5 with 38 graduates earning their M.D. degrees.

In July, the first five Stamps Leadership Scholars, funded by the Stamps Family Charitable Foundation, were announced. Mercer is one of only 25 universities in the country to participate in the program.

A \$1 million grant from Macon's Peyton Anderson Foundation was announced to fund an innovative newsroom in Mercer's Center for Collaborative Journalism, a partnership involving the University's Journalism and Media Studies Department, The Telegraph and Georgia Public Broadcasting. The Telegraph's editorial staff moved into the newly-named Peyton Anderson Newsroom.

In September, Mercer dedicated the Center for Collaborative Journalism, located on the first floor of the recently completed Phase II of the Lofts at Mercer Village, in conjunction with the fall meeting of the University's National Journalism Advisory Board. Supported by \$5.6 million in grants from the John S. and James L. Knight Foundation and Peyton Anderson Foundation, the Collaborative seeks to bring a new model to journalism education.

In November, the University dedicated 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, gave 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 provided the lead gift for the project. An official groundbreaking was held Dec. 11, 2012.

**2013** In January, one of Mercer's most accomplished graduates, the man known by many as "Sambo," died at the age of 90. Dr. Ferrol A. Sams, Jr. penned eight books, including a trilogy of works featuring Porter Osborne Jr., a character largely based on Dr. Sams' own boyhood in Fayette County. Generations of Mercerians have been inspired by the accounts of his exploits while at Mercer in *The Whisper of the River*.

In March, Mercer earned the highest recognition for community engagement when it was named to the President's Higher Education Community Service Honor Roll with Distinction. Mercer was one of only 113 higher education institutions – and one of only two in Georgia – named to the President's Honor Roll with Distinction.

In May, a "groundbreaking" ceremony was held at the historic Beall House, on College Street in Macon, now the home of the Robert McDuffie Center for Strings thanks to a \$1.5 million grant from the Woodruff Foundation. For many years, the house has had significant historic value as the location where the Allman Brothers once shot a famous album cover. The McDuffie Center's growth and development created the need for a separate facility to house the program.

A \$425,000 grant from ArtPlace America will support Mercer's effort to revitalize the former Tattnell Square Presbyterian Church into the Tattnell Square Center for the Arts. The Center will serve as a community theatre and arts venue, as well as home to the University's Theatre Department.

The University announced the acceptance of an invitation to join the Southern Conference, affiliating Mercer Athletics with the nation's fifth-oldest NCAA Division I athletic association. Mercer, who will officially join the SoCon on July 1, 2014, will be aligned with Samford University, University of Tennessee-Chattanooga, Western Carolina University, East Tennessee State University, Virginia Military Institute, University of North Carolina-Greensboro, Wofford College and The Citadel.

In August, more than 12,000 fans overflowed the Mercer Football Stadium on Aug. 31 to watch the Bears field their first football team in more than 70 years. Mercer would proceed 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.

Mercer Medicine officially opened its new Sports Medicine Clinic inside Drake Field House. The Sports Medicine Clinic offers comprehensive evaluation and treatment of non-surgical, sports-related injuries and conditions to athletes and physically active persons of all ages, including pediatric and adolescent patients.

In September, former U.S. Congressman, Ambassador to the United Nations and Atlanta Mayor Andrew Young kicked off Mercer's yearlong commemoration of the 50th anniversary of the institution's integration during a convocation in Willingham Auditorium.

In December, Mercer, Brandenburg Productions and Georgia Public Broadcasting teamed up to produce "A Grand Mercer Christmas," a one-hour long television special that aired on PBS stations across the nation during the holiday season.

**2014** In March, former President Jimmy Carter, who serves on the Mercer University Board of Trustees, recorded a series of short videos that highlight some of the institution's major distinctions. Carter is believed to be the first former U.S. president in modern times to serve on a university governing board.

The men's basketball team turned the attention of the entire country - and beyond - to the University when the 14th-seeded Bears topped the third-seeded Duke Blue Devils, the winningest program in NCAA Tournament play, and head coach Mike Krzyzewski, the winningest coach in NCAA history. The 78-71 win in the second round of the NCAA Tournament on March 21 led to an unprecedented amount of exposure for the University as national and international media played and replayed the highlights of the victory.

In July, 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. The Board of Trustees authorized the name change to better reflect the breadth of its academic offerings - which range from certificate programs to a Ph.D. program -and its emerging status as a national leader in meeting the educational needs of adult learners from all walks of life.

Mercer acquired the license to WRWR-LD, a Warner Robins-based television station that was donated to the University by State Sen. Cecil P. Staton and Macon neurosurgeon Dr. Joe Sam Robinson. The station's call letters were changed to WMUB and will be integrated with Mercer's Center for Collaborative Journalism.

In October, on the strength of its growing research profile, Mercer was 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 became the first Georgia institution south of the Interstate 20 corridor to join GRA. Its other members include the University of Georgia, Georgia Regents University, Emory University, Clark Atlanta University, Georgia Institute of Technology, Morehouse School of Medicine and Georgia State University.

Mercer broke ground on an \$18 million expansion of School of Medicine (MUSM) facilities on its Savannah campus at Memorial University Medical Center. This endeavor will include 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.

Mercer kicked off Homecoming festivities with the dedication of the M. Diane Owens Garden, named to honor the Mercer alumna, trustee and former board chair. The garden is part of a project that was designed to enhance the south campus between Stadium Drive and Claude Smith Field. Previously a detention pond, the garden is now both a more environmentally friendly solution to filter runoff and a more aesthetically pleasing gathering place.

In November, President William D. Underwood used 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," President Underwood told more than 1,000 alumni, students, faculty, staff and friends assembled in Cruz Plaza Friday night. "

**2015** In February, Mercer's two-year-old, 10,000-seat stadium, home of Mercer Bears football and lacrosse, was 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.

In March, a large multi-million dollar commitment from a Macon resident and devoted friend of the University established the Jo Phelps Fabian Center for Musical Excellence in Mercer University's Townsend 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.

In April, Mercer Theatre's first performance in the newly completed Tattnall Square Center for the Arts featured William Shakespeare's *The Tempest*. The Tattnall Square Center for the Arts, formerly the Tattnall Square Presbyterian Church, was extensively renovated to serve as the new home of Mercer's theatre department as well as a community performing arts center in the heart of the College Hill Corridor.

## Mercer University Presidents

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

Billington McCarty Sanders .....	1833-1840
Otis Smith .....	1840-1844
John Leadly Dagg .....	1844-1854
Nathaniel Macon Crawford .....	1854-1856
Shelton Palmer Sanford, Acting President .....	1856-1858
Nathaniel Macon Crawford .....	1858-1866
Henry Holcomb Tucker .....	1866-1871
Archibald John Battle.....	1872-1889
Gustavus Alonzo Nunnally.....	1889-1893
John Edgerton Willet, Acting President .....	1893-1893
James Burton Gambrell .....	1893-1896
Pinckney Daniel Pollock.....	1896-1903
William Heard Kilpatrick, Acting President .....	1903-1905
Charles Lee Smith .....	1905-1906
Samuel Young Jameson .....	1906-1913
James Freeman Sellers, Acting President .....	1913-1914
William Lowndes Pickard.....	1914-1918

Rufus Washington Weaver .....	1918-1927
Andrew Phillip Montague, Acting President .....	1927-1928
Spright Dowell .....	1928-1953
George Boyce Connell.....	1953-1959
Spright Dowell, Interim President.....	1959-1960
Rufus Carrollton Harris .....	1960-1979
Raleigh Kirby Godsey .....	1979-2006
William D. Underwood .....	2006-present

## 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 to doctoral-level degrees. Founded by early 19th century Baptists, Mercer's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

With more than 8,500 students enrolled in 12 schools and colleges on campuses in Macon, Atlanta and Savannah; three medical school sites in Macon, Savannah and Columbus; and at four Regional Academic Centers around the state, Mercer is consistently ranked among the nation's leading institutions by such publications as U.S. News & World Report, which in 2014 named Mercer as the No. 1 Best Value in the South. Our more than 71,000 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 (Macon):* The oldest of the University's academic units, the College of Liberal Arts remains the cornerstone of Mercer's educational programs, offering an array of baccalaureate programs in the humanities, fine arts, sciences and social sciences.

*Walter F. George School of Law (Macon):* Founded in 1873, Mercer's Law School 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. Its innovative Woodruff Curriculum – which focuses on ethics and practical skills – earned the Gambrell Professionalism Award from the A.B.A. for its “depth of excellence.”

*Eugene W. Stetson School of Business and Economics (Macon, Atlanta, Douglas County, Henry County, Savannah):* Offering undergraduate and graduate (B.B.A., M.B.A.) degrees in Macon and Atlanta, the M.B.A. in Savannah and the B.B.A. degree in Douglas County, the School holds the highest level of accreditation for business education by AACSB International – the Association to Advance Collegiate Schools of Business.

*School of Engineering (Macon):* Mercer's innovative and academically challenging 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 technologies. The School of Engineering marked its 25th anniversary in 2010 and

continues to be ranked by U.S. News & World Report as one of the top three master's degree-level engineering schools in the Southeast.

*Tift College of Education (Macon, Atlanta, Savannah, Regional Academic Centers):* The College prepares more professional educators than any other private college or university in Georgia, offering baccalaureate and graduate degrees. Guided by the conceptual framework of the "Transforming Practitioner," Tift College is dedicated to preparing effective teachers and educational leaders who aspire to grow professionally throughout their careers, while also seeking to transform the lives of students.

*James and Carolyn McAfee School of Theology (Atlanta):* Established in 1996, 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 the ministry.

*Penfield College of Mercer University (Macon, Atlanta, Regional Academic Centers):* The College offers undergraduate and graduate programs to working adults seeking professional advancement or transition and leadership roles in and beyond their communities. The College provides students with distinctive, multidisciplinary programs that integrate theory and practice, liberal learning and professional education, and knowledge and experience.

*Townsend School of Music (Macon):* 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. Specialized music programs include the Townsend-McAfee Institute for Graduate Church Music Studies and the Robert McDuffie Center for Strings.

*Mercer University Libraries:* The mission of Mercer's libraries is to serve as learning-centered gateways of information resources through robust collections and innovative, technology-rich patron services to support the educational endeavors of the University community.

*Mercer University Press (Macon):* Since its establishment in 1979, Mercer Press has published more than 1,400 titles, generally in the areas of Southern history, philosophy, religion and regional studies. The Press holds membership in the Association of American University Presses.

*Mercer Engineering Research Center (MERC) (Warner Robins):* Founded in 1987, MERC provides engineering research services to private industries and government agencies, including the Department of Defense. Since its inception, MERC has exceeded \$390 million in contract revenue.

## **Mercer Health Sciences Center**

*School of Medicine (Macon, Atlanta, Savannah, Columbus):* The School was established in 1982 to educate physicians and health professionals to meet the primary care and health care needs of rural and medically underserved areas of Georgia. The School of Medicine currently operates two four-year campuses. Following their second year, students participate in core clinical clerkships at the School's primary teaching hospitals: Medical Center of Central Georgia in Macon, Memorial University Medical Center in Savannah, and The Medical Center and St. Francis Hospital in Columbus.

*College of Pharmacy (Atlanta):* For more than a century, the College has maintained a tradition of excellence and a national reputation for producing leaders in the health care profession and has made notable contributions to the fields of pharmacy and health sciences. Mercer is ranked as the number 4 private pharmacy school in the United States and among the top private and public pharmacy schools.

*Georgia Baptist College of Nursing (Atlanta):* Established in 1902, the College is nationally recognized for educating superior nursing leaders who provide significant healthcare contributions around the world. In addition to a bachelor of science in nursing degree, the College also offers the following degree programs: master of science in nursing, with specialties in nursing education, family nurse practitioner, and clinical nurse specialist; doctor of nursing practice; and the doctor of philosophy (nursing).

*College of Health Professions (Macon, Atlanta):* The College is comprised of three departments: Physical Therapy, Physician Assistant Studies and Public Health. The College offers a Doctor of Physical Therapy (D.P.T.) degree, and master's degrees in physician assistant studies (M.M.Sc.) and public health (M.P.H.). In addition, the College offers post-professional residencies and fellowships. The College seeks to improve the health and quality of life of individuals and society through excellence in teaching, research and service.

## **Athletics**

Mercer is the only private university in Georgia to compete in Division I of the National Collegiate Athletic Association. A member of the Southern Conference, Mercer fields teams in baseball, basketball, cross country, football, golf, lacrosse, soccer and tennis for men, and basketball, cross country, golf, lacrosse, sand volleyball, soccer, softball, tennis, track and field, and volleyball for women. For the 2013-2014 academic year, the cumulative grade point average for student athletes was 3.297.

## **Accreditation**

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

Mercer University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or at [www.sacscoc.org](http://www.sacscoc.org) or call (404) 679-4500 for questions about the accreditation of Mercer.

The National Collegiate Athletic Association has certified Mercer University. The website is [www.ncaa.org](http://www.ncaa.org).

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

In the Penfield College of Mercer University, the Master of Science degree in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990; [www.cacrep.org](http://www.cacrep.org). The Master of Science degree in School Counseling is approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; [www.gapsc.com](http://www.gapsc.com). The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for

Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.

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

Mercer University's professional education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE; [www.ncate.org](http://www.ncate.org)) and approved by Georgia's Professional Standards Commission. This accreditation includes all initial teacher preparation programs and all advanced educator preparation programs offered on all Mercer campuses and centers. Contact NCATE at 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036 or call (202) 233-0077.

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

The College of Health Professions houses three accredited programs. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for Physician Assistant (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097; (770) 476-1224; [www.arc-pa.org](http://www.arc-pa.org). The Master of Public Health program is accredited by the Council on Education for Public Health, 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; (202) 789-1050; <http://ceph.org>. The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314; (703) 684-2782; [www.captionline.org](http://www.captionline.org).

The Juris Doctor and Master of Laws programs in the Walter F. George School of Law are accredited by the American Bar Association, 312 North Clark Street, Chicago, IL 60654; (312) 988-5000; [www.americanbar.org](http://www.americanbar.org).

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](http://www.lcme.org)) is jointly sponsored by the Association of American Medical Colleges (2450 N. Street, NW, Washington, DC 20037; (202) 828-0596) and the Council on Medical Education of the American Medical Association (515 North State Street, Chicago, IL 60654; (312) 464-4933). The Marriage and Family Therapy program is accredited by the Commission on Accreditation of Marriage and Family Therapy Education, American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria, VA 22314; (703) 838-9808; [www.aamft.org](http://www.aamft.org).

The baccalaureate and master's music programs of the Townsend School of Music are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; (703) 437-0700; [www.nasm.arts-accredit.org](http://www.nasm.arts-accredit.org).

The Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice programs in the Georgia Baptist College of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; (202) 887-6791; [www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation). Georgia Baptist College of Nursing is approved by the Georgia Board of Nursing, 237 Coliseum Drive, Macon, Georgia, 31217-3858, (478) 207-1640.

The Doctor of Pharmacy program in the College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603; (312) 664-3575; [www.acpe-accredit.org](http://www.acpe-accredit.org).

The Master of Arts in Christian Ministry, the Master of Divinity, and the Doctor of Ministry programs in the James and Carolyn McAfee School of Theology are accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275; (412) 788-6505; [www.ats.edu](http://www.ats.edu).

## **Grants and Contracts Office**

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

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

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

## **International Programs at Mercer University**

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

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



# Entering The University

## Admission from Secondary Schools

Mercer University seeks to admit students who have outstanding academic credentials and personal characteristics indicating they will contribute to the diversity and richness of the campus, both inside and outside of the classroom. Applicants' records should reflect a strong commitment to their educational goals, a sense of responsibility to themselves and their communities, and a promise of growth, intellectually and socially.

Applicants are considered on the strength of their academic record, standardized test scores, character and leadership potential, co-curricular and service-related activities.

Admission to the University normally requires graduation from an accredited, secondary school with a minimum of sixteen units of high school credit including English (4 units), mathematics (4 units), laboratory science (3 units), social science/history (3 units) and foreign language (2 units). Applicants are expected to be in good academic and disciplinary standing at their current or last institution attended.

Students not meeting minimum admission requirements may be reconsidered for admission through submission of additional academic information (new SAT/ACT scores, high school transcripts).

### Application Materials and Supporting Documentation

- Application for Admission
- \$50 non-refundable application fee
- Official high school transcript(s)
- Official SAT or ACT scores (Scores on official high school transcripts are accepted.)
- Personal Statement
- Letter of recommendation from teacher or high school college counselor

Students may apply to Mercer University's traditional undergraduate programs through the Early Action Deadline (November 1) or the Regular Decision Deadline (April 1). Applications are accepted at any time, but evaluations do not begin until September of an applicant's senior year of high school. An admission decision is rendered once all official documents have been received (high school transcripts, SAT/ACT scores, recommendation letter). An applicant is notified of his/her admission or denial within two to four weeks of the completed application having been received and processed by the Office of University Admissions. All final high school and college transcripts are required prior to enrollment.

## Special Admissions

### Home-Educated Applicants

The University works with home-schooled applicants and has established methods to evaluate these students in a manner comparable to other freshman applicants.

For traditional freshman applicants, Mercer requires students to complete a college preparatory curriculum (CPC) from an accredited high school in order to be considered for admission. Students who cannot verify CPC completion with an accredited high school must show academic strength in the CPC subjects through a combination of SAT II, Advanced Placement (AP) exams, college level coursework, and/or a portfolio. The

University uses the SAT or ACT exam results to evaluate a student's overall academic knowledge.

The required CPC subject areas and units\* are:

1. English, 4 units;
2. Mathematics, 4 units, including Algebra II, geometry, and a fourth mathematics for which Algebra II is a prerequisite;
3. Science, 3 units, including lab courses from life and physical sciences;
4. Social studies, 3 units, including American and world studies;
5. Language, 2 units; both units must be in the same language.

The University then reviews the entire file of a home-schooled applicant, in comparison with other applicants, to select the most qualified students for admission.

\* A unit is often referred to as a Carnegie Unit and represents a full academic year of credit.

### **Advance Admission**

Advance admission may be granted to mature, rising high school seniors who have above-average SAT/ACT scores and have attained exceptional achievements in high school course work. Candidates should follow the normal application procedure and submit three letters of recommendation. The letters must be from a student's principal/headmaster, guidance counselor, and parent(s) or guardian(s).

Letters from high school administrators must state the requirements that a student must fulfill at Mercer in order to receive a high school diploma. A letter from the parent(s) or guardian(s) must give permission for the student to enter the University. The candidate is also required to interview with a senior officer in the Office of University Admissions.

### **Dual High School Enrollment**

Dual high school enrollment may be granted to rising high school seniors who are enrolled in a high school with a formal partnership agreement with Mercer University and who meet the University's and their individual high school's requirements for admission. The student must submit an application for dual enrollment, transcripts, SAT or ACT scores, and recommendations from their high school principal, guidance counselor, and parents. If the applicant is requesting an upper-level college course, a letter of recommendation from the high school's department chair in that area of study is required as well.

Applicants will be evaluated by the Office of University Admissions on their credentials as well as their letters of recommendation. Notification of acceptance will be sent through the high school guidance counselor's office.

Applicants must also file a FERPA form and immunization form with the Office of University Admissions to be admitted.

### **Applicants with General Education Diploma (GED)**

In limited circumstances, applicants may be considered for admission if they have a General Education Diploma. These applicants must meet the following requirements to be considered for admission to the traditional undergraduate program:

1. Have a minimum GED score of 2,500, and have met the score of 400 or above on all sections.
2. Have a score of at least 1100 on the critical reading and math sections of the SAT with at least 500 on each section of the SAT or corresponding

converted scores from the ACT. A minimum ACT composite score of 24 will also be considered.

## **Enrollment Deposit**

To reserve a place in the in-coming class, accepted students should submit a \$500 deposit by May 1. The deposit is refundable until May 1 for those students admitted to the summer or fall semesters. The refund deadline for the spring semester is December 1. Students may request a refund of a deposit before the stated deadline by submitting a written request to the Office of University Admissions. Deposits made after the stated refund deadline are automatically non-refundable.

## **Advanced Placement, College Level Examination Program, 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.

Students may not receive more than a total of 32 semester hours of credit from any or all of these sources

## **Readmitted Students**

Students who wish to enroll in the University after an absence of more than one semester must be in good standing with the University and have a cumulative grade point average of 2.0 or higher. If applicable, a transcript from each institution attended during a student's absence from the University must be submitted as part of the application process.\* An application for readmission should be made with the Office of the Registrar. Readmission should be requested at least four weeks prior to the date of anticipated enrollment.

Students applying for readmission who do not have a cumulative grade point average of 2.0 and who are not in good standing with the University are required to request readmission through a letter addressed to the dean of the school/college of the student's prior enrollment. The letter and application form should be presented at least four weeks prior to the date of anticipated enrollment.

As a general rule, readmitted undergraduate and graduate 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 do not re-enroll for three consecutive years must fulfill the catalog requirements in force at the time of re-enrollment.

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.

## **Application Process for Transfer Applicants from Other Colleges and Universities**

Candidates for transfer admission from a regionally accredited college or university should submit an application for admission, a \$50 non-refundable application fee, and official transcript(s) from all colleges/universities attended. To ensure proper evaluation of transfer credit, transfer applicants should observe the following deadlines:

Summer Semester	April 15
Fall Semester	June 1
Spring Semester	November 15

Candidates must have completed at least 9 semester hours of college work after high school graduation to be classified as a transfer student. Applicants with less than 30 semester hours of college credit earned must submit official high school transcripts or GED scores and official SAT or ACT score reports.

Transfer applicants must be in good academic standing at the college/university of current enrollment or present evidence of satisfactory work in a college/university previously attended. Satisfactory work is classified as a cumulative 2.5 grade point average on a 4.0 scale. Students requesting exceptions to this policy may be asked to submit additional documentation or enter the University on a probationary status, in which case certain grades may be required before enrollment in subsequent semesters is allowed.

Transfer applicants will be notified of their admission to the University on a rolling basis. Upon acceptance, an official evaluation of academic standing will be made available on the student's MyMercer account. Those who intend to enroll should submit enrollment deposits of \$500 to hold their spaces in the entering class.

This deposit is refundable until May 1 for those students admitted to the summer and fall semesters. The refund deadline for the spring semester is December 1. Students may request a refund of the deposit before the stated deadline by submitting a written request to the Office of University Admissions. Deposits made after the stated refund deadline are automatically non-refundable.

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

The University Registrar determines which courses taken at other institutions are directly comparable and will be credited toward completion of degree requirements at Mercer. The maximum credit allowed from all two-year colleges attended is 64 semester hours (96 quarter hours). Developmental and institutionally-based courses will not be

accepted for transfer credit. In addition, courses in programs not available at Mercer (e.g., vocational programs) will not be accepted.

Correspondence work will not be accepted for credit toward a degree. The University does accept courses from the Independent Study Programs of the University of Georgia for transfer credit; the maximum number of credits accepted from this program is 9 semester hours. The maximum number of credits allowed for extension work of a non-correspondence nature is 12 semester hours; this limitation does not apply to work taken in off-campus permanent centers. The maximum credit allowed for off-campus work is 30 semester hours. No more than 30 semester hours of combined off-campus and extension work is allowed; such work must be taken before the student reaches junior status.

## **Special Student (Non-Degree) Status**

Candidates who have not met all entrance requirements may, under certain conditions, be admitted to the University. These students are not considered to be candidates for degrees. They generally fall into two categories, as described as follows:

### **Transient Students**

Candidates currently enrolled and in good standing at another college or university may be admitted as transient students. A letter from the college or school where the student is currently enrolled must be sent to the Office of University Admissions. The letter must give specific approval for the student to attend Mercer and specify the courses that may be taken.

### **Auditors**

Candidates may apply for auditor status and enroll in a course(s) as an auditor. Permission of the instructor is required. Auditors are subject to auditing regulations, as described in the “Academic Information” section of this catalog. The audit fee is listed in the “Financial Information” section of the catalog.

## **International Students**

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 are not citizens of the United States, for study at Mercer University. 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. The minimum composite TOEFL score is 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) and minimum IELTS score is 6.5. Qualified students with scores below these minimums, or who have no TOEFL or IELTS score, may be conditionally admitted contingent upon their successful completion of English Language Institute (ELI) course(s) on the Atlanta campus. Placement testing is done upon arrival for conditionally admitted students who have no TOEFL score.

Refer to individual graduate 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 official translations in English

Letter of Recommendation

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 or successful completion of Mercer University English Language Institute course

### **Conditional Admission**

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

Official high school transcript with official translation in English

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

### **Transfer Students**

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

## **Bridge Courses for International Students**

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

1. Assessment of mathematics proficiency is accomplished through use of an online assessment tool to determine the level of functional knowledge in algebra and pre-calculus, including analytic trigonometry. Based on the results of the proficiency assessment exams, students may be exempt from taking one or more of the following courses:

- MATH120. Intermediate Algebraic Procedures for Problem-Solving
- MATH130. Topics in Pre-calculus
- MATH150. Analytic Trigonometry\*

\*Exception may apply for certain majors.

For additional information, please contact the International Student advisor through the Office of the Dean (678) 547-6028.

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

- UNIV110. The Culture of the University
- FDLS130. Language and Communication\*
- ENGL100. Critical Thinking, Reading, and Writing
- COMM171. Introduction to Public Speaking

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

Bridge courses are taught by faculty members with expertise in teaching English as a second language. Emphasis is placed on critical thinking, oral presentations, writing skills, problem solving, and contextual scientific reasoning.

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

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

## 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. All applicants must submit official documents in order to be considered for admission. If the official documents are written in a language other than English, it is the applicants' responsibility to submit CERTIFIED English translations to the Office of International Admissions before being considered for admission. Students requiring NCAA Clearing House approval, or engineering students (see "School of Engineering" section) needing outside credential evaluations, should submit official transcripts in their native language in addition to official transcripts in English.

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

degree. Please note that the registrar makes the final decision when accepting credits from a foreign institution.

## **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. 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.

## **Immunization Policy**

The Mercer University Student Health Form is required and must be signed by a physician or other health care provider, and stamped with the provider's name and address. 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 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 vaccine dose was received.

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

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

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

Exemptions from compliance with the immunization policy include:

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

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



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

For more information, contact the Student Health Center at 1508 College Street, Macon, Georgia 31207, by phone at (478) 301-2696, fax at (478) 301-2116, or email [shcmacon@mercer.edu](mailto:shcmacon@mercer.edu). The immunization form can be found at <http://studentaffairs.mercer.edu/studenthealthcenter/>.

## **Health Insurance**

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

## **Information for Veterans and Others Eligible for Veterans Benefits**

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



# Student Affairs and Campus Life

Student life is a vital part of the college experience. When extracurricular activities, programs, and organizations are tied closely to a student's academic experience, the impact on the student's learning can be profound. The Division of Student Affairs, led by the Vice President and Dean of Students, is charged with overseeing a majority of these extracurricular programs, and includes the following departments: Counseling and Psychological Services, Housing and Residence Life, Recreational Sports and Wellness, Campus Life (including Greek Life and Community Engagement), Career Services, Disability Support Services, Student Health Center, Minority Affairs, and Trio Programs (Student Support Services, Equal Opportunity Center, and Upward Bound). Student Affairs offers a wide range of resources that promote intellectual, cultural, social, vocational, physical, psychological, and spiritual growth.

The Office of the Vice President and Dean of Students is located on the third floor of the Connell Student Center and operates as the primary location for information on student life. The Office of Judicial Education is also located in this office and is charged with implementing the Student Code of Conduct and adjudicating student conduct violations. Students are expected to abide by all rules and regulations of the University and to uphold the community standards of the institution. To obtain additional information on these policies and procedures, or to merely request a review of any non-academic student issue or grievance, please contact this office. For additional information: <http://studentaffairs.mercer.edu/>.

## Student Government

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. Student government serves as the official voice of the students and as a liaison with the administration and faculty.

The executive branch of the student government is comprised of eight student body officers. The standing committees of SGA are: Academic Affairs, Student Life and Organizational Affairs, Fiscal Affairs, Campus Safety and Improvements, Contract Services, Macon Connections, Public Relations and Elections, and Heritage Life. These committees are open to all students.

The legislative branch of student government is the senate, comprised of five representatives from each class and five senators at large. The senate represents the interests of students in social and academic matters, and funds projects and programs of benefit to the student body and the larger community. SGA encourages all students to attend senate meetings and listen to online podcasts at [sga.mercer.edu](http://sga.mercer.edu).

## Academic Integrity

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

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>.

## The Honor System

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Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>.

Academic integrity for Macon Campus undergraduates is maintained through the Honor System. The Honor System imposes on each student the responsibility for his or her own honest behavior and requires each student to report any violations of the Honor Code about which he or she has information. The Honor System was instituted in 1954 and has been in operation since that time. Its success has been the result of students' respect and concern.

An undergraduate student honor council administers the Honor System for undergraduates. The Honor System for graduate students is administered by an honor committee that is governed by policies established by the Graduate Council of Mercer University. Decisions and sanctions of the Honor Council and Honor Committee are binding, but may be appealed to the President of the University.

By the act of entering Mercer University, each student consents to participate fully in the Mercer Honor System. Furthermore, each student is personally responsible for knowing the rights and obligations set forth by the Honor System. A student is also expected to cooperate with all proceedings related to the Honor System. Students who refuse to accept the Honor System will be denied admission.

## QuadWorks

Quadworks is a comprehensive co-curricular programming board responsible for developing and presenting educational, social, and cultural programs that complement Mercer's educational mission. The student run committees provide programs such as Mercer Madness, Homecoming, Bearstock, comedians, Midnight Movies, as well as opportunities for students to showcase their talents. For additional information: <http://quadworks.mercer.edu/>.

## Student Organizations

The Mercer community has more than 130 active student organizations. These organizations range from departmental, religious, or club sport to special interest, governmental and social. A full list of organizations, including contact information, is available on the Campus Life website. Student organizations and community opportunities are showcased during Bear Fair. For more information: [www.studentaffairs.mercer.edu/campuslife/studentorgs.cfm](http://www.studentaffairs.mercer.edu/campuslife/studentorgs.cfm).

**Social Greek Organizations.** National fraternities and sororities have been a part of the Mercer community since the 1870's. The following fraternities have chapters on campus: Alpha Tau Omega, Kappa Alpha, Kappa Alpha Psi, Kappa Sigma, Lambda Chi Alpha, Omega Psi Phi, Phi Beta Sigma, Phi Delta Theta, Pi Kappa Phi, Sigma Alpha Epsilon, and Sigma Nu. The sororities are: Alpha Delta Pi, Alpha Gamma Delta, Alpha Kappa Alpha, Chi Omega, Delta Sigma Theta, Phi Mu, and Zeta Phi Beta.

**Media Relation Student Organizations.** Students publish The Cluster (the campus newspaper) and the Dulcimer (the University's literary magazine).

For more information about any of these student organizations, contact the Office of Campus Life at (478) 301-2868.

## Honor Societies

Phi Kappa Phi is a national honor society with the primary objective of recognizing and encouraging superior scholarship in all fields of study. The University's chapter was installed in 1982. Membership is open only to juniors and seniors who have demonstrated unusual achievement in scholarship. Phi Eta Sigma is a national honor society open to freshmen of good character who earn a grade point average of at least 3.5 during one or two semesters of the freshman year. Omicron Delta Kappa National Leadership Honor Society selects junior and senior students on the basis of leadership, scholarship, and service. Order of Omega is a national honor society for Greek organizations, selecting juniors and seniors on the basis of exceptional scholarship, leadership, and service.

A number of other nationally affiliated honor societies have been established: Beta Beta Beta (biology), Delta Sigma Pi (business), Kappa Delta Epsilon (education), Phi Alpha Theta (history), Pi Sigma Alpha (political science), and Psi Chi (psychology).

For more information about any of these student organizations, contact the Office of Campus Life at (478) 301-2868.

## Leadership and Volunteerism

The Office of Campus Life coordinates a variety of leadership and volunteerism opportunities for students. The Center for Community Engagement, which is housed in Campus Life, offers students the chance to become involved in the Macon community through Service Saturdays, tutoring programs and other campus service projects throughout the year. The Center also works with student organizations and community organizations to provide volunteer experiences both on and off campus. Leadership opportunities for students include retreats, workshops, lectures and luncheons. For more information please visit <http://studentaffairs.mercer.edu/campuslife/>.

## Recreational Sports and Wellness

The Recreational Sports and Wellness Office is located in the University Center and oversees five programs: Aquatics, Club Sports, Fitness/Wellness, Intramural Sports, and Mercer Outdoors. Each of these programs gives students, faculty, and staff the opportunity to participate in a variety of activities.

Mercer Aquatics manages the use of the two pools on the Macon campus. The University Center Pool is located on the lower level of the Fitness Center and is open for lap swims and group aquatic exercise.

Plunkett Pool, located behind Plunkett Hall, is open to the Mercer community for recreational use. Students, faculty, and staff members can use the pool for themselves and their families by presenting a valid Bear Card. Children under the age of 16 are not allowed to enter the pool area without an adult and must be supervised at all times. Plunkett Pool is a seasonal facility and is open from April to September.

Sport Clubs offer unique opportunities to participate in recreational activities. These clubs are separate from the intramural programs offered at Mercer and 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. Currently, there are 12 club sports on campus, and we encourage new clubs to form.

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; fitness incentive programs; and individual wellness counseling.

Intramural Sports provides a comprehensive and diverse program of competitive and recreational activities. The program reflects the needs and interest of currently enrolled students, faculty and staff members. More than 20 activities are offered featuring team sports, individual/dual sports, meets and special events.

Outdoor Adventures is committed to providing excellent travel opportunities that challenge self-perceived limits, are fun, and that build a strong appreciation for the natural environment. Small group wilderness experiences have a unique impact on the lives of our participants.

Employment opportunities – Recreational Sports and Wellness hires over 100 students per year for positions as lifeguards, group exercise instructors, intramural officials, scorekeepers, and trip leaders. The benefits of working for Recreational Sports include flexible hours, a great atmosphere, leadership opportunities, the convenience of having a job on campus, and extra income.

For more information on Mercer Recreational Sports and Wellness, visit [www.mercer.edu/recreation](http://www.mercer.edu/recreation) or call 478-301-2404.

## **Intercollegiate Athletics**

The University provides programs of intercollegiate competition in men's basketball, lacrosse, baseball, tennis, golf, soccer, cross-country, football, track & field (women only), women's basketball, tennis, soccer, softball, volleyball, cross-country, golf, and sand volleyball, Women's lacrosse. Mercer is a Division I member of the National Collegiate Athletic Association (NCAA) and the Southern Conference. Copies of the Equity in Athletics Disclosure Act and the annual NCAA Graduation Rate Report are on file in the Office of the Registrar.

## **Religious Life**

Opportunities for significant spiritual growth are integral parts of Mercer University's campus life. University Worship is provided for the entire Mercer community on Sunday evening. Voluntary involvement in religious activities is fostered by a broad spectrum of denominational organizations. The Religious Life Center is a hub of religious life on campus; students of different religious traditions meet weekly in the center for worship, fellowship, and discipleship.

The following organizations are available: Baptist Collegiate Ministries, A.G.A.P.E. (All God's Anointed People Evangelizing), Cooperative Student Fellowship, Reformed University Fellowship, Canterbury Episcopal Student Fellowship, Catholic Newman Ministry, Orthodox Christian Fellowship, Wesley Foundation, Young Life, and the Muslim Student Association. For more information on campus ministries, please visit <http://religiouslife.mercer.edu/>.

In addition, Mercer On Mission, an international service-learning program whose partners include several faith-based organizations is directed by the University Minister. For more information about Mercer On Mission, please visit <http://mom.mercer.edu/>.

## **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS, located behind MEP residence hall) seeks to encourage students in their attainment of educational and personal goals by creating opportunities to develop self-knowledge and skills, and remediate difficulties within a welcoming and relaxed atmosphere. Services include individual and couples counseling, outreach programming, crisis intervention, and academic assistance. Consultation is provided to the Mercer community. Referrals to off-campus mental health service providers are made when appropriate and upon students' request. CAPS also serves as a field placement site for undergraduate students, an internship site for Mercer's MFT and Medical Psychology Ph.D. students, and sponsors AWARE, CAPS peer education program. For more information, visit the website at [www.mercer.edu/counseling](http://www.mercer.edu/counseling) or phone 478-301-2862.

## **Career Services**

Career Services provides support to students and alumni in the areas of career decision-making and networking. Guidance is available for those who wish to identify or clarify their academic major, vocation, or career path. Students and alumni can view and be informed of ongoing full-time, part-time, and internship opportunities by registering on-line with BEARLINK. Career Services coordinates annual career days, a senior kick-off event, and presentations on resume design and other job search topics. For more information, visit the website at [www.mercer.edu/mucareer](http://www.mercer.edu/mucareer).

## **Upward Bound**

Upward Bound, funded completely by a grant from the U.S. Department of Education and sponsored by Mercer University, is a pre-college program for high school students from income-specific or disadvantaged backgrounds. The program is designed especially for those students who have demonstrated aptitude and/or potential for study beyond high school, and includes an extensive summer component. Upward Bound is one of three Mercer University TRIO Programs.

## **Educational Opportunity Center**

The Educational Opportunity Center (EOC), a program funded by a grant from the U.S. Department of Education, promotes postsecondary education among adults who qualify. An emphasis is placed on providing assistance with the postsecondary application process and with obtaining financial aid. Pre-college assistance is also offered in the areas of academic assessment and remediation, career counseling, and study skills assistance. EOC is one of the three Mercer University TRIO Programs.

## **Disability Services**

Mercer University is committed to making all of its programs, services and activities fully accessible to qualified students with disabilities. Students requesting to be recognized as a person with a disability or requesting accommodations for a diagnosed physical, medical, psychological or learning disability must first self-identify by registering with Disability Support Services. Appropriate and reasonable accommodations will be determined on a case-by-case basis upon review of the submitted documentation. Disability Support Services also offers voter registration information and assistance.

Please report any problems with physical access such as non-working elevators to Disability Support Services immediately. Students who believe they have been discriminated against or denied access to a program or service because of a disability

should contact Carole Burrowbridge, Director of Disability Support Services. Further information on policies, procedures, and documentation requirements may be obtained by contacting Disability Support Services at 301-2778 or found on the web at: <http://studentaffairs.mercer.edu/disabilityservices/>.

## **Student Support Services**

Student Support Services (SSS) is a program funded by a grant from the U.S. Department of Education that serves first generation, Pell-eligible and/or students with disabilities. The program is designed to increase the retention and graduation among underrepresented students at the college level. SSS participants receive services including personal and group counseling, academic advising/workshops, financial aid counseling, Freshman Grant Aid, mentoring and career/graduate school counseling as well as additional tutoring, trips to career and professional school fairs and cultural activities. SSS is one of the three Mercer University TRIO programs. (478) 301-2686 or visit [sss.mercer.edu](http://sss.mercer.edu).

## **Minority Affairs**

The Minority Affairs Office is committed to providing opportunities for Mercer University minority students to be actively engaged in the "Mercer Experience" and to develop a sense of community while at Mercer. Minority Affairs along with the Minority Student Success Committee sponsor an annual conference each spring. The services provided through the Minority Mentoring Program are: free tutorial assistance in most freshman courses; a personal mentor; academic, social and cultural workshops and trips; an early-arrival freshman retreat; and access to local minority professionals in the student's general area of study. The Minority Affairs Office also provides support and leadership to improving the campus culture for minorities. For more information, visit our website at <http://studentaffairs.mercer.edu/minorityaffairs/>.

## **Housing and Residence Life**

Mercer University recognizes that a valuable aspect of one's college education is the experience of living on campus. The Department of Housing and Residence Life promotes the principles of respect and responsibility within the Mercer community, and provides services and activities to assist resident students. The incoming freshmen class (Fall 2012), entered with a 3-year housing requirement. All freshmen (1st year), sophomore (2nd year), and junior (3rd year) students, under 21 years of age are required to live on campus and purchase a meal plan. Exceptions include those students who will reach age 21 before the first day of Fall classes, those living with parents or guardians within a reasonable commuting distance, (this includes the following counties: Bibb, Crawford, Houston, Jones, Monroe, Peach, Twiggs) and students who are married or are single parents. Resident students are required to sign a residence hall contract for each academic year. All Housing facilities are closed during the winter break. Housing information and housing contracts for residence hall rooms and apartments are available through the students MyMercer account. For additional information about living on campus, please visit our website: <http://studentaffairs.mercer.edu/housing>.

## **Judicial Education**

The Office of Judicial Education serves the Mercer University community by defining, interpreting, enforcing and educating students on the university's judicial policy and procedures while promoting intellectual growth, social responsibility, healthy behaviors, and respect for the community through its process. This Office adjudicates all non-



academic violations of University rules and regulations by individual students, as well as student organizations. Students or organizations that violate these regulations are subject to sanctions ranging from written reprimand to suspension or expulsion. A description of the judicial process appears in the Lair and can be found at: <http://studentaffairs.mercer.edu/judicial/>.

## Dining Services

Twenty-one (21) meals are served each week at The Fresh Food Company, which is Mercer University's on-campus restaurant. The Fresh Food Company, located in the Connell Student Center, offers all-you-care-to-eat buffet –style dining. Breakfast, lunch, and dinner are offered Monday through Friday from 7:00 am – 8:30 pm. On Saturday and Sunday, a continental breakfast is served from 9 a.m. until 11 a.m., lunch from 11 a.m. until 2 p.m., dinner from 4:30 p.m. until 7 p.m. on Saturday and dinner from 4:30 p.m. until 8 p.m. on Sunday.

Bear Necessities is a convenience store carrying everyday goods like batteries, tooth-paste, pain relief, candy, snacks, grab and go, and Starbucks coffee. The convenience store is located on the second floor of the Connell Student Center.

The University Center Food Court with Subway, Chick-fil-A and Burger Studio, plus a large selection of “grab and go” items; and the “New” Einstein’s Bagel Bakery located in the Tarver Library provide additional dining options on campus. In addition Mercer Dining Services will be opening a “New” Farmer’s Market concept available for lunch for fall 2015. Located in the Bear Rock Café at the University Center The Farmer’s Market will feature fresh salads, sandwiches and soups. To learn more about food services available at Mercer, you may contact Food Services at (478) 301-2925 or online at [Mercerdining.com](http://Mercerdining.com)

All Freshmen, Sophomores and Juniors living in Residence Halls and Apartments (Including Mercer Lofts) under 21 years of age are required to purchase as meal membership plan, in accordance with Mercer University’s policy. The minimum meal membership required for students living on campus is as follows: Freshmen: Unlimited Meal Membership Plan - Sophomore: 14 Meal Membership Plan Juniors 50 Block Membership Plan. Classification is determined by academic hours earned. Freshmen = 0 to 29 hours, Sophomores 30 to 59 hours, Juniors 60 to 89 hours. Changes to meal membership plan assignments must be made in the first ten calendar days of the beginning of the semester. In the event a contract release is approved students are subject to a \$ 125.00 cancellation fee. There will be no refund of a meal membership fees should a housing eviction occur.

To learn more about the various meal membership plans available and their specific costs contact the office of Auxiliary Services at (478) 301-2741 or online at [www.mercer/auxiliary.edu](http://www.mercer/auxiliary.edu)

## The Bear Card

Mercer University provides all students with a multi-service picture identification card: the Bear Card. This electronically encoded card allows students access to dining halls, libraries, the residence hall in which the student lives, the University Center, and other designated facilities on campus. The Bear Card also serves as a University debit card, giving students the option to deposit money into their Bear Bucks account. It is a safe and easy way to pay for meals at food service locations, buy your books and school supplies in the bookstore, do laundry in the residence halls, make purchases at vending and copy machines, and make purchases at a growing number of Bear Card merchants in the city.

If you have a Wells Fargo checking account, your Bear Card can be linked to your account and used as your ATM card. To learn more about the Bear Card, call Auxiliary Services at (478) 301-2929.

To activate the debit card function of the identification card, students simply make a deposit on their Bear Bucks account at the Bursar's Office, on-line at [bearcardoffice.com](http://bearcardoffice.com), at a value transfer station (VTS), or in the Office of Auxiliary Services. If the Bear Card is lost or stolen, it is invalidated immediately upon the report of the loss.

## **Telecommunications**

In-Room telephone service is available to all students living on campus that includes a private line, call waiting, three-way calling and caller id. Please contact the Information Technology Help Desk at (478) 301-2922 for further information.

## **Campus Mail Box**

All students are assigned a campus mail box. Official mail from the University to the student will be sent to the campus box, with the exception of semester billing statements; these items are normally mailed to the permanent home address. Students are expected to check their campus box regularly for official University correspondence.

## **Mercer E-Mail**

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

## **Student Health Center**

The Student Health Center is the primary provider of health services for all Mercer students. It is staffed by Registered Nurses who assess all patients and determine the level of care that is necessary. A student may be treated immediately by a nurse, referred to Urgent Care, or an appointment may be scheduled with a Student Health physician, or a physician outside of Student Health.

Located on the second floor of the Patterson Building, the Student Health Center is open Monday-Friday, 8 a.m.-12 noon and 1 p.m.- 5 p.m. Call (478) 301-2696 for appointments or information.

**Confidentiality:** All visits to the Student Health Center are confidential. No information will be released to anyone, including University officials, professors, parents, or spouses, without the written consent of the patient.

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

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

General medical information is available on the Student Health Center web site at <http://studentaffairs.mercer.edu/studenthealthcenter/>.

# Academic Services, Resources, and Activities

## Orientation

The Office of Academic and Advising Services coordinates comprehensive orientation programs for all traditional undergraduate new students entering Mercer Macon campus. Summer Orientation gives new students and their families the opportunity to learn more about Mercer's academic programs and campus resources. All incoming students are encouraged to attend Summer Orientation.

Fall Orientation begins several days prior to the start of classes and is mandatory for all new traditional undergraduate first-year students on the Macon campus. During Fall Orientation, students acclimate to campus by attending academic meetings and social activities with their orientation group. The Office of Academic and Advising Services also coordinates orientation programs at the beginning of each semester for Mercer's incoming transfer students on the Macon campus.

## The Office of Academic and Advising Services

The Office of Academic and Advising Services provides programs and services to support the academic success of traditional Mercer Macon undergraduate students. Located in Penfield Annex, staff members coordinate the advising of new students, provide academic progress reports, sponsor pre-professional and Sophomore Signature programs and coordinate the first-year student course, University 101: The New Student Experience. Additionally, the Office serves as an information, training, evaluation and resource center for campus academic advisors and instructors. Academic support is provided to all traditional Macon undergraduate students each semester through academic counseling and end-of-semester academic intervention plans. The membership and programs of Phi Eta Sigma, the first-year student honor society, and the undergraduate Honors Program are coordinated by the Office.

## Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides tutoring, study space, and structured guidance on the Macon campus to help traditional undergraduate students improve their academic performance and excel in demanding courses. In addition to college study skills classes (LSK 185 and 186), individual tutors are available to assist students in major subject areas. The ARC also provides campus-wide coordination of Supplemental Instruction, an intensive group tutoring program for selected courses.

The ARC's computer lab provides word processing, electronic mail, Internet access, and software programs to enhance student success.

During fall and spring semesters, the ARC maintains an open-access lab with the following hours:

Sunday: 2 p.m. – 3 a.m.

Monday – Thursday: 8 a.m. – 3 a.m.

Friday: 8 a.m. – 5 p.m.

All services are provided free of charge. For more information, visit the ARC website at <http://departments.mercer.edu/arc/>.

## Practical Experience: Cooperative Education and Internships

Mercer University offers a variety of opportunities for its students to obtain practical experience through cooperative education and internships. Students integrate work in the classroom with practical experience by alternating periods of regular on-campus coursework with periods of employment in industry, business, or government. Mercer University encourages students to view the employment phases of the program not as mere practicums, but rather as essential to the educational process. The University thus requires that students maintain satisfactory standards of performance in their jobs.

Work assignments exist or can be developed in almost all areas of study. Through diversified types of employment, students acquire a wide range of experiences in fields related to their majors. The level of responsibility and expertise required for a job increases to match a student's progress through the academic curriculum, thus assuring a stimulating, challenging employment situation. Salaries are established by individual employers and often increase as a student progresses academically.

Students who are formally admitted into a cooperative education program may be certified as full-time students during terms of employment, for enrollment verification purposes. Students registering for cooperative education in the College of Liberal Arts and the Stetson School of Business and Economics sign up for CED courses (CED 190, 290, 390, 490). Students receive one hour of credit for each semester of successful enrollment in the cooperative education program.

The prerequisites for participation are: a minimum GPA of 2.5; approval of the program faculty advisor in the student's home school; and satisfactory residency requirements.

Practical experiences that provide credit may take one of four forms:

1. Internships: One semester or summer work period
2. Alternating: Semester or summer work periods alternated with academic semesters
3. Integrated (parallel): Full-time or part-time course work and work periods. Students should be enrolled in a minimum of six hours of non-CED (cooperative education) credit and work a minimum of 15 hours a week. Students enrolled full-time should work no more than 20-25 hours a week.
4. Combination alternating/parallel: Combines the features of the full-time alternating and includes one or more parallel rotation. Students should contact Career Services for specific details and assistance.

The School of Engineering also encourages students to participate in experiential education. Please refer to the engineering course description section in this catalog to learn more about the specific requirements.

## Library Services

The primary mission of Mercer University's libraries is to serve as a gateway of information resources by providing strong collections and innovative, technology-rich patron services to support the present and future educational needs of the University's community. The four Mercer libraries and three Regional Academic Centers' library collections offer a wide variety of print, non-print, and electronic resources, including Web-based library catalogs and remotely accessible full-text resources.

Mercer is a full participant in GALILEO, the award-winning statewide library network of full-text resources, e-books, and indexes that brings a full array of information resources to the desktop. Combined, the University's libraries are a powerful part of the curricula of the schools and colleges.

The Jack Tarver Library (<http://libraries.mercer.edu>) embraces its mission as a partner in Mercer University's educational enterprise, as symbolized by the library's motto, "Learning Happens Here." As a physical space and as a virtual presence, the library serves the information and research needs of Mercer's community.

Tarver Library, in Macon, primarily serves the Macon-based programs in the College of Liberal Arts, Tift College of Education, School of Engineering, Stetson School of Business, the Penfield College of Mercer University, and the Townsend School of Music. Tarver Library also serves as a major information resource for the Regional Academic Centers' programs, supplying books and articles via a courier service and electronic desktop delivery.

Occupied in 1989, Tarver Library was dedicated in 2000 in memory of Mercer alumnus Jack Tarver, a prominent journalist and businessman. The building seats 750 patrons and holds 500,000 volumes. Twenty-three group study rooms support collaborative work and learning activities. Computers and wireless connectivity are available for patrons to access the web-based catalog, databases, and full-text resources, including JSTOR, and Web of Knowledge. Mercer's students and faculty enjoy access, via their BearCards, to the 24-hour study room on the lower level of the building, for those hours when the library is closed.

The library is committed to ensuring that Mercer students achieve appropriate information-seeking skills for academic work and lifelong learning. The Chappell Classroom, an electronic classroom near the reference desk, supports hands-on, course-based instruction programs that are designed and delivered by librarians to teach specific research skills for course assignments. The library also offers research clinics each semester to provide intensive individual attention that supplements the reference desk assistance available every day.

Tarver Library's Special Collections houses a rich Mercer University archives and is the official repository of the Baptist archives of the Georgia Baptist Historical Commission. Special Collections supports the local, national, and international research community in seeking information on Baptist life and Mercer's place in the history of Baptist higher education.

The **Monroe F. Swilley Jr. Library** in Atlanta serves the Mercer University College of Pharmacy; College of Health Professions; McAfee School of Theology; Georgia Baptist College of Nursing; and the Atlanta programs of the Stetson School of Business and Economics, Tift College of Education, the Penfield College of Mercer University, and the English Language Institute.

The **Medical Library and Peyton T. Anderson Learning Resources Center**, located in the School of Medicine, offer a variety of materials that support the Medical School's problem-based curriculum, graduate programs, faculty research and development, and community health interests. The library's Clinical Campus Branch is maintained at the Health Sciences Library of Memorial Health University Medical Center in Savannah, GA, one of the medical school's teaching hospitals.

The **Furman Smith Law Library**, which is accessible to law students 24 hours a day, is the center for legal research information at Mercer's law school. The law library's staff of sixteen includes professional librarians who have both law degrees and master's degrees in library and information science. The library's staff provides instruction in the required "Introduction to Legal Research" course, as well as the elective "Advanced Legal Research" course, which further develops a lawyer's ability to critically select and use a wide range of legal information sources. Mercer law librarians also teach

specialized legal research, as part of doctrinal courses, on topics such as labor, securities, tax, and environmental law. The library's collection includes judicial, legislative, administrative, and practice materials, in electronic and print formats, for all jurisdictions, with an emphasis on Georgia and the Southeast. The library and computer lab form a fully integrated, functional unit, and Mercer law students utilize desktop computers and network drops to access the law school's network.

## **Cultural Activities**

The Townsend School of Music presents more than seventy concerts each year in the Neva Langley Fickling Hall, Newton Hall, and the Grand Opera House. The Music at Mercer Concert Series offers students the opportunity to hear a variety of world-class performing artists in a university setting. Also, the concert series features the School of Music's faculty, as well as guest artists, in recital. Featured ensembles include the Mercer Singers, the Mercer University Orchestra, Jazz Ensemble, Mercer University Wind Ensemble, Women's Chamber Choir, and numerous Chamber Ensembles.

# Financial Information

## 2015-16 Academic Year Only Undergraduate Programs

	Each Semester	Combined Fall/Spring
Tuition and Fees.....	\$17,075	\$34,150
Meal Ticket (Required of all residence hall students) .....	from \$1,799 to \$2,959	from \$3,598 to \$5,918
Housing		
Residence Hall (rates may vary) .....	from \$2,490 to \$3,295	from \$4,980 to \$6,590
Apartments .....	from \$2,690 to \$3,890	from \$5,380 to \$7,780
Greek Village .....	from \$3,095	from \$6,190

The tuition and fees listed above cover semester course loads from 12 through 18 credit hours. Course loads under 12 credit hours will be charged on a per-credit-hour basis. Any course load greater than 18 hours will be charged at the above listed full-time rate PLUS a per-credit-hour charge for each hour greater than 18 credit hours. These rates and the 12 through 18 credit hour rate structure are applicable to the Fall through Spring academic year. Summer rates are charged on a strict per-hour basis.

Per-credit-hour rate for the 2015-16 academic year .....\$1,138.50/hr

## Graduate Programs and Professional Programs

### Cost per credit hour

#### Townsend School of Music

Master of Music ..... \$685/hr

#### Stetson School of Business and Economics

Master of Business Administration..... \$706/hr

#### Tift College of Education

Master of Education (MED)..... \$560/hr

Master of Arts in Teaching (MAT) ..... \$560/hr

Specialist in Education..... \$585/hr

PhD ..... \$689/hr

#### School of Medicine

Doctor of Medicine - Per Year.....\$41,457

Master of Family Therapy (MSR/MFT)..... \$960/hr

Master of Preclinical Science..... \$762/hr

Master of Biomedical Science..... \$762/hr

PhD in Clinical Medical Psychology ..... \$987/hr

#### School of Engineering

Master of Engineering..... \$865/hr

#### School of Law

Per Year .....\$36,960

## Miscellaneous Fees

Applied Music: Voice, Piano, Organ, Band Instrument, Composition	
One half-hour lesson per week .....	\$218
One sixty-minute lesson per week .....	\$436
(These fees are in addition to the course tuition charged.)	
Tift College of Education special fees	
Reciprocity Fee.....	\$600
Student teaching (EDUC 492, 496, 498, EMAT 611, 612).....	\$375
Fieldwork (EDUC 102B, 201A, 202B, 398, 399) EDEL 645B, EMAT 601 .....	\$155
Practica (EDUC 311A, 313B, 480, 485, 488, 608, 609).....	\$250
Leadership Academy (EDEL 601, 655, 703, 704, 810, 811, 898).....	\$70
<i>(These fees are in addition to the course tuition charged.)</i>	
Audit Fee (for part-time students) .....	\$150 each course
Audit Fee (for full-time students) .....	no charge for one audit per semester
	\$150 each additional audit
Laboratory Fee (charged each semester per designated laboratory class) .....	\$125
<i>(The specific courses to which the fee applies will be designated in the Annual Schedule of Classes. Fees may be assessed for some courses not yet determined and included in this catalog. Physical Education Lab Fees vary widely based on the activity.)</i>	
Facilities and Technology Fee:	
Undergraduate students enrolled	
12 hours or more .....	\$150/semester
Undergraduate students enrolled	
11 hours or less .....	\$12.50 per credit hour
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
Late Registration Fee .....	\$50
Late Fee Payment .....	\$50
Registration Reinstatement Fee.....	\$50
Payment Plan Enrollment Fee (per semester).....	\$50
Dissertation Binding Fee.....	\$65
Thesis Binding Fee .....	\$30
Returned Check.....	\$50 or 1% of the face value of the check, whichever is greater. <u>Returned checks must be paid by cash, money order, or certified check.</u>
<i>(Note: following two returned checks, students are placed on a "cash only basis.")</i>	
Transcript Related Fees	
Transcript Fee (for two to five-day service) .....	no charge
Transcript on Demand (immediate service).....	\$25
Document Faxing Fee .....	\$5
Credit-by-Examination .....	Assessed at half the credit-hour rate for each credit hour awarded
Co-Op Fees.....	Contact the appropriate school for additional information

Please note that the above listed tuition rates, room/board charges, and miscellaneous fees are for the 2015-2016 academic year and are subject to change without prior notice.



## Billing and Fee Payment

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

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

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

PLEASE NOTE: If payment arrangements have not been made by the 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 Office will be sent to the student's Mercer designated email address.**

### 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 each academic year prior to registration.

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

### Payment Methods

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University), or by MasterCard, Discover, Visa, and American Express. Credit card payments must be 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. The Bursar Office is unable to accept coin payments in excess of five dollars.

Students will be notified of their anticipated amounts of financial aid by way of award notifications or letters from the Office of Student Financial Planning. Balances not covered by Financial Aid are due by the first day of class.

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

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

## Third Party Payments

Special billing arrangements involving third parties must be approved by the Office of the Bursar prior to the start of each semester, and applicable vouchers and payment contracts must be received by the last day of the drop/add period. All outstanding balances must be paid 30 days from the last day of classes for a semester. A student using a third-party payment arrangement will be held liable for payment of his or her account in the event that the third party does not pay.

## V A Benefits

Individuals who are contemplating enrollment and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs should contact the University's Office of the Registrar on the Macon Campus regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. Students are responsible for notifying the Office of the Registrar of any changes in benefits or exhaustion of entitlement. **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, 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% entitlement are responsible for paying any outstanding balance that will not be covered by VA no later than the first day of class.**

Students receiving tuition assistance paid directly to the student are encouraged to enroll in the Monthly Payment Plan to avoid holds and late fees on their tuition account. In these cases, the University does not receive funds directly from VA and the student is solely responsible for ensuring that their balance is paid in full by the first day of class or they are enrolled in a payment plan.

Post-9/11 GI-Bill: The U.S. Department of Veterans Affairs provides a maximum amount of benefit per academic year, paid fall through summer, based on the entitlement percentage of the student. This entitlement is available for a maximum of 36 months. Once the maximum has been paid by VA for the academic year, or the end of the entitlement period is reached, the student is responsible for paying any remaining balance on their tuition account. Students with 100% entitlement may be eligible to receive Yellow Ribbon to help cover their balance once the maximum benefit has been paid for the year. For more information on this program, please contact the Office of the Registrar.

## Student Insurance

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

## Debts

No records are released and no student is considered by the University as a candidate for graduation until all indebtedness to the University has been settled. The Bursar's Office is authorized to apply to the student's debt any funds needed from the student's scholarships, loans, state grants, or any other student financial aid (unless prohibited by regulations governing said aid). Students with outstanding indebtedness will not be eligible to register for subsequent semesters and may be subject to late penalties and interest charges. Failure to pay any sums due to Mercer University may result in the submission of the student's account to a collection agency. If such action is required, the student will be liable to pay 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. All accounts placed with collections will be reported to the Credit Bureau and NSLDS.

## 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.

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

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

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

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

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

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

A student is not eligible for any refund if:

- 1) The student fails to formally withdraw
- 2) The student is suspended for disciplinary reasons
- 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 complete and return the Term Withdrawal Form obtained from Mercer University Registrar's Office, or printed from their webpage.
- 4) The completed form must be received by the Registrar's Office before withdrawal can be finalized.
- 5) Refund calculations will be based upon the date the student officially notifies the Registrar's Office in writing or in person of his/her intent to withdraw.
- 6) Per federal regulations, a calculation for the return of federal funds will be completed within 45 days of the student "officially withdrawing."
- 7) 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.
- 8) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.
- 9) \*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.
- 10) \*Session-Based students who drop Session II courses while still attending Session I are not considered withdrawals. However, if the student is Pell eligible or receiving the Georgia Tuition Equalization Grant, a downward enrollment calculation is necessary. **NOTE: If the student drops all Session II courses on the final class day for session I through the end of drop/add period for Session II, a withdrawal calculation must be performed even if Session I courses were completed with grades.**

### **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.
- 8) \*Session-based students who complete Session I, earning a grade(s), then ceases attendance in session II courses are considered "unofficial withdrawals."

### **Refund of Non-Tuition Charges**

- 1) If a student withdraws before the first day of classes for the term, housing and/or meals will be charged based on usage up until that point in time.
- 2) If a student withdraws prior to the beginning of the semester or during the official drop/add period, lab fees, facility/technology fees, and insurance premiums will be refunded.
- 3) If a student withdraws after the end of the official drop/add period, housing and meal plan refunds are calculated based on the percentages allowable under the Federal Return Refund Schedule.
- 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) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

### **Refund Appeals**

Any exception to the University Refund Policy requires a written appeal by the student to the Refund Appeals Committee. Letters must be submitted, along with any supporting documentation, to the University Bursar by the beginning of the semester following the one in dispute. The committee meets monthly and responds in writing. This is the student's final venue of appeal.

### **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.

$$\frac{\text{Enrolled Days}}{\text{Days in the Enrollment Period}} = \% \text{ of Title IV Earned By Student}$$

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 Perkins 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:

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

Once a student completes enrollment for 60% of the term, the student has earned 100% of the Title IV aid awarded; no return of Title IV aid is required.

### **Semester-Based Federal Return Calculation Example**

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

#### **Scenario #1:**

First day of class: August 20th

Last day of exams: December 14th

Holidays: Thanksgiving - November 27-December 1

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

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

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

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

Charges			Amount Retained	Amount Refunded
	Tuition	\$16,410.00	\$8,648.07	\$7,761.93
	Fees	\$150.00	\$79.05	\$70.95
	Housing	\$2,320.00	\$1,222.64	\$1,097.36
	Meal Plan	\$2,875.50	\$1,515.39	\$1,360.11
	<b>Total</b>	<b>\$21,755.50</b>	<b>\$8,727.12</b>	<b>\$7,832.88</b>

### Financial Aid Refund Calculation

Total Title IV aid to be Returned	\$4,245 x 47.3%	=	\$2,007.89
Total Non-Title IV aid to be returned	\$7,832.88-2008	=	\$5,824.88

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Subsidized Loan	\$1,750.00	\$0.00	\$1,750.00
	Federal Pell Grant	\$2,495.00	\$2,237.00	\$258.00
	<b>Total Title IV Aid</b>	<b>\$4,245.00</b>	<b>\$2,237.00</b>	<b>\$2,008.00</b>
Non-Title IV Aid				
	GA Tuition Equalization Grant	\$350.00	\$0.00	\$350.00
	HOPE Scholarship	\$1,854.00	\$0.00	\$1,854.00
	Mercer Scholarship	\$7,000.00	\$3,379.12	\$3,620.88
	<b>Total Non-Title IV Aid</b>	<b>\$9,204.00</b>	<b>\$3,379.12</b>	<b>\$5,824.88</b>
	<b>TOTAL FINANCIAL AID</b>	<b>\$13,449.00</b>	<b>\$5,616.12</b>	<b>\$7,832.88</b>

### Session-Based Federal Return Calculation

#### Scenerio #1:

	First Day of Session	Last Day of Session	Total # of days in Enrollment Period
<b>Session 1</b>	January 6 <sup>th</sup>	March 3 <sup>rd</sup>	<b>57</b>
<b>Session 2</b>	March 7 <sup>th</sup>	May 3 <sup>rd</sup>	<b>58</b>
<b>Session 3</b>	January 6 <sup>th</sup>	May 3 <sup>rd</sup>	<b>118</b>

A Regional Academic Center student is enrolled in 2 classes for session 1 and 2 classes for session 2 for a total of 12 hours. 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**

$$\frac{\text{Total number of days enrolled}}{\text{Total number of days in enrollment period}} = \% \text{ of Charges/aid earned by the Student}$$

$$\frac{17 \text{ Days}}{118 \text{ Days}} = 14.4\%$$

Charges		Session 1	Session 2	Amount Retained	Amount Refunded
	Tuition	\$2,460.00	\$2,460.00	\$708.48	\$4,211.52
	Fees	\$75.00	\$75.00	\$21.60	\$128.40
	<b>Total</b>	<b>\$2,535.00</b>	<b>\$2,535.00</b>	<b>\$730.08</b>	<b>\$4,339.92</b>

**Financial Aid Refund Calculation**

$$\begin{aligned} \text{Total Title IV aid Earned} & \quad \$5,120 \times 14.4\% & = & \quad \mathbf{\$737.28} \\ \text{Total Title IV aid Unearned} & \quad \$5,120 \times 737.28 & = & \quad \mathbf{\$4,382.72} \end{aligned}$$

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

**Mercer to return \$4,340 in Title IV aid.**

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Unsubsidized Loan	\$4,452.00	\$112.00	\$4,340.00
	Direct Subsidized Loan	\$668.00	\$668.00	\$0.00
	<b>Total Title IV aid</b>	<b>\$5,120.00</b>	<b>\$780.00</b>	<b>\$4,340.00</b>

**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**

$$\text{Title IV aid to be returned by the student} \quad \$4,382.72 - 4,340 = \mathbf{\$42.72}$$



## Scenario #2

A student is enrolled in 6 credit hours for session 1 and 6 credit hours for session 2. The student completes session 1.

On March 7th, the student drops both session 2 courses.

This student is considered a term withdrawal as of March 7th.

**Total number of days student is enrolled = 61 days**

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

**Total number of days in enrollment  
period**

$$\frac{61 \text{ Days}}{118 \text{ Days}} = 51.7\%$$

Charges		Session 1	Session 2	Amount Retained	Amount Refunded
	Tuition	\$2,460.00	\$2,460.00	\$2,460.00	\$2,460.00
	Fees	\$75.00	\$125.00	\$75.00	\$125.00
	<b>Total</b>	<b>\$2,535.00</b>	<b>\$2,585.00</b>	<b>\$2,535.00</b>	<b>\$2,585.00</b>

Since the student dropped session 2 courses during the institutions scheduled drop/add period for session 2, the institution will refund 100% of the session 2 charges.

## Financial Aid Refund Calculation

Before the Title IV refund calculation is performed, the Financial Aid office will have to adjust some of this student's aid due to the reduction in attempted hours. Since the student dropped his session 2 courses, he is now eligible for a reduced Pell Grant award for half-time attendance. The Return to Title IV calculation will only include \$1,412 of the Pell Grant awarded.

**Total Title IV aid Earned    \$7,599 x 51.7%    =    \$3,928.68**

**Total Title IV aid Unearned    \$7,599 – 3,928.68    =    \$3,670.32**

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

**Total Unearned charges = \$5,120 x 48.3% = \$2,472.96**

**Mercer to return \$2,473 in Title IV aid.**

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Federal Pell Grant	\$2,823.00	\$1,412.00	\$1,411.00
	Direct Unsubsidized	\$3,465.00	\$992.00	\$2,473.00
	Direct Subsidized Loan	\$2,722.00	\$2,722.00	\$0.00
	<b>Total Title IV aid</b>	<b>\$9,010.00</b>	<b>\$5,126.00</b>	<b>\$3,884.00</b>

This Refund was not part of the Return to Title IV.

**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                    \$3,670.32-2,473    = \$1,197.32**

A look at the student's statement:

Date	Description	Amount
January 6	Tuition – Session 1	\$2,460.00
	Fees – Session 1	\$75.00
	Tuition – Session 2	\$2,460.00
	Fees – Session 2	\$75.00
	Lab Fee – Session 2	\$50.00
January 16 <sup>th</sup>	Federal Pell Grant	(\$2,823.00)
	Direct Unsubsidized Loan	(\$3,465.00)
	Direct Subsidized Loan	(\$2,722.00)
January 18 <sup>th</sup>	Refund to student	\$3890.00
	<b>BALANCE DUE</b>	<b>\$0.00</b>
March 7 <sup>th</sup>	Refund – Tuition Session 2	(\$2,460.00)
	Refund – Fees Session 2	(\$75.00)
	Refund – Lab Fee Session 2	(\$50.00)
March 8 <sup>th</sup>	Reduce Pell Award due to reduction in attempted hours	\$1,411.00
March 10 <sup>th</sup>	Return Unsubsidized Loan due to Title IV refund Calculation	\$2,473.00
	<b>BALANCE DUE</b>	<b>\$1,299.00</b>

**Leave of Absence**

**Approved Leave of Absence**

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

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

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

## **Unapproved Leave of Absence**

An unapproved leave of absence is a leave granted by the University for academic reasons that do not meet the conditions of the Title IV regulations for an approved leave of absence. However, this unapproved leave of absence must be treated as a withdrawal for Title IV purposes.

For a student who takes a leave of absence that does not meet the requirements for approval, the withdrawal date is the date that the student begins the leave of absence.

## **Overpayment**

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

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

## **General Information**

**Books:** Books and other supplies are available at the Mercer Bookstore. The cost of books varies with the courses of study and course load. Based on historical costs, we estimate \$1,200 for books per year.

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

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

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

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

## **Financial Assistance**

Mercer University's financial aid programs are administered in conjunction with a federally-established policy and philosophy of financial aid for education. The basis of this policy is the belief that parents have the primary responsibility for helping students meet educational costs, and that financial assistance is available to help students meet the difference between potential resources (such as a parent's contribution, summer earnings, outside scholarships and awards, etc.) and expenses. Parents and students should carefully review the "Financial Information" section of the catalog in order to be familiar with the actual costs of the University. In addition, other personal expenses such as transportation, books, and supplies should be anticipated. Students are strongly encouraged to review the University's website for up-to-date policies and procedures.

Students and families are also strongly encouraged to complete Mercer's "Net Price" Calculator in order to get an estimate of the assistance they may receive at Mercer. Financial assistance may include scholarships, grants, loans, and part-time employment.

These types of assistance are extended either singly or in combination. The type of combination or "package" offered depends upon a student's academic record and need for assistance. It is understandable that most students and their families would prefer assistance through a full scholarship or gift program rather than a "package" of assistance, but the package method enables the University to assist more students, thereby increasing the possibility of each applicant receiving funds.

## How to Apply for Financial Assistance

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

Mercer's **priority** deadline for **receipt** of the FAFSA is **April 1** each year. Forms received after that date will be given consideration as long as funds remain available. Because the FAFSA can take a few weeks processing time, we recommend that this form be submitted to the Federal Processor no later than **February 15** each year, in order for Mercer to receive your results by our priority deadline of April 1. The FAFSA application must be renewed each year.

Full-time undergraduate students who are legal residents of Georgia will be considered for the Georgia Tuition Equalization Grant, HOPE, and Zell Scholarship, eligible upon completion of the FAFSA application. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) may be completed by going to [GACollege411.org](http://GACollege411.org).

**Summer Term-Mercer.** A summer Financial Aid Application is required for the summer term. Summer is normally considered the end of the academic year and awards are made based on remaining eligibility.

Students are encouraged to visit the Office of Student Financial Planning (OSFP) website (<http://financialaid.mercer.edu/macon-campus/>) to learn more about financial aid policies and to e-mail their Financial Planning Counselors with any questions related to financial aid.

## Student Financial Aid Policies

1. An applicant for financial assistance must be a U.S. citizen or eligible non-citizen.
2. An applicant for financial assistance must be admitted as an eligible degree-seeking student to the University before financial assistance can be officially awarded. Provisionally accepted students are not eligible for financial aid (this includes Summer Bridge Students).
3. In most instances, financial assistance is granted only on the main undergraduate campus to students who enroll in a course load of at least twelve semester hours per term, although assistance from certain Federal and State programs may be available to those attending less than full-time.
4. Financial assistance is generally awarded for two semesters (i.e., Fall and Spring) of the regular academic year. Students interested in the summer session(s) will have their files reviewed for any remaining loan, Pell, HOPE, and GTEG eligibility once they have enrolled for summer classes. Students should discuss summer enrollment plans with their Financial Planning Counselor at least three weeks before summer term begins. Mercer scholarship and grant funds are not available for summer terms.

5. Students receiving awards from sources other than Mercer University are required to advise the OSFP. A written statement that identifies the sponsor(s), the term(s) applicable, and the amount of the outside award(s) is required. Some adjustment of the financial aid originally awarded may be necessary. The University reduces any self-help (i.e. loan and work) awarded to the student before reducing any scholarships/grants.
6. One-half of qualified students' final annual financial aid packages (with the exception of Work-Study) will be automatically credited to their accounts at the beginning of each semester, provided the student remains enrolled full-time and all necessary paperwork is completed. Work-Study awards are paid directly to the student by check after the student earns these funds. It is up to the student to apply their paychecks to any balance due in the Bursar's Office unless they specifically authorize the Bursar's Office to apply their Work-Study checks to their student account in advance.
7. No financial assistance will be disbursed while a student is in the "verification" process. Verification is the process by which the Federal Government requires schools to verify the accuracy of information reported by students and families on the FAFSA. Some students' forms will be selected by the federal processor for verification, while other forms will be selected by the OSFP. If your forms are selected for verification, you will be notified by the OSFP and required to furnish supporting documentation. Students are originally awarded based on information submitted on their original FAFSA, in most cases. IMPORTANT: Should any information change based on verification of data, the student's original financial aid package may be reduced.
8. With the exception of various University funds, such as academic, athletic, 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 15 in order to be considered for all types of assistance.
9. Recipients of financial assistance who become the subject of disciplinary probation may forfeit financial aid during any period of probation.
10. This institution is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and does not discriminate on the basis of race, color, religion, sex, or national origin.
11. 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). 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.
12. Financial assistance may be available for Mercer's Study Abroad programs. Students planning to study abroad must notify their Financial Planning Counselor at least 30 days in advance of their travel date to have their files reviewed.

13. Certain Veterans' Benefits must be considered part of the student's financial aid package. It is the student's responsibility to advise the OSFP if any VA benefits are being (or will be) received.
14. To be considered for financial aid, the student must not owe a refund on Federal or State funds.
15. Students must be making progress towards the completion of their course of study according to the "Satisfactory Academic Progress Standards" in the following section in order to receive Federal and State funds.
16. 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 completed at least one class 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.
17. Presidential and other full tuition scholarships cover full tuition MINUS all entitlements, e.g., Pell Grant, State Grant, HOPE Scholarship, and Zell Miller Award.
18. 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.

## **SAP (Satisfactory Academic Progress)**

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

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

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

## Qualitative Standard

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

Total Hours Earned	Minimum Cumulative Grade Point Average
0 – 16	1.4
17 – 32	1.7
33 – 48	1.8
49 – 63	1.9
64– 128	2.0

A student with a cumulative GPA below those listed in the above table will be put on Financial Aid WARNING for the next term and **must meet the cumulative GPA standard** at the end of the Financial Aid Warning payment period.

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

## Graduate Students Quantitative Standard

For graduate programs, students must maintain the GPA required to remain in the individual program of study.

## 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** – Students may receive aid for a maximum of 150% of the published length of their educational program. The measurement is cumulative, including all periods with or without Title IV assistance.

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

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

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

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

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

- **Withdrawals** – Will count as hours attempted ONLY
- **Incompletes** – Will count as hours attempted, only until the course is completed. A passing grade will count as hours earned; a failing grade will remain as hours attempted only
- **Repeat Courses:**
  - Repeat courses are counted for previously failed classes
  - Repeat of previously passed courses are counted ONE TIME only

## Quantitative Evaluation Points

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

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

## Appeal Process

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

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

## Financial Aid Probation

- Under Financial Aid Probation, a student may receive Title IV funds for ONE semester only.
- A student may not receive Title IV funds for any subsequent payment period unless:
- Student is making SAP; or
- Financial Planning Committee determines student met the SAP requirement specified by the Committee. A student reinstated to eligibility under an



academic plan and making progress under the plan is considered to be eligible.

## University Academic Scholarships and Grants

University academic scholarships and grants are awarded annually to qualified incoming new students through the Office of Undergraduate Admissions. These funds are awarded to incoming freshmen for eight semesters maximum (fall and spring semesters only), provided a student is enrolled full-time each semester and has not completed undergraduate degree requirements. These scholarships are originally awarded based upon academic merit (i.e., high school GPA and SAT/ACT score). Students must meet established academic criteria for renewal of their academic scholarships and grants each year. Please contact the Office of Admissions for further information. These academic scholarships are for undergraduate students who are enrolled on the Macon Main Campus only; and they are not transferrable to other Mercer programs such as Pharmacy, RAC, Law, Nursing, etc.

Students seeking merit-based scholarships, or their continuation, may be required to complete a Free Application for Federal Student Aid (FAFSA).

1. To maintain academic scholarships, students must enroll for a minimum of 12 credit hours in each semester- Fall and Spring.
2. The minimum standard for the continuation of merit-based scholarships is a cumulative grade point average of 2.5 (on a 4 point scale) for undergraduate studies. Grade point average will not be rounded up. Specific scholarships and/or academic programs may require a higher grade point average.
3. Cumulative grade point averages and semester loads will be checked at the end of each spring term. A student who fails to meet the requirements 1 and 2 is given a provisional period of one year. If the student fails to meet the requirements at the end of the provisional period, but has maintained an academic load of at least 12 semester hours each term and has a grade point average of at least a 2.0, then the student will retain 50% of the original scholarship amount.
4. Scholarship will be suspended for any student who fails to earn a cumulative grade point average of at least 2.0 at the end of the fourth semester.
5. By contacting the Office of Student Financial Planning, students may appeal to have their scholarship reinstated at the original value at the end of a term in which the student meets the aforementioned criteria.

Recipients of merit-based Full-tuition Scholarships:

1. To maintain academic scholarships, students must enroll for a minimum of 12 credit hours in each semester- Fall and Spring.
2. The minimum standard for the continuation of merit-based scholarships is a cumulative grade point average of 3.0 (on a 4 point scale) for undergraduate studies. Grade point average will not be rounded up. Specific scholarships and/or academic programs may require a higher grade point average.
3. Cumulative grade point averages and semester loads will be checked at the end of each spring term. A student who fails to meet the requirements 1 and 2 is given a provisional period of one year. If the student fails to meet the requirements at the end of the provisional period, but has maintained an academic load of at least 12 semester hours each term and has a grade

point average of at least a 2.0, then the student's scholarship will be reduced to the highest merit-based University Scholarship awarded by the admissions office. This scholarship value is currently set at \$20,000 per year.

4. Scholarship will be suspended for any student who fails to earn a cumulative grade point average of at least 2.0 at the end of the fourth semester.
5. By contacting the Office of Student Financial Planning, students may appeal to have their scholarship reinstated at the original value at the end of a term in which the student meets the aforementioned criteria.

## Endowed and Expendable Scholarships

Certain scholarships are also provided by University sources, private businesses, civic groups, estates, individuals, and alumni. Most of these scholarships are awarded as University Scholarships originally then transferred to these funded accounts during the year. All University scholarships are highly competitive and, despite the generosity of University friends and alumni, there are not enough funds to provide scholarship aid to all qualified students.

All students who complete the Free Application for Federal Student Aid (FAFSA) will automatically be reviewed for Endowed and Expendable Scholarship eligibility as long as funds remain available. No separate applications are required. A student's Mercer Scholarship package is made up of several sources of aid. Initially, a student is awarded appropriated need-based funds and the endowed and expendable funds listed below are used to fund the appropriated awards. The Financial Planning Office will notify students who have been awarded a donor restricted fund and provide the name and address for a thank you note.

A student's Mercer scholarship package is made up of several sources of aid. We award Mercer

Scholarships through the OSFP are listed below, in addition to several scholarships coordinated through various departments on campus. Please contact the OSFP for additional information.

- Nedra Anargyros Scholarship
- Charles Andrews Scholarship
- Awtrey Scholarship
- Pearl Baker Scholarship
- Esther Baldwin Scholarship
- Barlow Scholarship
- Joe Frank and Ada Barton Scholarship
- Thomas W. Bennett Scholarship
- Berry Scholarship
- Sara Cheatham Bittick Scholarship
- Bivins Scholarship
- Doris Bleckley Scholarship
- Ronald C. and M. Sue Bloodworth Fund
- Iverson Brooks Fund
- Edna Boone Memorial Scholarship
- Zonie Brantley Scholarship
- Bryan Scholarship
- M.E. Butler Scholarship
- Frank Edward Byington Scholarship
- Paul E. Cable Scholarship
- A & M Cardwell Scholarship
- Dr. B. Carroll Carter Scholarship
- M.D. Memorial Scholarship
- Richard and Annette Chappell Scholarship
- Clark Scholarship
- Class of '31 Scholarship
- Class of 1960 Scholarship
- Irma and Marvin Coddon Scholarship
- Collier Scholarship
- Martha Jean Colquitt Memorial Scholarship
- Charles Connally Scholarship
- Paul R. Consenza Fund
- Bryan Cook Honorary Scholarship
- Joel J. Cordell Scholarship
- Cousins Scholarship
- James M. Cowan Scholarship

- James and Sandra Cox Scholarship
- Mary & Carl Cranford Scholarship
- Crouse Scholarship
- Barbara Dean Scholarship
- Dodd Scholarship
- Donaldson Scholarship
- R.E. Dorough Scholarship
- Dowell Scholarship
- Elmo Droughon Scholarship
- Dunaway Scholarship
- Dunwoody Scholarship
- Valerie Edmonds Student Research Award Fund
- Eagle Scout Scholarship
- Elyeen R. Elrod Scholarship
- Engineering Faculty & Staff Scholarship
- Paul Erbele Scholarship
- G. Leslie Fabian Chair of Music Fund
- G. Darrell Fennell Memorial Scholarship Fund
- The 50 Year Reunion Class Alumni Scholarship
- Bessie A. Fisher Scholarship
- C.S. Futral Scholarship
- Futral Shakespeare Scholarship
- Galt Scholarship
- Robert Mann Gamble Scholarship
- C.B. Gambrell Scholarship
- Jimmy and Annie Faye Gardner Scholarship
- Gay Scholarship
- James Gilbert Scholarship
- Mary Cleveland Glenn Scholarship
- Glover/Abney Scholarship
- Joan Godsey Scholarship
- Goizueta Foundation Scholarship
- Moses Gordon Scholarship
- G.W. and Mary Goss Scholarship
- Gragg Scholarship
- James Gray Scholarship
- Allen and Jane Grum Scholarship
- Hoke S. Greene Scholarship
- Gunn-Murray Memorial Scholarship
- Robert L. Gunnels Scholarship
- Betty Hamil Scholarship
- Hubert Hamilton Scholarship
- Judge H. Pope Hamrick Jr. Scholarship
- D.S. Hardman Memorial Scholarship
- William B. Hardman Fund
- Henry E. Harris Fund
- Rufus Harris Scholarship
- John & Ruth Harrison Scholarship
- Julian & India Harrison Scholarship
- J. Freeman Hart Scholarship
- Robert Hatcher Leadership Scholarship
- Heard Scholarship
- Jean Hendricks Psychology Scholarship
- Joseph and Elizabeth Hendricks Mercer on a Mission Fund
- Hendricks Minority Scholarship
- Bobbie Bobo Henneccy Scholarship
- Holcomb Scholarship
- Carol Ann Holcomb Scholarship in Biology
- Louise Holland Scholarship
- Ira Holliman Scholarship
- Ira P. and Lucile F. Holliman Scholarship
- Holsenbeck Memorial Scholarship
- Fred W. Hoppe Music Scholarship
- Horn Scholarship
- Leslie M. and Ethel A. Horn Scholarship
- Leann Wimpey Hulsey Scholarship
- Ellen M. Hudson Organ Scholarship
- Irvin Scholarship
- E.S. Jackson Scholarship
- Emily Jackson Scholarship
- Frank James Scholarship
- Hal Johnson Scholarship
- Hal and Geneva Johnson Scholarship
- H. H. Johnson Scholarship
- Mary & William Johnson Scholarship
- Johns Creek Baptist Church
- Allie Jolley Scholarship
- Allie & Joseph Jolley Scholarship
- Ben Hill Jones Scholarship
- T.W. Jones Scholarship
- A. Justus Scholarship
- Laverne and Margie Kellum Scholarship
- Evolyn Kennedy Scholarship
- Caroline Paul King Endowed Chair of Strings Fund
- Knight Scholarship
- Melvin I. Kruger Scholarship
- Latore Family Scholarship
- T.J. & Mary Lawler Scholarship

- Hugh Lawson III Memorial Scholarship
- W. Leroy Lawson Memorial Scholarship
- Lawton Scholarship
- W. G. Lee Music Scholarship
- George William Lee Scholarship
- David Leonard Memorial Scholarship
- John and Ernestine Lewis Scholarship
- Mappin Memorial Scholarship
- B. Mathias Martin Scholarship
- Martin-Melton Scholarship
- Mercer on a Mission Scholarship Fund
- Maughon Fund
- The Jeffrey Mavro TCO Scholarship
- Shannon Mays Scholarship
- McAfee Vision and Leadership Scholarship
- McCarty Chemistry Scholarship
- Clyde McCrea Scholarship
- Mildred McMahan Scholarship
- G & G Meeks Scholarship
- Robert McDuffie Scholarship
- Mens EEE Scholarship
- Fred Miles Scholarship
- James & Pauline Miles Scholarship
- W.L. Moore Scholarship
- Max and Doris Morris Memorial Mercer On a Mission Fund
- James Morton Scholarship
- Hammond Nicholson Scholarship
- Michael D. Osterhout Scholarship Fund
- Ernie and Carmen Ortiz Memorial Scholarship
- Pace Family Scholarship
- Parents Scholarship
- Patillo Scholarship
- Drew W. Paulk Scholarship
- Perryman Scholarship
- W.L. Pickard Memorial Scholarship
- Lamar R. Plunkett Honorary
- SC Sigma Nu Records
- Thomas Plunkett Scholarship
- Myrtle Raines Scholarship
- Warner and Pearl Traylor Raines Scholarship
- Deforest Ratliff Scholarship
- Arthur & Helen Rich Scholarship
- The Helen Wall Rich Professorship
- Roberts Scholarship
- Roddenberry Fund
- Juan L. Cruz-Rosario Scholarship
- Jennifer L. Ross Memorial Scholarship
- Jennifer Sams Memorial Scholarship
- Billington Sanders Scholarship
- Harold Sangster Scholarship
- Saunders Scholarship
- Harry Schwartz Scholarship
- Rebecca Scott Scholarship
- Sellers Scholarship
- Sewell Scholarship
- C & E Sheridan Scholarship
- Siegert Scholarship
- Olyn S. & Brunella S. Sims Scholarship
- William P. Simmons Scholarship
- Janice Singleton Scholarship
- Bryan Lambert and "Crook" Smith Scholarship
- E. and R. Smith Scholarship
- Claude Smith Baseball Scholarship
- John Y. Smith Scholarship
- Smith-Clark Scholarship
- Stansfield Art Scholarship
- Robert & Doris Steed Scholarship
- Stetson Scholarship
- W.F. & Estelle Stone Scholarship
- Thelma Stripling and Lee Worsham Scholarship
- Stripling/Ruff Scholarship
- Sylvester Baptist Church Scholarship
- Edward and Fannie Taylor Scholarship
- Jackson Williams Tarver Scholarship
- Charles B. Thompson Scholarship
- Tift Alumnae Association Scholarship
- Tift Bowen Scholarship
- Tift Mae Burrell Scholarship
- Tift Jayne Cheatham
- Tift Chiles Scholarship
- Tift College of Education Dean's Fund
- Tift Collins Scholarship
- Tift C.B. Day Scholarship
- Tift Eunice Day Scholarship
- Tift Dowdy Scholarship

- Tift Ellington Scholarship
- Tift Gardner-Madden Scholarship
- Tift General Scholarship
- Tift Holladay Scholarship
- Tift D. Jordan Scholarship
- Tift L. J. Lanier Scholarship
- Tift Lawton Cater Scholarship
- Tift Malone Scholarship
- Tift Maynard Scholarship
- Tift McGraw Scholarship
- Tift McManus Scholarship
- Tift Opdyke Scholarship
- Tift Reid-Hollingsworth Scholarship
- Tift Scarborough Scholarship
- Tift Elizabeth Stacey Scholarship
- Tift E.W. Stone Scholarship
- Tift Vinzant Unrestricted Scholarship
- Tift Wardlow Scholarship
- Tift H & J Williams Scholarship
- Tift R.L. and Z.K. Williams Scholarship
- Tift Womble Scholarship
- Timberlake Scholarship
- Art Turner Scholarship
- U.S. Lancaster Fund
- Ettie Ivey Usey Memorial Scholarship
- Unrestricted General Endowed Funds
- Unrestricted General Scholarship
- Vanderhoef Scholarship
- Van Greene Scholarship
- Mary Lou Vaughn Scholarship
- Louise Verdery Scholarship
- Ralph and Nancey Sewell Voris Educational Scholarship
- J.J. Walker Scholarship
- Flora Walraven Scholarship
- Nell Ward Scholarship
- Graydon Ware Scholarship
- Katherine C. Ware Scholarship
- W.T. Wasden Scholarship
- Thomas E. Watson Fund
- Doyle E. Watson Baseball Scholarship
- James and Mary Wesberry Scholarship
- Westend Baptist Scholarship
- James Whaley Scholarship
- Lettie Pate Whitehead Scholarship
- Frances Whitworth Scholarship
- Mary Wilder Scholarship
- A. L. and Peggy Williams Scholarship
- H. Williams Scholarship
- J. D. Williams Scholarship
- Donald Wilson and Thomas Kail Scholarship
- Sarah Brown Withers Scholarship
- Woodall and Cook Memorial Scholarship
- Frances Woolfolk Scholarship
- Jimmie Wren Scholarship
- YKK Scholarship
- Yoshida Scholarship
- YMCA Scholarship
- Zuber Scholarship

## Ministerial Assistance Funds

MINISTERIAL FUNDS - Mercer offers scholarship assistance to qualifying students planning a career in full-time Christian service. These funds, which have been provided through the very generous gifts of friends and alumni of the University, are listed below. Application for these funds is the same as for all other funds administered directly through the University (i.e., the FAFSA is required). A ministerial application is required which includes an annual letter from the student's pastor, stating that the pastor is aware of the student's future career plans, and an annual letter of intent from the student. Please see your Financial Planning Counselor for further information on this scholarship and to obtain an application. All students receiving ministerial aid funds are required to successfully complete at least one course in Christianity annually; and they must meet annually with the University Minister to renew their career goals in the field of full-time Christian Service.

## Ministerial Scholarships

- Adams Scholarship
- P.H. Anderson Scholarship
- Tift I.W. Bowen Scholarship
- Bertha M. Crawford Scholarship
- Guy L. Cummings Scholarship
- Edwards Scholarship
- First Baptist Church of Columbus
- M.E. Fountain Scholarship
- Giddens Ministerial Scholarship
- General Ministerial Funds
- General M.A. Scholarship
- Hardman Scholarship
- John B. Hardman
- Holcomb Scholarship
- Hughes Scholarship
- Jackson Scholarship
- Jessup Scholarship
- L.B. and C.H. Knight Scholarship
- Light Memorial Scholarship
- B.K. MacDougall Scholarship
- John & Neva Mowell Scholarship
- L.D. Newton Scholarship
- Posey Scholarship
- Pruitt Scholarship
- Seigler Scholarship
- Skelton Scholarship
- Cutts Smith Scholarship
- Stubbs Scholarship
- Thomas Scholarship
- Van Deventer Scholarship
- Vineyard Memorial Scholarship

## ROTC Scholarships

MERCER ROTC ROOM AND BOARD SCHOLARSHIPS - These awards are made to qualified full-time Army tuition scholarship recipients who have been fully accepted into the Army ROTC Program. Entitlements such as Pell and GTEG will go towards room and board charges first; and Mercer will cover the difference up to the highest double occupancy dorm charge. Please see our web page for a full explanation of current ROTC Room and Board Scholarships or contact the ROTC Department at Mercer University.

## Yellow Ribbon Program

Mercer participates in the Yellow Ribbon Program. Please contact the VA Coordinator in the Registrar's Office to check your eligibility. You may also view information in regards to the Yellow Ribbon Program at [gibill.va.gov](http://gibill.va.gov).

## Federal and State Grants

The FEDERAL PELL GRANT PROGRAM is available to qualified undergraduate students seeking their first degree. The amount of a Pell Grant is determined on the basis of a student's financial resources and the resources of his or her family, as reported on the FAFSA, along with the cost of education at the institution the student attends. Students are limited to 12 semesters (or its equivalent) in Pell Scholarship Funds. Completion of the FAFSA serves as an application for the Pell Grant. The maximum Pell Grant for 2015-2016 academic year is expected to be \$5,775.

Effective on July 1, 2012, a student can receive the Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years). A scheduled award is the maximum amount a student can receive for the award year if the student were enrolled full-time for the full year.

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

for an award year due to not being enrolled the full year, not being enrolled full-time or both.

If a student did not receive the full scheduled award, ED calculates the percentage of the scheduled award the student did receive. For example, if a student scheduled award is \$5000, but the student was only enrolled one semester and received only \$2500, the student would be calculated as using 50% of his scheduled award for that year. Or, if a student received \$3,750 for the award year due to three-quarter time enrollment and not full-time, the student usage would be calculated at 75% for the year

Lifetime Eligibility Used (LEU) is calculated by adding together the percentages of Pell Grant a student uses each year.

<b>Examples of Pell Grant Lifetime Eligibility Used</b>		<b>Student A</b>	<b>Student B</b>	<b>Student C</b>
Award Year 1	Pell Grant Scheduled Award	\$5,550	\$5,000	\$4,000
	Pell Grant Amount Received	\$2,775	\$3,750	\$4,000
	Percent Used	50%	75%	100%
Award Year 2	Pell Grant Scheduled Award	\$5,200	\$5,000	\$5,550
	Pell Grant Amount Received	\$5,200	\$5,000	\$5,550
	Percent Used	100%	100%	100%
Award Year 3	Pell Grant Scheduled Award	\$4,700	\$5,000	\$5,550
	Pell Grant Amount Received	\$4,700	\$1,250	\$5,550
	Percent Used	100%	25%	100%
Award Year 4	Pell Grant Scheduled Award	\$4,700	\$5,000	\$5,550
	Pell Grant Amount Received	\$4,700	\$5,000	\$5,550
	Percent Used	100%	100%	100%
Total Lifetime Eligibility Used — LEU				
<i>Note:</i> From 2009–10 through 2010–11, it was possible for a student to receive up to two scheduled awards in a year. So		350%	300%	400%

some students will have a “percent used” of up to 200% for one or more of those years.

If a student's LEU equals or exceeds 600%, the student is no longer eligible to receive the Pell Grant. Similarly, if a student's LEU is greater than 500% but Less than 600%, the student is Pell eligible; however, the student is not eligible for a full scheduled award. If the student's LEU is less than 500%, the student is eligible for a full scheduled award. The LEU percentage is reported on the a student's Student Aid Report sent to a the student after the Free Application for Financial Aid has been processed.

The FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (SEOG) is available to a limited number of undergraduate students, both dependent and independent, who have exceptional financial need. These grants are awarded annually, based on each student's need as determined from information provided on the FAFSA. SEOG Awards may be as high as \$4,000 per year. SEOG funds may be awarded to eligible students receiving Pell as long as SEOG funds remain available. Please note need-based institutional aid may be replaced by SEOG.

TEACH GRANT – The Federal TEACH Grant program provides up to \$4000 per year to students fully accepted into an eligible education program and who intend to teach in a high-need field that serves students from low-income families. Eligible students must have and maintain a 3.25 GPA or scored in the 75% percentile in at least one section of a nationally-normed standardized test. In exchange for receiving the TEACH Grant, a student must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of the TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. IMPORTANT: If you fail to meet this service obligation in its entirety, ALL amounts of TEACH Grant funds received will be converted to a Federal Direct Unsubsidized Loan. You will then be charged interest from the date the grant(s) were disbursed. You must then repay this loan to the U.S. Department of Education. There are no partial cancellations.

GEORGIA TUITION EQUALIZATION GRANT PROGRAM - The State of Georgia has made available, to qualified Georgia residents, an annual tuition grant for attendance at approved private colleges in the state. To be eligible for this grant, the student (and parents of dependent students) must be a United States citizen who has resided in the State of Georgia for at least one full year prior to the first day of classes for any particular semester. The student's academic load must meet the requirements specified by the GA Student Finance Authority (presently 12 credit hours per semester). To be considered for the grant, students must complete a Free Application for Federal Student Aid (FAFSA) each year or, if a student does not wish to complete a FAFSA, a Georgia Scholarship Grant (GSFAPPS) must be completed by going to [GAcollege411.org](http://GAcollege411.org).. The total amount of the grant is determined each year by the state legislature, based on availability of funds. Funding may be reduced by the State at any point in the year. If this is the case, the University will not make up this difference in funding.

HOPE and ZELL SCHOLARSHIP – For undergraduate Georgia residents only, designated HOPE Scholars are designated to receive \$3,936 and designated Zell Miller Scholars receive \$4,348 per academic year. Award amounts for each academic year are determined by Georgia Legislation and subject to change. Georgia high school graduates who are name HOPE Scholars by the Georgia Student Finance Authority may receive only one of these scholarships. A cumulative 3.0 GPA is required for renewal of the HOPE scholarship and a 3.3 GPA is required for the renewal of the Zell Miller



Scholarship. The cumulative GPA requirement also applies to all students who wish to enter the program after 30, 60 or 90 cumulative attempted hours. Please note that all degree courses attempted at Mercer and all other postsecondary institutions are included in the GPA and hours attempted calculations. Certificate/diploma courses are only included in the GPA and hours attempted calculation if the courses have ever been accepted toward a degree by Mercer or any other post-secondary institution. Also, only whole letter grades are used in the GPA calculation (e.g. a B+ is counted as a B). The FAFSA application serves as the student's application for HOPE and Zell Miller Scholarships. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to [GACollege411.org](http://GACollege411.org).

Hope and Zell Scholarship recipients at private colleges and universities can attend half-time (at least 6 to 11 semester hours) and receive a HOPE Scholarship of \$1,968 per academic year (\$984 per semester). Zell Miller recipients attending half-time can receive a Zell Miller award of \$2,174 per academic year (\$1,087 per semester). Student must be enrolled half-time 15 calendar days after the end of the drop-add period to receive the half-time HOPE and Zell Miller Scholarships.

Students' HOPE and Zell Miller GPA will be evaluated at the end of every spring semester, regardless of the student's attempted hours. Students earning less than a 3.0 cumulative HOPE GPA after spring semester lose eligibility for HOPE and Zell until the next entry point (30,60, or 90 hours) in which their HOPE GPA is at least a 3.0 and Zell Miller GPA is at least a 3.3 GPA. Zell Miller recipients who do not meet the 3.3 renewal requirement but do meet the 3.0 HOPE renewal requirement, may receive HOPE in place of the Zell Miller Scholarship; however, a designated HOPE recipient can never receive Zell Miller based on cumulative GPA at time of renewal. A student who does not have sophomore/junior status because of withdrawing from classes will still be evaluated based on the total number of hours attempted (e.g. student may receive a "W" or "F" in a course, not earn credit for the course, but the course will still be counted as attempted hours for HOPE/Zell purposes). The SCHOLARSHIP FOR ENGINEERING EDUCATION (SEE) is awarded to qualified Georgia residents who meet State eligibility requirements, have a 2.5 cumulative GPA (using the same calculation policies above as those for HOPE renewal), and are pursuing an undergraduate degree in any of the following programs accredited by the Engineering Accreditation Commission of the Accrediting Board for Engineering and Technology: Biomedical Engineering, Computer Engineering, Electrical Engineering, Environmental Engineering, Industrial Engineering, and Mechanical Engineering. This award consists of \$1,750 per semester of full-time undergraduate study, for an educational career maximum of \$17,500. This award is considered a scholarship, provided the School of Engineering graduate works one year in a field of engineering within the State of Georgia for each \$3,000 awarded. Otherwise, this award converts to a cash-repayable loan. **A separate SEE application is required every year, along with a FAFSA.** Applications are available in the OSFP and at [www.GACollege411.org](http://www.GACollege411.org). Please note: Funding is limited and is based on availability from the State. Awards are made on a first-come, first-served basis. Should the State Legislature eliminate funding for the SEE, the University will not replace these funds.

## Loans

FEDERAL PERKINS LOANS - Limited long-term loans are available through the Federal Perkins Loan Program. Although many students borrow Perkins funds to enable them to continue or complete their education, funds are not sufficient to assist every eligible applicant. Exceptional need for financial assistance, availability of funds, and receipt of FAFSA determine an applicant's award.

Mercer awards qualified students a maximum of \$4,000 per year and an aggregate maximum of \$20,000 for all years as an undergraduate student. Graduate students may borrow a maximum of \$6,000 per year and an aggregate maximum of \$40,000 (including undergraduate loans). For loans granted after October 1, 1992, the repayment period does not start and interest does not begin to accrue until nine months after a student ends studies. The loan bears simple interest at the rate of 5% per year, and repayment of principal may generally be extended over a ten-year period. Borrowers who become full-time teachers in certain elementary schools or secondary schools, or in certain fields of study, may qualify for cancellation of Perkins Loans.

Borrowers who serve as full-time staff members in the Head Start Program may also qualify for loan cancellation for each complete year of service. Deferment is allowed for as long as a borrower is enrolled on at least a halftime basis at an institution of higher learning. Deferment is also allowed for service in the Peace Corps or Vista.

Based on current legislation, The Department of Education is closing out the Perkins Loan Program. Thus, absent Congressional action, schools may not make Federal Perkins Loans to new borrowers after September 30, 2015. If prior to October 1, 2015, a school makes the first disbursement of a Federal Perkins Loan to a student for the 2015-2016 award year, the school may make any remaining disbursements of that 2015-2016 loan after September 30, 2015.

In addition, the Department of Education has allowed a narrow “grandfathering” provision that allows schools to make Federal Perkins Loans to certain students for up to five additional years (through September 30, 2020) to enable students who received loans for award years that end prior to October 1, 2015 “to continue or complete courses of study.” The award year that ends prior to October 1, 2015, is the 2014-2015 award year, which ends on June 30, 2015. Thus, a school may make a new Perkins Loan to a student after September 30, 2015, if all of the following conditions are met:

1. The school made at least one Perkins Loan disbursement to the student on or before June 30, 2015.
2. The student is enrolled at the same institution where the last Perkins Loan disbursement was received. For example, a student who received a Perkins Loan disbursement for enrollment at School A, and then received a Perkins Loan disbursement for enrollment at School B would be considered to be an eligible grandfathered borrower at School B, provided all other conditions are met, but not for a subsequent enrollment at School A.
3. The student is enrolled in the same academic program for which the student received his or her last Perkins Loan disbursement. We consider an academic program to be the same program only if the first four digits of the program’s Classification of Instructional Program (CIP) code are identical to the first four digits of the CIP code for the program for which the student received his or her last Perkins Loan disbursement.
4. While the law provides for this limited “grandfathering” continued eligibility for Perkins Loans “as may be necessary to enable students . . . to continue or complete courses of study,” many of these grandfathered students could have their need met by a combination of other student aid and thus will not need a Perkins Loan to “enable [them]...to continue or complete [their] courses of study.” Therefore, a Perkins Loan can be made to an otherwise eligible grandfathered student to meet all or some of the student’s unmet need only after the student has been awarded all Direct Subsidized Loan aid for which the student is eligible.

Note that because the grandfathering provision applies only to students who received a Perkins Loan for award years 2014-2015 or earlier, a student who received

his or her first Perkins Loan for the 2015-2016 final award year of the program, (e.g., an incoming first-year student) will not be an eligible grandfathered student for purposes of receiving loans beyond that 2015-2016 award year.

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

Interest rates for July 1, 2015 through June 30, 2016

Direct Subsidized Loans - Undergraduate Students - 4.29%

Direct Unsubsidized Loans - Undergraduate Students - 4.29%

Direct Unsubsidized Loans - Graduate Students – 5.84%

Federal Direct Loan amounts are based on the cost of attendance at a particular school and the student's grade level. Dependent students may borrow the following amounts:

\$3,500/year for 1st-year undergraduates subsidized and \$2,000/year unsubsidized.

\$4,500/year for 2nd-year undergraduates subsidized and \$2,000/year unsubsidized.

\$5,500/year for 3rd or 4th-year undergraduates subsidized and \$2,000/year unsubsidized.

The aggregate limit that an undergraduate dependent student can borrow is \$31,000.

**Independent students may borrow the following amounts:**

\$9,500/year for 1st-year undergraduates (at least \$6,000 must be unsubsidized).

\$10,500/year for 2nd-year undergraduates (at least \$6,000 must be unsubsidized).

\$12,500/year for 3rd or 4th-year undergraduates (at least \$7,000 must be unsubsidized).

\$20,500/year for graduate students (unsubsidized only).

The aggregate limit that an undergraduate independent student can borrow is \$57,500.

**The amounts listed above are maximums. Remember, a student may not borrow more than Mercer's Cost of Education minus other financial aid and/or scholarships.**

**All first time borrowers at Mercer are required to complete entrance counseling before funds can be disbursed. In addition, if they have not done so already, a student is required to complete a Master Promissory note for their Federal Direct Loans. Students are encouraged to complete this required processes electronically at [www.studentloans.gov](http://www.studentloans.gov) to expedite the loan process.**

**Graduate Students**

Effective for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. The \$65,500 subsidized aggregate loan limit for graduate or professional students includes subsidized loans that a graduate or professional student may have received for periods of enrollment that began before July 1, 2012, or for prior undergraduate study. A graduate student's aggregate limit is \$138,500 and includes all federal loans received for undergraduate study.

### **Subsidized Federal Direct Loan**

Subsidized Federal Direct Loans are awarded to undergraduate students only on the basis of financial need as determined by the FAFSA. The interest on this loan is paid by the federal government while the student is enrolled in school at in at least half-time (six hours for undergraduates), and during the "grace period" ( the first 6 months following withdrawal or graduation from school). After this period, the student is responsible for payment the loan payment. Please note if a student's first disbursement was made between July 1, 2012 and July 1, 2014, the student will be responsible for paying any interest that accrues during the grace period.

For undergraduate students, all subsidized eligibility must be used before a student can receive an unsubsidized loan

If a student is a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct Plus Loans. The "maximum eligibility period" for a Direct Subsidized Loan is based on the published length of a student's academic program. A student cannot receive Direct Subsidized Loans for more than 150 percent of the published length of their program.

For example, if a student is enrolled in a four year bachelor's degree program, the maximum period for which the student can receive a Direct Subsidized Loan is six years (150 percent of 4 years = 6 years).

Because a student's maximum eligibility is based on the length of his/her current program of study, the student's eligibility can change if they change to a program that has a different length. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will generally count towards your new maximum eligibility period. The Dept. of Education will be calculating student's maximum eligibility period for subsidized loans. **Graduate students are NOT eligible for subsidized loans.**

### **Unsubsidized Federal Direct Loan**

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

WILLIAM D. FORD FEDERAL DIRECT PLUS LOANS - These loans are available to credit-worthy parents of dependent undergraduate students. Currently, the interest rate is fixed at 6.84% for loans disbursed between July 1, 2015 and June 30, 2016. To apply, a separate application must be completed every year by a parent or legal guardian. The annual limit a parent may borrow is equal to the cost of attendance minus any other financial aid the student is receiving. Interest begins to accumulate at the time the first disbursement is made, and repayment begins within 60 days after the final loan disbursement each year.

### **Parent Plus Loan and Graduate Plus Loan Credit Requirements**

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

**Approved credit checks:** Absent any other adverse credit history finding a PLUS loan applicant whose credit check shows that the total of any debts that are 90 or more days delinquent or that have been placed in collection or charged off is \$2085 or less will not

be considered to have adverse credit and therefore, will be approved and eligible for a PLUS Loan.

Approved credit check status means the borrower has been approved for the PLUS loan and that status will not expire for 180 days. As a result, any additional Plus Loan added within the 180 day approved credit check standing will be approved. COD will not run another credit check before the expiration date.

To complete the PLUS loan process the borrower must complete a Master Promissory Note for Parent Plus Loan or Graduate Plus Loan on line at StudentLoans.gov

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

**Adverse Credit History as defined by the Department of Education:**

Applicant found to have adverse credit condition such as bankruptcy, foreclosure, tax lien, or a default determination etc.

OR

The applicant has one or more debts that are 90 or more days delinquent, in collection or have been charged off during the two years preceding the date of the applicant's credit report and the total combined outstanding balance of those debts is greater than \$2,085.

**Options for Adverse Credit Conditions:** If you have received an adverse credit decision, you may still be eligible to receive a Direct Plus Loan. To become eligible, you may take one of the following actions:

1. Obtain an endorser and complete Plus Counseling.
  - An endorser is someone who does not have an adverse credit history and agrees to repay the loan if you do not repay it.
  - If you are a parent borrower, the endorser may not be the student on whose behalf you are requesting the Direct Plus Loan.
2. Document to the satisfaction of the U.S. Department of Education that:
  - The information causing the adverse credit decision is incorrect

OR

- There are extenuating circumstances relating to the adverse credit history (NOTE: Endorsers are not eligible for this option)

AND

- Complete Plus Counseling (available on StudentLoans.gov) Counseling will match the valid stand of the credit check. If after 180 days, a student applies for another PLUS Loan and is originally denied but then approved based on extenuating circumstances or endorser, another PLUS counseling will need to be completed. If a student complete the Plus Counseling more than 30 days prior to the credit check, Plus Counseling will need to be completed again.

If you feel that the information your credit decision is based on is incorrect or you believe you qualify for a review based on extenuating circumstances, you may begin the process in one of the following ways:

1. Log in to StudentLoans.gov and select "Document Extenuating Circumstances" on the left navigation bar. Follow directions. Applicant Services will contact you with further instructions.
2. Contact Applicant Services between 8:00 AM to 8:00 PM, Eastern Time, Monday through Friday. Applicant Services may be reached toll-free, at 1-800-557-7394.
3. Contact Applicant Services between 8:00 AM to 8:00 PM, Eastern Time, Monday through Friday via Live Chat on the Contact Us page.

OTHER UNIVERSITY LOAN FUNDS - There are several very limited loan funds administered through the University. These funds are awarded on a restricted basis. Application for these funds is the same as for all other funds administered directly through the University. A listing of these loan funds is provided as follows:

- Agnes M. and Oscar Lee Bridges Fund
- Chaffin-Dickey Memorial Student Loan Fund
- Aquilla J. Cheney Fund
- Coachman Brothers Trust Fund
- George Boyce Connell Memorial Fund
- John Cleveland Dukes Fund
- Mr. and Mrs. Edgar O. Hawkins Student Loan Fund
- McWhorter Fund
- Oliver S. Porter Loan Fund
- William H. Prior Fund
- Joseph M. Terrell Fund
- J. Ovid Stewart Memorial Loan Fund
- Mary Wilder Emergency Loan Fund

PRIVATE ALTERNATIVE STUDENT LOANS - There are a number of outside private alternative loans available to students who need assistance beyond University and federal loan resources. Please contact the OSFP for further information regarding private alternative student loans.

## **Student Employment**

### **Federal Work-Study Program**

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

All student employment positions are coordinated through the Work-Study Coordinator located in the Office of Student Financial Planning. First-time Federal Work-Study recipients will be contacted by the Federal Work-Study Coordinator during the summer preceding fall semester regarding their employment options.

### **Other On-Campus Part-Time Employment**

All on-campus employment must be authorized by the Federal Work-Study Coordinator before the student begins working. Students who are awarded Federal Work-Study are given first priority for on-campus employment. Students must complete an I-9 Form and Tax Withholding Forms within three days of employment. All student-worker employment forms must be submitted to the Work-Study Coordinator in the Office

of Student Financial Planning. Students whose files are selected for verification must complete the verification process before they may begin working on campus.

### **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 practical competencies.

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

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

## Four Student Goals of General Education

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

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

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

## Requirements of General Education

General Education core requirements must include at least one course (3 credit hours) in each of the six broad categories listed below, and 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 should consult the requirements of their respective college to determine which courses are needed for graduation.

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

Written Communication: GBK 101; GBK 202; GBK 203; INT 101; INT 201; LBST 175; LBST 180; TCO 141; WRT 120; R Designated Course (writing instruction)

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

Other Communication: ENGL 300; any foreign language; INSY 102; LBST 275; LBST 280

### Religion

CHR 101; CHR 150; CHR 170; ENG 225; GBK 203; HIS 160; PHI 240; 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: CHR 210; CHR 270; CLA 101; CLA 102; COMM 251; ENG 224; ENG 226; ENG 233; ENG 234; ENG 235; ENG 237; ENG 263; ENG 264; GBK 202; GBK 305; FLL 195; HIS 110; HIS 145; HIS 165; HIS 176; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; JMS 220; JMS 225; JMS 230; LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; PHI 176; PHI 190; PHIL 215; PHI 230; PHI 260; PHI 265; PHI 269; POL 176; SCLT 201; RELG 356; SOCI 356; SST 180; WLT 101;

Fine Arts: ART 106; ART 107; ART 108; ART 115; ART 116; ART 223; ART 224; ART 225; ART 226; ART 254; ARTH 101; COMM 104; COMM 205; LBST 250; LBST 255; MUS 151; MUSC 150; PHO 230; THR 115; THR 218; (3 credit hours may also be selected from the 1-hour music ensembles to meet this requirement: MUS 182; MUS 183; MUS 191; MUS 192; MUS 197; MUS 198)

### Behavioral/Social Science

AFR 190; AFR 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; ENV 250; GBK 407; GEO 111; GHS 200; JMS 101; JMS 240; ORGL 210; PHI 237; POL 101; POL/IAF 253; PSY 101; PSYC 111; SEP 200; SOC 101; SOC 210; SOCI 111; SOCI 356; WGS 180; WGST 210

### Quantitative Reasoning

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

### Scientific Reasoning (including a lab)

BIO 102; BIO 110; BIO 202; BIOL 101; BIOL 105; CHM 110; CHM 111; CHM 112; ENB 150; ENV 105; ENV 110; ENVS 210; ENVS 215; PHY 102; PHY 105; PHY 108; PHY 109; PHY 115; PHY 141; PHY 142; PHY 161; PHY 162; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 215; SCIE 220; SCIE 250

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

## Degree Programs

The University offers the following degree programs:

### **College of Liberal Arts**

Bachelor of Arts  
Bachelor of Science  
Bachelor of Science in Health Science

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

Bachelor of Business Administration  
Master of Business Administration  
Master of Accountancy  
Executive Master of Business Administration (Atlanta only)  
Professional Master of Business Administration (Atlanta, Savannah, Newnan)

### **School of Engineering**

Bachelor of Science in Engineering  
Bachelor of Science  
Master of Science in Engineering  
Master of Science

### **Tift 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

### **Townsend School of Music**

Bachelor of Music (Performance or Elective Studies)  
Bachelor of Music Education  
Bachelor of Arts in Music  
Master of Music (Church Music)  
Master of Music (Performance)  
Master of Music (Conducting)

### **College of Health Professions**

Bachelor of Science in Public Health

For specific information on the degrees offered and their requirements, see the individual college/school listings.

## Student Classification

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

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

## Units of Credit

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

## Course Numbers

### Undergraduate Level Courses:

- 001-099: Remedial (not applicable to degree requirements or graduation).
- 100-199: Courses generally considered introductory in nature, including those carrying no prerequisites and those intended primarily for freshman-level students.
- 200-399: Intermediate-level courses designed for students at the sophomore, junior, or senior levels. These are courses carrying prerequisites or requiring a level of sophistication not usually attained until after a student's first year of college.
- 400-499: Advanced-level courses generally requiring senior status, including, but not limited to, such courses as seminars, senior independent or directed study, research, colloquia, etc.

Courses numbered below 300 are lower-division courses.

Courses numbered 300-499 are upper-division courses.

### Graduate Level Courses:

#### Stetson School of Business and Economics

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

#### School of Engineering

- 500-599: First-level graduate courses; may also be taken by qualified undergraduates
- 600-699: Advanced-level graduate offerings

#### Tift College of Education

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

#### Townsend School of Music

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

## Grading System and Quality Points

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

<u>Grade</u>	<u>Interpretation</u>	<u>Quality Points</u>
		<u>Per Credit Hour</u>
A	Excellent	4.0
B+	Good	3.5
B	Good	3.0
C+	Average	2.5
C	Average	2.0
D**	Poor	1.0
F	Failure	0
FQ	Failure-Quit Attending/Never Attended	0
S	Satisfactory	*
U	Unsatisfactory	*
ABX/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	Withdrawal	*
Z	Grade Not Reported	*

\* These grades are not calculated in the GPA.

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

## Satisfactory/Unsatisfactory (S/U) Grade

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

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

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

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

## ABX and Incomplete

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

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

## **In Progress (IP)**

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

## **Grade Appeals**

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

## **Grade Reports**

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

## **Academic Advising**

Academic advising is integral to a student's educational experience at Mercer University. 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).

Most first-year students are advised by the instructor of their UNV 101 or BUS 101 course. Spending time in class with the student allows the advisor to better assess the student's interests and goals and to get to know the student better. Transfer students are

assigned advisors during their first semester, based on their academic areas of interest. Upon declaring or changing a major, a student will receive a new advisor in that academic area.

Academic advising is coordinated by the Office of Academic and Advising Services. Its staff members are readily available to provide academic assistance to students. Students experiencing academic difficulties or considering withdrawal from the University are encouraged to meet with a representative of this office. Most academic forms may also be obtained in this office, located on the first floor of Penfield Hall. Students may also contact the office at (478) 301-2078.

## Registration

Registration is required for admission to any class. According to the University's policies, students may not register if they have unpaid financial obligations, including library or Campus Housing fees, or if they have unresolved issues with their immunization records. Students are required to meet with their advisors prior to registration. In addition to the advisor's approval/signature, students should obtain any other signatures/permissions required for special circumstances, such as a dean's signature for overloads or the instructor's signature for independent study or internships, etc. Students should consult the catalog and the current schedule of classes for any prerequisites and special requirements for specific courses, as well as instructions for registration procedures.

There are three registration periods each semester. Following the mid-term of each semester, a one- to two-week period of priority registration occurs for currently enrolled students. A registration time is assigned to each student based on the student's total hours earned as of the end of the preceding semester; this is the earliest, but not the only, time at which the student may register. Shortly following the conclusion of priority registration, open registration begins, during which readmitted and new students may also register. Open registration ends when the new semester begins. When classes begin, late registration and the drop/add period continue for the first four (4) days of the term.

Students are responsible for their registration, and for the corresponding fees and charges incurred, and must notify the Office of the Registrar in writing, before classes begin, should they be unable to attend any or all classes for which they are registered. A continuous registration status is expected. Students who fail to register for subsequent terms (excluding summer), and who fail to notify the Registrar in writing of their intention not to return, forfeit their registration and housing deposits.

Please note that people who attend classes but are not officially registered cannot retroactively register or receive grades or credits for those courses.

## Repeating Courses

A student may repeat a course in order to earn credit for the course or improve the grade. No course may be taken more than twice in the undergraduate program. A maximum of four courses may be repeated. INT 101 and GBK 101, courses designated as first-year courses, may only be repeated during the sophomore year. UNV 101 may not be repeated.

Students who are repeating courses in an attempt to meet minimum graduation requirements for grade point averages in their major, minor, and/or school or college, or who have other extenuating circumstances, must have the appropriate associate dean's permission to exceed the four course limit. See Graduation With Honors section of this catalog. Enrollment documents for such courses will carry the notation of "repeat" next to the course, and this notation will appear also on the class roll and the student's

permanent record. Credit hours will be granted only once for any given course. The grade recorded in the final attempt at taking the course will prevail. The final grade will be used in computing the student's cumulative grade point average whether the grade is higher or lower than any previous grade(s) earned for this course. The previous grade(s) will not be deleted from the permanent record. If the original course is no longer a part of the curriculum, an equivalent course may be substituted on the authority of the appropriate associate dean.

When a course is repeated, the student is subject to the catalog restriction on the total number of credit hours that may be taken in a single term. With an associate dean's approval, a student who has a C average or above may, in extraordinary circumstances, be allowed to take the "repeat" course as an overload. A course may be repeated on an audit basis if a student chooses to do so. A withdrawal grade or an audit in the repeat of a course does not serve to delete the computation of the previous grade(s).

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

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

## **Academic Loads**

An academic load of 12 semester hours qualifies a student for full-time status, which is necessary to fully qualify for scholarships and financial aid. First year students will be enrolled in no more than 16 credit hours during the first term. The number of credit hours for first year students during the first semester will range from 12 to 16. After the first term, 15 to 16 hours of credit each semester or 30 to 32 credit hours per year is typical and can allow students to complete specific degrees at the end of four academic years.

After the first semester in residence, students with a cumulative grade point average of B (3.0) or higher are permitted to take course overloads (i.e., the maximum load of 20 hours of credit per semester). The appropriate dean must approve course overloads, and the cumulative average of B must be maintained to retain the privilege of taking overloads in succeeding terms. A student whose cumulative grade point average is C (2.0) or higher may have the privilege to take a course overload during one term of the senior year to make up a deficiency in hours.

(For course load information for graduate students, see the Graduate Studies section.)

## **Schedule Changes, Course Withdrawal, and Term Withdrawal**

### **Schedule Changes**

Course changes (dropping and/or adding) may be made during the schedule change 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 an F, 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 awarded for all of a 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 F will be recorded for his/her classes. In extreme personal circumstances and with appropriate documentation, a student may appeal to the associate dean of his/her college to have grades of W awarded when officially withdrawing after the deadline.

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

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

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

### **Final Examinations**

Examinations are administered at scheduled times at the end of each semester. 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.

### **Advance Placement and Credit-by-Examination**

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

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

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

The International Baccalaureate Program is an internationally recognized curriculum 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, 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, 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.

## **Class Auditing Regulations**

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

Auditors of studio courses in art and music will pay the same fees as those taking the courses for credit. Applied music courses and physical education activity courses may not be audited. Laboratory science and computer science courses may be audited, but the auditor may audit only the lecture sessions.

Full-time students may audit, with approval of the instructor, any courses for which they are eligible to register. There is no special audit fee for full-time students. A student who is auditing a course may not decide instead to take the course for credit after the last day for course schedule changes (drop/add). Courses that a student audits may not later be taken by that student for credit, nor may the student receive credit-by-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.

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

Please note that laboratory classes, including physical education activity courses, may not be audited.

## **Class Attendance**

The demand for registration in many undergraduate courses exceeds the enrollment capacity, with the result that these classes often "close" during the priority 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 the University expects that student absences not exceed 20% of a total class meeting.

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

Students engaged in University sponsored activities, such as athletic participation, music ensembles, and debate team, are allowed a set number of excused absences, not to exceed 20% of class meetings. These students enrolled in classes that meet on Monday-Wednesday-Friday (MWF) may not exceed 9 absences. These students enrolled in classes that meet on Tuesday-Thursday (TR) may not exceed 6 absences. Each absence must be reported to the instructor prior to its occurrence. Absences are taken only to accommodate students as they represent the University in the event. The allowed absences do not include practices or preparation times. Absences for post-season tournament play are allowed in addition to those during the regular season.

Students providing documentation from an off-campus medical provider for illnesses are excused from attending class during the period defined by the physician/psychologist. Absences are not officially excused unless such documentation is presented in a timely manner.

Students confronted with family emergencies or legal or military obligations may be officially excused from classes if reasonable documentation is presented in a timely manner.

Students required by graduate or professional schools to participate in an interview for admission, or by prospective employers to apply for full-time post-graduate employment, may be officially excused from classes if reasonable documentation is presented in a timely manner.

## **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.

Students may be required to withdraw themselves from a class upon the recommendation of the course instructor to the Associate Dean. This recommendation may occur if the student's number of absences exceeds the maximum described in the attendance policy of the course syllabus, the Mercer Catalog, or special accommodations to which the student may be entitled. The student's failure to withdraw from the class by the published deadline will result in a failing grade for the course.

## **Transient Status for Mercer Undergraduate Students**

An undergraduate student who wishes to take academic courses elsewhere as a transient student and apply those credits toward a Mercer degree must obtain written approval in advance from the student's advisor and the Registrar's Office. The student must have been enrolled and attended classes at Mercer for at least one semester prior

to requesting permission to study elsewhere. Transient Permission Forms are available in the Registrar's Office. Failure to obtain written approval in advance may preclude acceptance of the transfer credit. A student normally will not be permitted to attend another institution as a transient student for more than two consecutive academic terms. No correspondence work will be accepted for credit toward a degree. Mercer University does accept courses from the Independent Study Programs of the University of Georgia for transfer credit; the maximum credit accepted is 9 semester hours.

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

Courses that are equivalent to courses offered at Mercer will transfer as long as the host institution has regional accreditation and the student earns grades of C or better in the courses. 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 the Mercer cumulative grade point average; however, all transfer credit attempted will be considered when determining University honors at graduation.

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

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

## Academic Warning, Probation, and Suspension

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

### 1. **Warning**

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

### 2. **Probation**

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

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

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

### 3. **Suspension**

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

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

## **Eligibility for Participation in Activities**

Except where required as a part of class work in a course, a student on academic probation is not eligible to participate in any extra-curricular activities that represent Mercer University. Representative activities include: intercollegiate athletics; student government; student organizations; staff work on campus publications; debate; musical performances; dramatics; cheerleading; theatre stage work and acting.

## **Recognition of Scholarship**

### **University Honors Program (UHP)**

The University Honors Program (UHP) provides academically advanced students with the supportive environment needed to pursue their intellectual interests through research within distinctive paths of enrichment. The specific goals of the program include:

- Successful completion of two first year research seminars.
- Cultivating students who ask questions, think critically in answering those questions, make interdisciplinary connections in answering those questions, and can construct creative analytical responses when engaged in collaborative or independent problem solving.
- Cultivating students who obtain the distinctive characteristics necessary to compete successfully for graduate and professional school entrance, for national and international fellowships and scholarships, and for leadership roles in the student's chosen profession.
- Cultivating a community of scholars who are interested in sharing cultural, research, and leadership experiences across the tracks.

Exceptional students, either upon entrance to Mercer or after the end of their first semester, are invited to join the program based upon superior academic records in high school, demonstration of interest in their particular path, and an entrance interview.

Each of the tracks is constructed to emphasize growth and development along that track during the student's career at Mercer, beginning with a two-course sequence that provides students the opportunity to work on a program of discovery as they are introduced to the community of undergraduate honors scholars. In subsequent years, students will progress through their track, culminating in an advanced research and documentation project appropriate to their individual track. In addition to these two basic requirements, University Honors Program students must complete the coursework designated within their individual tracks, maintain a portfolio of their work that contains both developmentally appropriate content and reflection, participate in a designated number of University Honors Commons experiences, and maintain a minimum GPA as defined by their specific track.

### **General Requirements of the University Honors Program**

- Demonstration of the student's growth within the track through the production of appropriate annual products as defined within the track;
- Maintenance of a portfolio of work generated by the student through the track;
- Presentation of work at BEAR Day, Engineering Expo, or a regional/ national conference appropriate to the track;
- Successful completion of a Culminating Project appropriate to the track;
- Participation in two University Honors Commons Events annually and submission of a reflective essay on each event. University Honors Commons events include but are not limited to field trips, experiences in the arts, multicultural events and experiences, academic lectures and events, and social gatherings. Schedules of University Honors Commons events will be distributed to Honors students on an annual basis.
- Maintenance of a minimum GPA appropriate to the track.

## **The Tracks of the University Honors Program**

### **Mercer Research Scholars (Undergraduate Research)**

John Thomas Scott, *Director/Professor of History*

The Research Scholars track is designed for students who wish to pursue undergraduate research under close faculty supervision in their chosen field in a traditional academic setting (laboratory, field, artistic, and/or archival). This track is open to students of all majors in the College of Liberal Arts, the Stetson School of Business and Economics, the Tift College of Education, and the Townsend School of Music. Students in this track must successfully complete the following requirements:

#### Course Requirements:

HON 110-115—University Honors Program Seminars (2 hours)—First Year

HON 205—Thesis Exploration Seminar (1 hour)—Second Year

HON 305—Honors Preceptorship (1 hour)—Third Year

NOTE: Students must either complete at least six hours in departmental research seminars and/or methodology courses or complete six hours of credit in HON 405 in their junior and/or senior as they work on their research project.

University Honors Commons Events and Reflections (2 annually)

Senior Honors Thesis/Project—Students will conduct extensive original research and produce an academic product (thesis, poster, show) in their academic major. The size and nature of the project will be commensurate with the student's academic major and determined in consultation with the student's faculty research mentor and the director of the Research Scholars track. Students in the Humanities and Social Sciences producing a work of original research, for instance, will complete an approximately fifty page Honors Thesis.

GPA Requirement: Students are required to maintain a minimum 3.5 cumulative GPA throughout their undergraduate career at Mercer and at graduation. Students who fall below 3.5 at any point in their undergraduate career will be subject to suspension and/or removal from the program. Such cases will be handled on an individual basis in consultation with the track director.

### **Mercer Service Scholars (Service Learning)**

J. Chris Grant, *Director/Associate Professor of Political Science*

The Service Scholars track is designed for students who wish to receive an enhanced experience including leadership and service as well as scholarship. Each year 14-17 students are selected from the pool of entering freshmen for invitation to the Mercer Service Scholar Program. Selection for the program is based on the applicant having already demonstrated high levels of achievement in academic work as well as an advanced level of social consciousness evidenced through their record of engagement on campus and the community. This track is open to students of all majors in the College of Liberal Arts, the Stetson School of Business and Economics, the Tift College of Education, the Townsend School of Music, and the School of Engineering. Students in this track must successfully complete the following requirements:

#### Course Requirements:

HON 110 AND 115—University Honors Program Seminars (2 hours)—First Year  
MSS 111—Service and Society: Community (1 hour)—First Year, Fall  
MSS 112—Service and Society: Leadership (1 hour)—First Year, Spring  
MSS 222—Global Awareness and Project Development (2 hours)—Second Year  
MSS 321—Service and Leadership in a Global Context (3 hours)— Summer after Second Year. NOTE: This course will be in the form of a Mercer on Mission experience.  
MSS 322—Service and Leadership—Action and Vocation (3 hours)—Third Year

NOTE: Students may choose to register in their senior year for CSL 400 and earn up to 15 hours designing and implementing their culminating project.

NOTE: MSS students may choose to enroll in HON 305 their junior year in order to serve as a preceptor in HON 110/115. This course (HON 305) is optional for MSS students.

University Honors Commons Events and Reflections (2 annually)

Service and Leadership Requirements: 15 hours of service and 15 hours of leadership per semester per year in years 2 through 4 (sophomore through senior). In addition, students must attend monthly MSS meetings during their sophomore through senior years.

Culminating Project: Students will design and implement a culminating service and/or leadership project emanating from and/or centering on community based

research. The nature and size of the culminating project will be commensurate with the student's major and determined in consultation with the MSS track director.

**GPA Requirement:** Students are required to maintain a minimum 3.5 cumulative GPA throughout their undergraduate career at Mercer and at graduation. Students who fall below 3.5 at any point in their undergraduate career will be subject to suspension and/or removal from the program. Such cases will be handled on an individual basis in consultation with the program director.

### **Mercer International Scholars**

Fernando Palacios, *Director/Associate Professor of Foreign Languages and Literatures*

The International Scholars track is designed for students who wish to pursue international studies and experiences at an advanced level and desire to pursue international research in the field and/or in the archives. This track is open to students of all majors in the College of Liberal Arts, the Stetson School of Business and Economics, the Tift College of Education, the Townsend School of Music, and the School of Engineering. Students in this track must successfully complete the following requirements:

#### **Course Requirements:**

HON 110 AND 115—University Honors Program Seminars (2 hours)—First Year

HON 210—The Global Context (1 hour)—Second Year

HON 215—Solving Problems Across Cultures (2 hours)—Third Year

HON 305—Honors Preceptorship (1 hour)—Junior Year

HON 325—Seminar in Global Issues (2 hours)—Fourth Year

FLL 252 (or equivalent) in a modern language (Chinese, French, German, or Spanish)

**NOTE:** Students may choose to register for HON 405 to earn three hours of credit per course as they work on their Senior Project.

University Honors Commons Events and Reflections (2 annually)

**International Experience Requirements:** Students must complete one of the following options:

**Option 1: Study Abroad**—Students fulfilling this option must complete a study abroad (outside of the United States) experience of at least two weeks either as a semester abroad, a faculty-led study tour, or a Mercer on Mission. To fulfill this requirement students must both complete the coursework required as part of the course(s) and submit a reflection on their experiences abroad. Students may fulfill this requirement either in one or multiple trips as long as each trip lasts at least one week.

**Option 2: Global Ambassadors Program**—Students fulfilling this option must participate for at least 45 hours in the Model Conferences (UN, EU, NATO, Arab League), Global Citizenship activities, and/or Cross-Cultural Friendships activities as outlined in Mercer's Global Ambassadors Program (GAP) over the course of their four years at Mercer. Specific activities and functions will be determined in consultation with the International Scholars track director and the GAP Director.

**Senior Culminating Project**—Students are required to design, create and/or implement a culminating NGO/Development-based International Research Report/Project. The nature and size of the report will be commensurate with the



student's major and will be determined in consultation with the student's academic mentor in the major and the International Track Director.

**GPA Requirement:** Students are required to maintain a minimum 3.5 cumulative GPA throughout their undergraduate career at Mercer and at graduation. Students who fall below 3.5 at any point in their undergraduate career will be subject to suspension and/or removal from the program. Such cases will be handled on an individual basis in consultation with the track director.

## **Mercer Engineering Scholars**

Phillip T. McCreanor, *Director/Associate Professor of Environmental Engineering*

The Engineering Scholars Track is a part of Mercer's University Honors Program which seeks to enrich the learning environment for both students and faculty members. By doing so, it promotes new and higher levels of excellence in student research and creative accomplishments. It particularly works to foster a sense of academic community among faculty members and students of outstanding ability through cultural events, sponsored activities, and interdisciplinary interactions. The Engineering Scholars Track provides exceptional students a program of study that presents challenges beyond the normal requirements for an undergraduate degree in the School of Engineering. The goals of the Engineering Scholars Track are to: (1) provide a common experience that challenges the students and faculty members both technically and non-technically and (2) provide project experiences that demonstrate knowledge and skills that exceed normal undergraduate requirements. Exceptional students are admitted to the Engineering Honors Track as freshman and rising sophomores by both invitation and application. This track is open only to students in the school of engineering. Students in Engineering Scholars Track must successfully complete the following requirements:

### Course Requirements:

- EGR 201 - Sophomore Engineering Honors I (1 hour)
- EGR 202 - Sophomore Engineering Honors II (1 hour)
- EGR 301 - Junior Engineering Honors I (1 hour)
- EGR 302 - Junior Engineering Honors II (1 hour)
- EGR 401 - Senior Engineering Honors I (1 hour)
- EGR 402 - Senior Engineering Honors II (1 hour)

**NOTE:** Students that join the Engineering Scholars Track as an incoming Freshman are also required to complete EGR 101 (Freshman Engineering Honors I, 1 hour) and EGR 102 (Freshman Engineering Honors II, 1 hour).

**Culminating Engineering Project**—Students will work individually or in teams to conduct an extensive engineering project and produce an academic product (poster, podium presentation, article, etc.). The size and nature of the project will be developed in consultation with faculty research mentor(s) and the Director of the Engineering Scholars Track.

In addition, Engineering Scholars students will be expected to:

- Attend at least two University Honors Program Events & Reflections, or designated MUSE events (e.g., research presentations, technology training events, guest lectures) per year.
- Present work as a podium and/or poster presentation at the Engineering Exposition.

**GPA Requirement:** Students in the Engineering Scholars Track are required to maintain a minimum 3.3 cumulative GPA throughout their undergraduate career at

Mercer and at graduation. Students who fall below 3.3 at any point in their undergraduate career may be allowed to continue in the Engineering Honors Program for a limited period on a probationary basis at the discretion of the Director of the Engineering Scholars Program.

### **Mercer Business Scholars**

Linda L. Brennan, *Director/Professor of Management*

The Business Scholars track is designed for students who wish to pursue an enriched study in business. This track includes a combination of experiential and service learning with either international business exposure or undergraduate research. In addition, all Business Scholars will deepen their experiences in business, through internships and business engagement. In general, BBA Scholars students have the opportunity for greater interaction with faculty and business leaders.

BBA Scholars students can distinguish themselves with an internship, as well as with a business-related research project or a study abroad experience. Students in this track must successfully complete the following requirements.

#### Course Requirements:

HON 110 AND 115—University Honors Program Seminars (2 hours)—First Year

HON 210—The Global Context (1 hour)— Second Year

HON 215—Solving Problems Across Cultures (1 hour)-- Second Year, OR

BUS 102--Mediation Skills for Student Leaders (2 hours) AND

BUS 301—Finding Your Vocation-- Second Year, Spring with Summer Experience: Study Abroad--may be a Mercer on Mission, Business Studies Abroad, or Semester Exchange Program (hours vary)

HON 305—Honors Preceptorship (1 hour)—Junior Year, OR

HON 325—Seminar in Global Issues (2 hours)—Third Year AND

BUS 478 – Business Research (1 hour) with Summer Experience: BUS 305 – Business Internship (3 hours)

In addition, BBA Scholars students will be expected to:

- Attend at least two University Honors Program Events & Reflections, or designated SSBE events (e.g., Executive Forum, Economics Speakers series) per year.
- Present work in the Junior and Senior poster exhibit (c.f. Bear Day).
- Participate in at least two (2) service-learning intensive courses (coded "V").

**GPA Requirement:** Students are required to maintain a minimum 3.5 cumulative GPA throughout their undergraduate career at Mercer and at graduation. Students who fall below 3.5 at any point in their undergraduate career will be subject to suspension and/or removal from the program. Such cases will be handled on an individual basis in consultation with the track director.

**Senior Honors Culminating Project—**Students will define, develop and complete a research or service project in their academic major. The size and nature of the project will be commensurate with the student's academic major and determined in consultation with the student's faculty research mentor and the director of the Business Scholars track. Students may choose to register for HON 405 to earn three hours of credit per course as they work on their Senior Project.

**GPA Requirement:** Students are required to maintain a minimum 3.5 cumulative GPA throughout their undergraduate career at Mercer and at graduation. Students who

fall below 3.5 at any point in their undergraduate career will be subject to suspension and/or removal from the program. Such cases will be handled on an individual basis in consultation with the track director.

## President's List and Dean's List

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

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

Inclusion is subject to the following additional conditions:

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

## Graduation with Honors

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

A student, who by virtue of a grade or grades made in repeated work achieves an overall grade point average that would otherwise qualify him or her for graduation with honors, will not be considered eligible to receive honors.

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

## Departmental Honors

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

## Undergraduate Degree Requirements

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

A bachelor's degree requires a minimum of 120 semester hours of academic courses numbered 100 and above. Many programs of study will require more. Refer to the specific major requirements for the credit hours needed to complete a particular program. Courses numbered below 100 do not count toward the fulfillment of the hours required for graduation. Hours earned in any school or college of the University may be used to satisfy the requirements of any undergraduate degree. Students must, however, fulfill all degree requirements of their particular degrees of choice. Using one course to satisfy two different requirements (general education, major, minor, second major) is often referred to as "double dipping." For Mercer's undergraduate programs, students are allowed to double dip courses at the 100- and 200-level. However, a student may not use any combination of more than two 300- or 400-level courses to satisfy the requirements in different majors and/or minor programs.

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

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

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

## Second Degree

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

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

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

## **Application for Graduation**

All students must apply for graduation. It is the student's responsibility to be aware of all department, school/college, and university degree requirements as published in the 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 at least one term prior to the expected date of graduation.

## **Participation in Commencement Ceremonies**

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

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

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

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

## **Awarding of Degrees**

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

## **Student Records (Transcripts)**

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

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

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

## **Student Rights Pertaining To Educational Records**

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

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

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

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

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

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

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

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

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or

state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

## **U.S. Army ROTC Program**

The mission of the ROTC Program and the U.S. Army Cadet Command is to commission future officers to serve as the leadership of the U.S. Army. Students who qualify for and successfully complete the ROTC Program will be commissioned as 2nd Lieutenants in the U.S. Army, the Army National Guard, or the U.S. Army Reserves. Students incur no obligation by simply taking military science classes; any Mercer student may take a basic ROTC course, but only qualified and selected students will earn commissioning credit.

The Senior ROTC Program produces officers of character, each with a breadth of perspective formed by the variety of experiences inherent in college life. Cadets will demonstrate a capacity for scholastic, athletic, and leadership excellence. Upon being commissioned, lieutenants will be confident of their ability to be competent Army leaders and will be committed to serving in the Army.

The Army ROTC Program is a four year program. The first two years comprise the basic course. Students must complete the basic course prior to enrollment in the advanced course of ROTC. Students may receive credit for the basic course by completing Army Basic Training or the equivalent in the other Armed Services, completing two years at a service academy, completing two years of Navy or Air Force ROTC Training, or completing three or four years of JROTC in high school. Students may also earn basic course credit by successfully completing the 29 day Cadet Initial Entry Training at Fort Knox, Kentucky, in the summer.

The ROTC Advanced Course consists of the last two years of instruction in college. Students in the advanced course are typically juniors and seniors or students in the last two years of graduate study. Students must meet the following requirements for enrollment in ROTC courses:

1. Must be a full-time student earning a baccalaureate or advanced degree
2. Must be at least 17 years old and not older than 38 years of age at graduation
3. Must be of good moral character, as normally substantiated by having no record of disciplinary problems or civil convictions
4. Must be a citizen of the United States
5. Can have no more than three dependents and cannot be the sole parent of any dependents
6. Must be medically fit
7. Must be proficient in the English language

Students may apply for a wide variety of Army ROTC scholarships. Incoming freshmen may apply online for a four year ROTC scholarship at [goarmy.com/rotc](http://goarmy.com/rotc) and must list Mercer University (FICE Code 001580) as one of their schools of choice. Students currently enrolled at Mercer may apply for scholarships through the start of their junior year or the beginning of the second-to-last year in a graduate program. Students may also apply for a Guaranteed Reserve Forces Duty Scholarship that ensures they will serve in the Army Reserve or Army National Guard rather than on Active Duty. Students must understand that scholarships will be awarded, based upon availability, to the most qualified students using the Army's "Scholar, Athlete, Leader" model who have expressed a desire to serve as Commissioned Officers in the U.S. Army.

Army ROTC scholarship benefits include:

1. Full tuition
2. A \$1,200 per year book allowance to help offset the cost of books
3. A monthly cadet stipend of \$300 (freshmen), \$350 (sophomore), \$450 (junior), or \$500 (senior)
4. Free room and board from Mercer University

Basic scholarship eligibility includes:

1. Being a U.S. Citizen
2. Being at least 17 years old and not older than 30 years of age by December 31<sup>st</sup> of graduation year



3. Earning a minimum score of 920 on the SAT (not necessary for junior- and grad-level degree applicants)
4. Earning a minimum CGPA of 2.5
5. Being medically qualified
6. Having the physical ability; must pass the standard Army Physical Fitness Test
7. Having a good moral character
8. Being enrolled full-time in an approved academic discipline; full-time is defined as completing 12 or more credit hours per semester.

### **Extracurricular Activities**

Army ROTC students in good standing are eligible to participate in Ranger Challenge Training, which is conducted as part of the ROTC curriculum; this training is offered during voluntary weekend trips. The ROTC Department enters teams in every intramural sport on campus. ROTC cadets are highly sought after as resident assistants, rifle team members, and cross country team members.

### **Credits**

All Military Science courses will be taken for a letter grade and not on an S/U basis. Students receive two credit hours for each basic course class successfully completed (MIL 101, 102, 201, and 202).

Students receive three credit hours for each advance course class successfully completed (MIL 301, 302, 401, and 402).

Students will receive eight credit hours for attending the 29-day Cadet Initial Entry Training, in lieu of completing the four basic classes.

Students will receive one hour of credit for each of the following courses completed, with PMS approval only: MIL 451 and 452.

#### **Professional Military Education**

The principal element of the Professional Military Education requirement is the baccalaureate degree. As an integral part of that undergraduate education, cadets seeking an officer's commission are required to take HIS 330 (The First and Second World Wars, 3 credit hours). Senior cadets only, who were wait-listed and unable to schedule HIS 330 during their freshman, sophomore or junior years, may substitute HIS 356 (Civil War and Reconstruction) for HIS 330.

### **The Mercer Global Ambassador Program**

The Mercer Global Ambassador (GAP) Program is designed to cultivate a future generation of forward thinking Mercerians poised to make important contributions to the global community. The program is developed to supplement the education of any Mercer student interested in broadening the horizons of their knowledge and education beyond the borders of the United States. The primary objectives of this program are to:

1. Produce world citizens who are well informed and sensitive to cultural diversity
2. Promote cross-cultural communication and awareness
3. Encourage Mercer students to broaden their scope of service to include the international arena
4. Promote global education and awareness on the Mercer campus

5. Enhance the credentials of Mercer students with this special offering

Upon the successful completion of the program, students will receive a letter recognizing their efforts, listing their works and designating them as Mercer Global Ambassadors. The students' university transcripts will indicate completion of the program.

Students must apply for admission into the Global Ambassador Program. To qualify, students must be in good academic standing and have an overall GPA of 3.0 or higher. Interested students become eligible to apply by the second semester of full-time enrollment at Mercer University. If interested, please contact Dr. Eimad Houry in the Department of Political Science for an application form or to ask any questions about the GAP.

Becoming a global ambassador is an academic and experiential process that requires learning and applying that knowledge for the betterment of global understanding and communication. In order to qualify for recognition through the GAP, a Mercer student must do the following:

### I. Academic Requirements

A global ambassador is a conduit for inter-cultural communication, building bridges to enhance mutual respect and understanding between cultures. To accomplish this task, the student must study and reflect on the language, history, people, and current conditions of other societies. To this end, the academic component of the GAP entails completing all of the following:

1. **Course Work:** Courses taken to satisfy this requirement for the GAP cannot be used to satisfy the course requirements of another program. GAP students must take a minimum of two courses (or 6 semester hours) from two of the following groups of courses:
  - a) Art: ART 368
  - b) Christianity: CHR 356, CHR 357
  - c) Environmental Studies: WGS 383
  - d) History: HIS 324
  - e) Political Science: POL 312, POL 313, POL/WGS 314
  - f) Sociology: SOC 321
2. **Foreign Language Competency:** Acquired through the completion of at least two semesters of foreign language courses beyond the first year introductory courses required of all CLA students. Specifically, GAP students should complete the 251 and 252 sequence.
3. **Study Abroad:** Students must study/live abroad for at least one full semester. Whenever possible, students will be encouraged to study in countries where they will have service opportunities in the hope of involving them with the local community.
4. **Model Conferences:** Mock conferences are held to mimic the debates of several international bodies such as the Model United Nations, Model European Union, Model Arab League, Model NATO, just to mention a few. Students can participate in one or more of these conferences in order to learn about the most pressing global issues and conditions affecting lives at home and abroad.

## II. Co-curricular/Experiential Requirements

GAP students are expected to apply their knowledge in the service of international issues either at home or abroad. A minimum of 60 hours is required for the life of the program and can be attained through involvement in at least two of the following types of activities:

1. **Community Outreach:** This may involve organizing global awareness events or exercises for local schools, K-12, or hosting events on and off the Mercer campus designed to educate the Mercer and Macon communities about important international issues of concern locally and/or globally. Interested students would be encouraged to prepare interactive lesson plans on international issues of relevance to either share with local teachers, or to present in local schools.
2. **Global Citizenship:** In keeping with Mercer's mission to make a difference, GAP students will participate in an international service-learning program. This could be done on the home front by working with immigrant communities as translators, or even teaching English as a second language. However, a more adventurous and ambitious undertaking would be to consider doing good work abroad. There are opportunities available all over the globe and many are offered for short periods of time like a week. Either way, students will have the opportunity to apply the knowledge they acquire in the classroom.
3. **Cross-cultural Friendships:** A large number of international students arrive to study at Mercer every year. GAP students can serve as hosts and develop friendships over time. Ambassadors can also serve as conversation partners with foreign students enrolled at the English Language Institute (ELI) at Mercer.
4. **Study Abroad Peers and Tutors:** Although a large number of students express an interest in studying abroad most never do because of uncertainties about the host countries and conditions. GAP students can serve as an important resource to inform prospective study abroad students about the experiences they have had traveling and living in other countries.

Students are responsible for demonstrating and documenting their own hours in conjunction with the director of the program. In addition, it is important to point out that all of the service-learning activities will be carried out under faculty supervision and will involve academic exercises that require reflection and analysis. Some, but not all the service-learning work can qualify for independent study hours at the discretion of individual departments.

## Pre-Professional Work

In addition to the regular courses leading to the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Education, Bachelor of Science in Nursing, and Bachelor of Science in Engineering degrees, pre-professional work is offered for students expecting to enter any of the following professions: theology, education, law, medicine, nursing, pharmacy, dentistry, veterinary medicine, physical therapy, physician assistant, and medical technology. A student expecting to enter any of the health-related professions should consult the Assistant Director of Pre-Health Programs in the Office of Academic and Advising Services. A student expecting to enter the legal profession should consult with one of the pre-law

advisors on the Mercer-Macon campus. A student expecting to enter the field of education should consult the chair of the Department of Teacher Education. A student expecting to enter the profession of theology should consult a faculty member in the Department of Christianity.

## **Pre-Legal Preparation**

Law schools stress the advantages and diversity offered by a sound liberal arts, business and economics, or engineering education, and advise undergraduates to take courses that will develop their abilities to write well, to read critically, and to reason logically. Indeed, almost any academic major can provide satisfactory preparation for a student entering law school. The prospective law student is advised to consult the catalog of the Walter F. George School of Law for information concerning admission requirements.

## **Mercer Law School Guaranteed Acceptance Program**

Mercer University recognizes that some undergraduate applicants are considering a career in law. To help such applicants pursue their dream and to prepare for postgraduate study in law school, the Admissions Committee of Mercer University's Walter F. George School of Law and the Office of Undergraduate Admissions offer a special program for qualified Mercer Undergraduate students. Qualified students, upon their enrollment for undergraduate study at Mercer University, will be guaranteed acceptance to the Mercer Law School for either of the first two academic years following their graduation from Mercer's bachelor's degree program if they meet the following requirements:

1. Have a cumulative GPA of at least 3.50 at the time of Law School application and complete the Mercer undergraduate degree with at least a 3.50 cumulative GPA;
2. Complete at least 60 undergraduate credit hours at Mercer University;
3. Score at least at the 65th percentile of the Law School Admissions Test (LSAT);
- 4.. Demonstrate a commitment to public service; and
5. Demonstrate the character, fitness and capability of satisfactorily completing the Law School program and being admitted to the bar.

## **Mercer University of Law Three-Plus-Three Accelerated JD Program with Mercer University College of Liberal Arts**

Recognizing that a number of undergraduates are considering a career in law, Mercer University's Walter F. George School of Law offers a special program for well-qualified students in Mercer's College of Liberal Arts (CLA), which will permit these students to complete an undergraduate degree and a law degree in six years rather than the traditional seven years. Through this program, student complete three years of full-time undergraduate study, use law school courses to meet the balance of required undergraduate credits, and receive the bachelor degree after successful completion of the first year of law school.

To qualify for acceptance to the Walter F. George School of Law, Mercer undergraduates in the College of Liberal Arts must meet the following requirements:

1. Complete 90 hours to include all requirements of general education in the College of Liberal Arts and all the requirements of their chosen major in residence at Mercer University by the end of the second semester of the student's third year;
2. Have a cumulative 3.5 GPA at the time of law school application, as well as at the end of the applicant's third year;
3. Score at or above the median Law School Admission Test score of the preceding year's entering class;
4. Apply for this program by completing the form prescribed by the CLA Pre-law Advisor;
5. Demonstrate the character, fitness, and capability of satisfactorily completing the law school program and being admitted to the bar; and
6. Complete the law school application process through the Law School Admissions Council no later than January 15 of the year for which the applicant is applying to law school. The application process includes providing at least two letters of recommendations. One letter must be from the chair of the applicant's department and one letter must be from another Mercer faculty member, and these letters should address the maturity of the student and his or her ability to meet the rigors of the law school environment and curriculum. The law school may require the applicant to interview with its representatives during the application process.

**NOTE:**

For the CLA curriculum, a minimum of 30 credit hours from the Water F. George School of Law will be credited as meeting the College's Additional Depth Requirement and accepted as elective credit toward the BA or BS degree.

## **Pre-Theology**

The Roberts Department of Christianity in the College of Liberal Arts of Mercer University seeks to expose all Mercer students to the broad Christian tradition and, for those students who intend to enter the Christian ministry, provides a solid foundation for later theological education. Future pastors, ministers of education, ministers of music, ministers of counseling, ministers of youth, and those who plan a career in teaching religion in academic environments major in Christianity. The James and Carolyn McAfee School of Theology in Atlanta, divinity schools, seminaries, and graduate schools of religion highlight the importance and advantages of a broad liberal arts education. The Association of Theological Schools recommends that pre-theological studies include the following fields: religion, English, history, philosophy, natural sciences, social sciences, and foreign languages. Graduate schools for the study of religion expect their students to be able to speak and write effectively, to think logically, and to read critically. All of these are primary goals of the Roberts Department of Christianity. In addition, the department hopes to produce students who act compassionately as citizens of the world.

## **Pre-Health Professions**

### **(Pre-Anesthesiologist Assistant, Pre-Dental, Pre-Medical, Pre-Occupational Therapy, Pre-Pharmacy, Pre-Physical Therapy, Pre-Physician Assistant, and Pre-Veterinary)**

Students who are preparing themselves to enter a health-related professional school after completing their course of study at Mercer University are considered to be on a “pre-health track”. While a pre-health track includes the courses required as preparation for health-related professional schools, pre-health tracks are not academic majors. It is recommended that students on pre-health tracks complete the requirements for a Bachelor of Arts degree, a Bachelor of Science degree, or a Bachelor of Science in Engineering degree as they prepare for professional school. Most successful practitioners and most health-related professional schools recognize the value of earning an undergraduate degree and recommend completing a bachelor's degree program before matriculation into professional school. Many professional schools show no preference for any particular academic major when reviewing applications, so it is recommended that a pre-health student investigate the pre-requisites of their target professional schools, then base their choice of academic major solely upon his or her enthusiasm for an area of study.

Professional schools look for individuals from diverse backgrounds who possess a variety of skills and interests, but who have a firm foundation in the basic sciences. The fundamental importance of mathematics to successful study of the sciences means that mathematics competency at or above the pre-calculus level (MAT 133) is pre-requisite to beginning a pre-health track. As the admissions requirements vary somewhat between health-related professional schools, pre-health students must investigate the requirements of the professional schools to which application is likely and discuss these requirements with the pre-health advisor. Most medical schools' admissions requirements include: one year of general chemistry with laboratories (CHM 111 and 112; or CHM 115 and 241), one year of physics with laboratories (PHY 141 and 142; or PHY 161 and 162), one year of introductory biology with laboratories (BIO 211 and 212), and one year of organic chemistry with laboratories (CHM 221 and 222). Some medical schools have additional requirements or recommendations such as biochemistry (BIO/CHM 465), calculus (MAT 191), and statistics (STA 126). Schools of dentistry and optometry often recommend certain additional courses, especially microbiology (BIO 303) and introductory psychology (PSY 101). Colleges of veterinary medicine often require additional courses in biology, especially comparative animal physiology (BIO 325).

It is possible, however, for an exceptional pre-health student to complete a pre-health track and to proceed to a health-related professional school without completing a bachelor's degree. Students who complete 90 semester hours of credit at Mercer University, including 44 semester hours of natural sciences and all of the general education requirements of the College of Liberal Arts, are eligible for the Bachelor of Science in Health Sciences degree. The Bachelor of Health Sciences degree will be awarded upon the successful completion of one year of work at any of Mercer University's health professions graduate-level professional programs (medicine, pharmacy, physician's assistant, or physical therapy). The Special Pre-Health Programs are described in subsequent sections.

## Guaranteed Admission Program for the Mercer University School of Medicine

Through a partnership with the Mercer-Macon undergraduate programs, the Mercer University School of Medicine (MUSM) offers a Guaranteed Acceptance Program (GAP) for their Doctor of Medicine degree. Up to ten incoming freshmen may be selected each year for this special program. To be eligible, candidates must be Georgia residents and citizens of the United States of America. High school students must apply in the fall of their senior year in order to complete the admission process by December 1st of their senior year.

**Requirements for application** to this program include, but are not limited to:

1. A score of at least 1300 (math, verbal) on the SAT or a score of at least 29 on the ACT, and a high school grade point average (GPA) of 3.7 or higher on a 4-point scale;
2. Letters of recommendation (three letters of character reference); and
3. A successful interview at the medical school.

**Requirements for maintenance of eligibility** for the GAP include, but are not limited to:

1. Completion of all medical school admission requirements within the College of Liberal Arts (CLA) at Mercer University;
2. Completion of all medical school pre-requisite courses by the time of early decision application deadline to MUSM (August 1st following year 3; consult the list of pre-requisites for admission to MUSM at <http://medicine.mercer.edu/admissions/md/early-decision/requirements/>);
3. Eligibility to graduate with a bachelor's degree within four years of matriculation;
4. Maintenance of undergraduate GPA's (both cumulative and BCPM) of 3.5 or higher (checked August 1st following year 3);
5. Achievement of a score of at or above the 67th percentile on the new MCAT (MCAT2015; subject to change as data about the new MCAT becomes available);
6. Attendance of at least 80% of the program meetings;
7. Completion and documentation of at least 100 hours of community service and/or shadowing experience during the first three years of undergraduate work;
8. Application to MUSM through AMCAS through the Early Decision process (interview waived);
9. Passage of a background check upon application to MUSM; and
10. Possession of no institutional or legal actions against them.

## **Guaranteed Admission Program for the Mercer University Georgia Baptist College of Nursing**

The Guaranteed Admission Program offers guaranteed placement in the College of Nursing for Mercer University College of Liberal Arts students who participate in this program. Specific requirements of the Guaranteed Admission Program include:

1. Declaration of program participation in the fall of year 1;
2. Maintenance of a 3.0 science grade point average AND a 3.0 cumulative grade point average (first GPA check in May of year 1);
3. Achievement of the minimum score on the TEAS;
4. Completion of all pre-nursing courses (61-62 hours) at Mercer University, with the exception of Advanced Placement or International Baccalaureate credits and/or limited transient courses with permission of GBCN. A minimum of 55 credit hours must be earned in residence at the College of Liberal Arts;
5. Submission of the application for nursing admission, as well as all required documents and scores, to Georgia Baptist College of Nursing by January 15 of year 2 for fall matriculation (application fee waived for Mercer pre-nursing students).

Preparation for Georgia Baptist College of Nursing at Mercer University requires completion of a specific set of coursework. Students should consult the Student Handbook for the Pre-Nursing Tracks for details and direct questions to the pre-health professions advisor on the Macon campus.

## **Guaranteed Admission Plus Degree Program for Pharmacy at the Mercer University College of Pharmacy**

The Guaranteed Admission Plus Degree Program (GAPDP) in Pharmacy is the result of a collaboration between the College of Liberal Arts (CLA) and the College of Pharmacy (COP). Students who meet all of the criteria of the GAPDP will be accepted into the Doctor of Pharmacy program at the COP in Atlanta after the successful completion of 90 credit hours of undergraduate coursework at the CLA in Macon and successful admissions interview at the COP. The Mercer University College of Liberal Arts will award the Bachelor of Science in Health Science degree to those GAPDP students who then successfully complete one year of work in the Doctor of Pharmacy program at the College of Pharmacy. Students must apply to enter the Mercer University College of Liberal Arts as first-time undergraduate students in the College of Liberal Arts. The GAPDP is not available to transfer students. Once admitted to the CLA, pre-pharmacy students must declare themselves as participants in the GAPDP in the fall of their first year and adhere to the specific requirements for the GAPDP for the duration of their time at Mercer. Requirements include, but are not limited to:

1. Declaration of program participation in the GAPDP by the end of the fall semester of the first year.
2. Completion of the required CLA courses by May of year 3, with coursework totaling 90 credit hours; transfer hours not allowed after high school graduation. The specific coursework required for the pre-pharmacy GAPDP can be obtained from the pre-health professions advisor on the Macon campus. Dual-enrollment credit hours earned while the student



was still in high school may be accepted to fulfill the pre-pharmacy program requirements if approval has been granted by the Director of Admissions at the College of Pharmacy. (Note that dual-enrollment courses can fulfill academic requirements, but they do not contribute to the 90 credit hours that GAPDP students are required to earn while in residence.)

3. Maintenance of a cumulative GPA of 3.0 or higher and a math-science GPA of 3.0 or higher (first GPA check is in August following completion of second year).
4. Attendance of Macon campus visits by representatives from the COP Doctor of Pharmacy (PharmD) degree program every fall.
5. Declaration of the Biology major prior to completion of 60 credit hours of coursework. (This serves as a back-up plan to use if GAPDP eligibility is lost.)
6. Obtain 250 hours of acceptable, documented pharmacy experience before August 1 following the second year.
7. Early decision application to the COP no later than Aug. 1 following completion of second year. (Note that this requires a primary application through PharmCAS and a secondary application sent directly to the COP; a PCAT score, letters of recommendation, and documentation of the aforementioned pharmacy experience must be included.)
8. Achievement of a minimum score on the PCAT and submission of that score to PharmCAS by March 15 of third year.
9. Completion of a successful interview with representatives of the COP PharmD program during third year.
10. Application for May graduation from the CLA during the fall of year 4 to claim the B.S. in Health Sciences degree in May of year 4.

## **Guaranteed Admission Plus Degree Program for Physician Assistant at the Mercer University College of Health Professions**

The Guaranteed Admission Plus Degree Program (GAPDP) for Physician Assistant is the result of a collaboration between the College of Liberal Arts (CLA) and the College of Health Professions (CHP). Students who meet all of the criteria of the GAPDP will be accepted into the Master of Medical Sciences (MMSc) program at the CHP in Atlanta after the successful completion of 90 credit hours of undergraduate coursework at the CLA in Macon and successful admissions interview at CHP. The Mercer University College of Liberal Arts will award the Bachelor of Science in Health Science degree to those GAPDP students who then successfully complete one year of work in the MMSc program at the College of Health Professions. Students must apply to enter the Mercer University College of Liberal Arts as first-time undergraduate students in the College of Liberal Arts. The GAPDP is not available to transfer students. Once admitted to the CLA, pre-physician assistant students must declare themselves as participants in the GAPDP in the fall of their first year and adhere to the specific requirements for the GAPDP for the duration of their time at Mercer. Requirements include, but are not limited to:

1. Declaration of program participation in the GAPDP by the end of the fall semester of the first year.
2. Completion of the required CLA courses by May of year 3, with coursework totaling 90 credit hours; transfer hours not allowed. The specific coursework required for the pre-physician assistant GAPDP can be obtained from the Mercer pre-health professions advisor on the Macon campus. Dual-enrollment credit hours earned while the student was still in high school may be accepted to fulfill the pre-PA program requirements if approval has been granted by the Director of Admissions at the College of Health Professions. (Note that dual-enrollment courses can fulfill academic requirements, but they do not contribute to the 90 credit hours that GAPDP students are required to earn while in residence.)
3. Maintenance of a cumulative GPA of 3.2 or higher and a natural science GPA of 3.2 or higher (first GPA check is in August following completion of year 2).
4. Attendance of Macon campus visits by representatives from the MMSc program at the CHP every fall.
5. Declaration of the Biology major prior to completion of 60 credit hours of coursework. (This serves as a back-up plan to use if GAPDP eligibility is lost.)
6. Obtain 1000 hours of acceptable, direct patient care experience before matriculation into the MMSc program, with 500 hours completed by the time of application in January of year 3.
7. Early decision application to CHP no later than Jan. 1 of third year. (Note that this requires a primary application through CASPA and a secondary application sent directly to the CHP that includes a GRE score, documentation of 500 hours of direct patient care experience, a plan of action for the completion of the remaining 500 hours of PCE, and letters of recommendation.)
8. Achievement of 300 or higher combined GRE score (Verbal and Quantitative scores), 150 minimum Verbal score, 150 minimum Quantitative score, and 3.5 minimum Analytical Writing score and submission of that score to the CHP by March 15 of year 3.
9. Completion of a successful interview with representatives of the CHP MMSc program during third year.
10. Application for August graduation from the CLA during the fall of year 4 to claim the B.S. in Health Sciences degree. Students may apply to participate in the May graduation ceremonies.

## **Guaranteed Admission Plus Degree Program for Physical Therapy at the Mercer University College of Health Professions**

The Guaranteed Admission Plus Degree Program (GAPDP) for Physical Therapy is the result of a collaboration between the College of Liberal Arts (CLA) and the College of Health Professions (CHP). Students who meet all of the criteria of the GAPDP will be accepted into the Doctor of Physical Therapy (DPT) program at the CHP in Atlanta after

the successful completion of 90 credit hours of undergraduate coursework at the CLA in Macon and a successful admissions interview at CHP. The Mercer University College of Liberal Arts will award the Bachelor of Science in Health Science degree to those GAPDP students who then successfully complete one year of work in the DPT program at the College of Health Professions. Students must apply to enter the Mercer University College of Liberal Arts as first-time undergraduate students in the College of Liberal Arts. The GAPDP is not available to transfer students. Once admitted to the CLA, pre-physical therapy students must declare themselves to be participants in the GAPDP in the fall of their first year and adhere to the specific requirements for the GAPDP for the duration of their time at Mercer. Requirements include, but are not limited to:

1. Declaration of program participation in the GAPDP by the end of the fall semester of the first year.
2. Declaration of one of the three GAPDP-PT track options (Biology, Psychology, or Global Health) by May 15 of year 1;
3. Completion of the required CLA courses for their declared GAPDP-PT option by May of year 3, with coursework totaling 90 credit hours; transfer hours not allowed. The specific coursework required for the four option of the pre-physical therapy GAPDP can be obtained from the Mercer pre-health professions advisor on the Macon campus. Dual-enrollment credit hours earned while the student was still in high school may be accepted to fulfill the pre-PT program requirements if approval has been granted by the Director of Admissions at the College of Health Professions. (Note that dual-enrollment courses can fulfill academic requirements, but they do not contribute to the 90 credit hours that GAPDP students are required to earn while in residence.)
4. Maintenance of a cumulative GPA of 3.2 or higher and a natural science GPA of 3.2 or higher (first GPA check is in August following completion of year 2).
5. Attendance of Macon campus visits by representatives from the DPT program at the CHP every fall.
6. Obtain 60 hours of acceptable physical therapy and community service experience before matriculation into the DPT program, with documentation of at least 40 of those hours submitted with the secondary application (next section). Forty of these hours should be experience in at least two different types of physical therapy clinical practice settings and 20 hours or more must be spent as an active participant in a service or community project.
7. Application to the CHP no later than Oct. 1 of year 3. (Note that this requires a primary application through PTCAS and a secondary application sent directly to the CHP that includes a GRE score, documentation of 40 hours of PT experience/ community service, and letters of recommendation.)
8. Achievement of 300 or higher combined GRE score (Verbal and Quantitative scores), 150 minimum Verbal score and 3.5 minimum Analytical Writing score and submission of that score to the CHP by December 31 of year 3.
9. Completion of a successful interview with representatives of the CHP DPT program during year 3.

10. Application for May graduation from the CLA during the fall of year 4 to claim the B.S. in Health Sciences degree.

## **Teacher Education Program: Undergraduate Program**

The Tift College of Education offers programs leading to Georgia teacher certification at the elementary, middle grades, or secondary school levels, as well as in the P-12 area of music. Mercer's teacher education programs are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education. The completion of a teacher education program does not guarantee certification by the state of Georgia. Students must successfully complete the appropriate certification tests and meet other criteria for certification, as set by the Georgia Professional Standards Commission. Satisfactory levels of performance on all certification tests are established by the Professional Standards Commission.

In the approved teacher education programs, which lead to certification in Special Education General Curriculum/Early Childhood Education (through a major in the Holistic Child) and in middle grades education, students work closely with an advisor from the Tift College of Education to plan their programs of study. In secondary education and in the P-12 certification field, a coordinator from the Tift College of Education works cooperatively with a representative from the academic major in which the student is seeking certification. To remain in a teacher education program, students must maintain a 2.5 cumulative GPA and a 2.75 GPA in all courses required for certification, including the major. A student must earn at least a C grade in all academic courses presented for certification to the Professional Standards Commission. See the "Tift College of Education" section of this catalog for a more detailed description of the various teacher education programs.

Admission to baccalaureate study at Mercer does not include admission to an undergraduate teacher education program. All information and forms concerning teacher education admission criteria are available at [www.mercer.edu](http://www.mercer.edu), and from the Tift College of Education.

## **Summer School**

Summer School is an integral division of the instructional year at Mercer University. The same standards that are maintained during the academic year prevail; accordingly, semester-hour credits earned then are equal in value to those earned during any other semester. The maximum load for the entire summer is 12 semester hours.

The regular Mercer faculty is supplemented by visiting professors. In Education, and in some other departments, special courses are offered that are not given during the academic year. The boarding facilities, the recreational opportunities, the student center, the University Center, the library, and all other facilities of the University are available during the summer term.

## **The Office of International Programs**

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

## **The Study Abroad Program**

The Office of Study Abroad facilitates foreign educational experiences for students in their major areas of study. A study abroad experience is a fundamental part of a liberal education and is instrumental in the individual pursuit of vocation. Students who study abroad at Mercer University demonstrate stronger skills in critical thinking, problem-solving, and cross-cultural communication. Study abroad students better understand globalization and the major cultural, political, and economic differences in modern societies. They also deepen their own cultural and personal values through reflection. Mercer's study abroad programs prepare students for life in the complex and interdependent world of the twenty-first century.

## **Semester or Year-long Experiences**

Study abroad opportunities are available to a variety of undergraduate majors in each of the colleges and schools. Mercer undergraduates can participate in one of three types of semester- or year-long study abroad programs: **Student Exchange Programs, Mercer in Oxford, and International Transient Study Abroad Programs.**

### **Student Exchange Programs**

Mercer has direct exchange relationships with universities in England, Germany, Hong Kong, Japan, Morocco, Scotland, South Korea, Sweden, and Thailand. When students choose an exchange program or a Mercer Semester program for study abroad, they earn both G.P.A. credits and hours that apply to their Mercer degree requirements.

### **Mercer in Oxford**

The program at Regents' Park College of Oxford University is a tutorial program modeled after the University of Oxford's method of education. It is a competitive study abroad option for Mercer's students. Mercer students are given the same study and social privileges as their Oxford peers. Mercer students are taught individually by Oxford professors (dons), are given access to selected Oxford libraries, and are given exclusive membership in the Oxford Student Union. Admission to Regents' Park requires a 3.7 G.P.A. for initial consideration. The program is open to all eligible Mercer students. Students are required to apply one year (two semesters) in advance for the program; space is very limited and is awarded on a competitive basis.

### **International Transient Study Abroad Programs**

Students who enroll in an international transient program will be able to take courses abroad to satisfy requirements for graduation and that will transfer into the total number of hours a student has completed but which will not factor into the student's Mercer G.P.A.

## **Short-term Study Abroad Programs**

### **Faculty-led Study Abroad Programs**

Mercer University offers a variety of short-term, faculty-led study abroad programs on an annual basis. These programs may take place during spring break the summer sessions, or over the course of a semester.

Faculty-led study abroad programs encourage students to learn more about another culture and earn Mercer academic credit, while under direct instruction from a Mercer professor. This type of study abroad program also enables Mercer professors to mentor their students in a different cultural setting. Short-term faculty-led study abroad programs usually last from two to five weeks and range in the

number of credit hours given (normally three-to-six hours of credit). Mercer faculty-led study abroad programs have taken place in Australia, Belize, Brazil, Costa Rica, Dubai, France, Greece, Italy, Japan, Moldova, Scotland, Senegal, and Tanzania. The types of faculty-led study abroad programs will vary by professor(s) and academic year.

### **Internships Abroad**

The Office of International Programs at Mercer University offers students the opportunity to enrich their academic coursework by incorporating a practical experience in which they are truly able to engage with the global community. By interning abroad, students interact with global issues affecting local populations, explore the nuances of these issues and learn to express the relationship between the global and the local in a way that may contribute to the sustainability and/or the development of both.

Participants in Mercer internships abroad work with a chosen nongovernmental organization in and around Cape Town, South Africa. These nongovernmental organizations focus on issues ranging from HIV/AIDS awareness to environmental concerns. Internships last for up to three months, and students may participate either during a regular semester or during the summer semester.

## **General Study Abroad Acceptance Criteria\***

### **Mercer Student Exchange Programs**

- G.P.A. of 3.0 or higher
- Two letters of recommendation from Mercer faculty members
- Acceptance by the Mercer partner institution

### **Mercer in Oxford**

- G.P.A. of 3.7 or higher
- Two letters of recommendation from Mercer faculty members
- Acceptance given by Mercer University, per review of student's application by the Oxford Overseas Study Course

### **Mercer Faculty-led Study Abroad Programs**

- G.P.A. of 2.5 or higher
- Student meets pre-requisites (if any)
- Acceptance given by the faculty program director

### **International Transient Study Abroad Programs**

- Minimum G.P.A. requirements vary by program and site.
- Please consult with a study abroad advisor for more information.

*\*These acceptance criteria are generally stated in this catalog. Visit the Office of Study Abroad or consult with the program's website at <http://international.mercer.edu/study-abroad/>.*

Every student who studies abroad must get approval from his or her academic advisor and the Office of International Programs. With the permission of the Department of Foreign Languages, students can take overseas language and content courses in French, German, Latin, and Spanish (see the study abroad policy in the section on "Foreign Language and Literatures"). Students may also earn elective credit in the

languages of Arabic, Czech, Danish, Chinese, Italian, Japanese, Korean, and Swedish at Mercer's partner study programs.

Students with a major in International Affairs are required to participate in a study abroad experience.

### **General Study Abroad Program Costs\*\***

All students pay a \$30 application fee to be considered for a study abroad experience.

#### **Mercer Student Exchange Programs**

- Mercer Tuition
- Mercer Room & Board
- \$500 Exchange Program Administrative Fee
- Study Abroad Insurance Plan
- Room & Board Travel-related costs

#### **Mercer in Oxford**

- Fall Semester (September – December): Mercer Tuition
- Spring Semester (January – mid-June): Mercer Tuition plus the excess of the costs of the Oxford program (approximately \$8,000 more than Mercer semester tuition)
- \$500 Study Abroad Administrative Fee
- Study Abroad Insurance Plan
- Travel-related costs are separate

#### **Mercer Faculty-led Study Abroad Programs**

- Mercer Tuition
- Travel-related costs
- \$50 Study Abroad Administrative Fee
- Study Abroad Insurance Plan

#### **Mercer International Transient Programs**

- Pay overseas tuition
- Pay overseas room and board
- Study Abroad Insurance Plan
- \$250 Administrative Fee
- Travel costs

\*\*Note: These explanations of program fees are a general indicator of student costs and do not accurately reflect the actual program costs or their related travel expenses. All fees are subject to change. Please consult with a study abroad advisor about financial aid matters.

Students interested in studying abroad can obtain further information from the Office of Study Abroad in Ryals Hall. More information can be gathered from the department's website at <http://international.mercer.edu/study-abroad/>. Telephone and e-mail inquiries can be made at (478) 301-2573 or at [studyabroad@mercer.edu](mailto:studyabroad@mercer.edu).

## **Mercer Exchange Programs**

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

Mercer faculty can participate in an existing professorial exchange program, such as at Seinan Jo Gakuin University (Japan), or propose a new academic linkage with a foreign university. There are other student and faculty exchange relationships for the Medical School in Japan, South Korea, and Thailand. The medical exchange programs are exclusively reserved for people in that professional school. Faculty members interested in arranging an exchange program should contact the director of international program at (478) 301-2573.

## **International Student and Scholar Services**

The International Student and Scholars' Program mission is to advise Mercer students with F-1 visas and exchange students/scholars with J-1 visas. The coordinator of international student and scholar services is the person responsible for advising Mercer's international community on these federal immigration regulations. In addition, the program advisor orients Mercer's international community on the cultural adjustment to the classroom and the campus.

For more international student and scholar information, please consult the department's web site at <http://international.mercer.edu/>. Telephone inquiries can be made (478) 301-2573.

## **English Language Institute**

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

There are six eight-week academic sessions that begin in August, October, January, March, May, and July.

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

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



# College of Liberal Arts

Keith E. Howard, Ph.D., *Interim Dean*

Jeffrey K. Denny, Ph.D., *Associate Dean*

Edward J. Weintraut, Ph.D., *Associate Dean*

## Purpose

The purpose of the College of Liberal Arts is to provide a liberal arts education within the broad outlook of the Judeo-Christian intellectual tradition. The College is committed to the goals of learning and faith: learning as both the means to and the result of scholarship; faith as the personal appropriation of truth for living. Being open to all qualified persons who seek to grow through education, the College strives to uphold the values of personal freedom, individual responsibility, and community service.

## University General Education Requirements College of Liberal Arts

Communication: (12-20 hrs\*)

- Written Communication: INT 101 or GBK 101; a course with an R Designation or GBK 202; INT 201 or GBK 203
- Oral Communication: INT 301
- Foreign language competency (0-8 hrs\*)

Religion: (3 hrs.)

One course from the Religious Heritage block:

CHR 101; CHR 150; CHR 170; ENG 225; HIS 160; PHI 240

Humanities/Fine Arts: (6 hrs)

One course from the Creative Expression block: (3 hrs)

ART 106, 107, 108, 115, 116, 223, 224, 225, 226, 254; ENG 226; ENG 233; ENG 234; ENG 235; ENG 237; HIS 145; JMS 220, 225, 230; MUS 151; PHI 260, 265, 269; PHO 230; THR 115, 218; WLT 101

One course from the Western Heritage block: (3 hrs)

CHR 210, 270; CLA 101, 102; ENG 224, 263, 264; FLL 195; GBK 202; HIS 110, 165, 176; PHI 176, 190, 230; POL 176, SST 180

Behavioral/Social Science: (3 hrs)

One course from the Human Behavior and Society block:

AFR 190, 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; ENV 250; GEO 111; GHS 200; JMS 101, 240; PHI 237; POL 101; POL/IAF 253; PSY 101; SEP 200; SOC 101, 210; WGS 180

Quantitative Reasoning: (3-4 hrs.)

One course from the Mathematical Reasoning block:

CSC 204; MAT 104, 141, 191; PHI 180; STA 126

Scientific Reasoning: (4 hrs)

One course from the Natural World block:

BIO 102, 110; CHM 110, 111; ENB 150; ENV 105; ENV 110; PHY 102, 105, 108, 109, 115, 141, 161

Additional College of Liberal Arts requirements:

Additional Depth of Understanding

Experiential Requirement (0 hrs.)

First-Year Freshman Experience (1 hour)

## General Education in the College of Liberal Arts

The curriculum of the College of Liberal Arts is composed of three interrelated components: general education, depth of study, and electives. The general education requirements are satisfied through the Foundational Studies program which is designed to introduce students to the knowledge, skills, and perspectives needed to engage self, community, and an interconnected, yet diversified world.

### Foundational Studies

As the founding college of Mercer University, the College of Liberal Arts is defined by its enduring mission of education and engagement, the passionate pursuit of truth, and a history of innovative pedagogy. A liberal arts education at Mercer begins with a ceremony of Convocation, a gathering that marks not just the point of departure for four years of courses, projects, papers, and exams, but of a lifelong commitment to learning, wisdom, and engagement. Foundational Studies takes up that moment of beginning, extending it and building it into a coherent framework designed to introduce the breadth and depth of knowledge, values, and skills that continue to shape and influence the human condition. In keeping with the great Renaissance artist Michelangelo's insight: *Ancora imparo* -- "still, I am learning," a statement reportedly made in his eighty-seventh year of life, students come to understand that learning is always just beginning. As each new source of knowledge re-contextualizes and reconfigures what has been learned before, additional avenues and opportunities for utilizing what is being learned emerge, connecting students' acquisition of knowledge with its application for the benefit of the world and those with whom they share it. This emphasis on the application of knowledge for the betterment of humankind encourages students to develop the attributes of an actively engaged, liberally educated citizen.

Foundational Studies is characterized by shared goals and outcomes designed to augment and extend the development of students' sense of self, an appreciation of neighbor, a concern for community, and the requisite skills for leadership. Upon successful completion of Foundational Studies, students will be able to:

- think critically
- write clearly
- communicate effectively
- integrate practical skills and knowledge
- understand selfhood in relation to others
- comprehend local citizenship within communities
- engage global citizenship
- demonstrate competency in a second language
- appreciate religious heritage
- value western heritage
- consider human behavior within societies
- analyze the natural world
- reason mathematically
- reflect on creative works
- connect academic knowledge with experience

Foundational Studies is accomplished through one of two tracks: The Integrative Program or the Great Books Program. In each case, the requirements are fulfilled through (A) interdisciplinary courses, (B) literacy courses, (C) writing competency, (D) an experiential requirement and (E) UNV 101. The combined requirements of either track contribute to the shared outcomes of Foundational Studies.

### **Integrative Program (32-41 hours)**

The Integrative Program combines traditional disciplinary course requirements with developmentally appropriate multidisciplinary integrative courses, which serve to prepare students for engaged citizenry and provide a foundation of scholarship to complement the depth and rigor of the major and minor requirements. The program is composed of three required courses that satisfy the writing instruction requirement (two interdisciplinary courses—INT 101 and INT 201—and one disciplinary course that carries an R designation); and INT 301, a writing-intensive course; seven literacy block requirements, which expose students to areas of knowledge and experiences not explored through the content, pedagogy, and philosophy of INT courses; and an experiential requirement. Additionally, UNV 101 is required of all entering freshman to assist with advising and the transition to collegiate living and learning.

### **Great Books Program (32-41 hours)**

Within the Great Books program, students study and discuss the writings of classic writers and thinkers of western civilization, providing them a solid foundation for basing judgments and making decisions. The program is comprised of seven interdisciplinary GBK courses (GBK 101, 202, 203, 304, 305, 306, and 407), three of which satisfy the writing instruction requirement (GBK 101, 202, and 203); three literacy block requirements (Foreign Language, Natural World and Mathematical Reasoning), which expose students to areas of knowledge and experiences not explored through the content, pedagogy, and philosophy of the Great Books Program; and an experiential requirement. Additionally, UNV 101 is required of all entering freshman to assist with advising and the transition to collegiate living and learning.

## **A. Interdisciplinary courses**

Interdisciplinary courses work to integrate the practical skills of writing, critical thinking, communication, and quantitative, qualitative, and critical analysis with relevant content knowledge and perspectives. The Integrative Program requires three INT courses, which engage in critical evaluation of materials and perspectives representing the varied approaches of the different domains (natural sciences, social sciences, the humanities, and the arts). The Great Books program has seven GBK courses organized chronologically, engaging many of the foundational texts of the Western tradition. These courses integrate texts from a number of domains (primarily from the humanities, but including texts from the social sciences, mathematics, natural sciences, and fine arts).

## **B. Literacy**

Disciplinary literacy blocks complement the interdisciplinary course work by exposing students to diverse areas of knowledge and experiences. To ensure adequate breadth of exposure for students completing the Integrative Program, at least six differently prefixed courses must be used to fulfill the seven distinct literacy block requirements. The seven literacy blocks are: Foreign and Classical Languages, Mathematical Reasoning,

The Natural World, Western Heritage, Religious Heritage, Creative Expression, and Human Behavior and Society. Individual block descriptions and requirements are as follow:

**Foreign Language Competency:** Students will learn the basic structures and vocabulary of a language, while understanding fundamental cultural practices common to speakers of that language. Students of modern languages should be able to communicate with native-speakers in everyday situations that occur in civil society (knowing how, when, and why to say what to whom). Students of classical languages should understand the relevance of the language to modern languages and cultures. This block's requirement can be fulfilled in any of the following ways:

1. Placement by exam into CHN, FRE, GER, LAT, SPN 251 or above.
2. Successful completion of the elementary 111-112 sequence in CHN, FRE, GER, GRK, LAT, or SPN so as to demonstrate mastery of fundamental features of a foreign language.
3. Students who are proficient in a language not offered at Mercer, and who wish to use it to satisfy this requirement must request, in writing, permission from the Chair of the Department of Foreign Languages and Literatures by the end of the fourth semester of enrollment.

Students who enter the College of Liberal Arts with a background of two or more years of French, German, Greek, Latin, or Spanish AND who wish to continue studying that language are required to take the foreign-language placement test during Orientation. This test will determine whether these students are placed in intermediate or elementary language study. The placement test may be taken only once, and the results are binding.

The prerequisite for enrollment in French, German, Greek, Latin, or Spanish 251 is the successful completion of either the placement test or the 112 course. Students who place into and successfully complete FLL 251 or above will receive four additional hours of credit towards graduation for the elementary sequence.

**Creative Expression:** Through the study or creation of artistic works, students will develop aesthetic sensibilities, personal creativity, and/or the ability to critically analyze and articulate meaning. This block may be filled by courses either in the arts as an object of study or as an engagement with the materials of artistic production. This block's requirement is fulfilled by successfully completing one course from either (a) or (b).

**a. Study of Creative Arts**

ART 106, 107, 108; ENG 226, 233, 234, 235, 237; HIS 145; JMS 220, 225; MUS 151; PHI 260, 265, 269; THR 115; WLT 101.

**b. Performance/Production of Creative Arts**

ART 115, 116, 223, 224, 225, 226, 254; JMS 230, PHO 230; THR 218.

**Religious Heritage:** Students will read and analyze traditional scriptures from the Judeo-Christian tradition. Students will consider the central and integral role of scriptural texts in their historical context, and also in relation to current societal, cultural, and political issues. This block's requirement is fulfilled by successfully completing one of the following courses:

CHR 101, 150, 170; ENG 225; HIS 160; PHI 240.

**Western Heritage:** Students will examine the nature of western culture through analysis of and reflection on some of the significant actions, ideas, and sources that have been influential in shaping our world today. Students should analyze and evaluate arguments

from a variety of texts and, through reflection on those events and texts, promote reasoned judgment and engagement with the problems and issues explored therein. To develop historical consciousness, students will acquire a sense of historical relationships, such as cause and effect and how the past relates to the present. They will be exposed to intercultural and/or global perspectives. This block's requirement is fulfilled by successfully completing one of the following courses:

CHR 210, 270; CLA 101, 102; ENG 224, 263, 264; FLL 195; GBK 202; HIS 110, 165, 176; PHI 176, 190, 230; POL 176, SST 180

**Human Behavior and Society:** Students are introduced to the concepts and theories used to explain personal, social and/or political behavior. Students compare and analyze scientific theories and methods of acquiring information. Students will be introduced to global or comparative perspectives, whether between major ethnic or social groups, or between cultures. This block's requirement is fulfilled by successfully completing one of the following courses:

AFR 190, 210; ANT 101; COM 230, 250; ECN 150, 151; ENV 250; GEO 111; GHS 200; JMS 101, JMS 240; PHI 237; POL 101; POL/IAF 253; PSY 101; SEP 200; SOC 101, 210; WGS 180

**The Natural World:** Students will examine topics in the natural sciences through both theory and experiment or observation. Students will demonstrate the ability to reach conclusions about natural systems by applying sufficient logical or mathematical analysis to connect theoretical concepts to data. Students will be introduced to either broad disciplinary topics or narrower topics of current interest. This block's requirement is fulfilled by successfully completing one of the following courses:

BIO 102, 110; CHM 110,111; ENB 150; ENV 105; ENV 110; PHY 102, 105, 108, 109, 115, 141, 161

**Mathematical Reasoning:** Students will be able to use appropriate mathematical concepts to make sense of the world. Students should recognize which mathematical concepts are applicable to a scenario, appropriately apply mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. This block's requirement is fulfilled by successfully completing one of the following courses:

CSC 204; MAT 104, 141, 191; PHI 180; STA 126

Block requirements for the two tracks are:

#### **Integrative Program**

1. Foreign Language Competency  
(0-8 hours)
2. The Natural World (4 hours)
3. Mathematical Reasoning (3-4 hours)
4. Creative Expression (3 hours)
5. Religious Heritage (3 hours)
6. Western Heritage (3 hours)
7. Human Behavior and Society  
(3 hours)

#### **Great Books Program**

1. Foreign Language Competency  
(0-8 hours)
2. The Natural World (4 hours)
3. Mathematical Reasoning (3-4 hours)

### C. Writing Instruction

Effective, intentional writing is integral to student success both within and beyond the academic setting. The College of Liberal Arts recognizes that writing is not merely a mode of communication; rather it is also a method of reflection, thinking, and analysis. The ability to write provides a way for students to adopt a discipline's habits of mind while also reflecting on their own reasoning process. The goal of Writing Instruction is not only to strengthen students' basic writing skills but also to prepare them to engage in public and professional discourse.

#### Integrative Program

The Writing Instruction requirement is fulfilled by the completion of INT 101; a course with an R designation (for example, AFR 190R) or WRT 120 (1 hour, which must be taken in co-requisite with another course as specified in the Course Schedule); and INT 201. INT 101 should be taken first semester of the freshmen year; a course with an R designation should be taken in the semester following the successful completion of INT 101 and is a prerequisite to INT 201; and INT 201 should be taken in the sophomore year following the successful completion of a course with an R designation.

#### Great Books Program

The Writing Instruction requirement is fulfilled by the completion of GBK 101, GBK 202 and GBK 203.

### D. Experiential Learning (EXP)

Experiential learning promotes an understanding of academic material through active participation and reflection. These experiences substantially improve the learning of class material, build valuable skills, and have a positive impact on the student and the larger community. Fulfillment of the Experiential Learning Requirement must be approved and documented by a faculty or staff mentor, who will engage students in a reflection exercise that is appropriate to the discipline and nature of the experience. Upon successful completion of the experience (as defined by current guidelines adopted by the College) students will receive the appropriate EXP designation on their transcripts.

Students must fulfill the Experiential Learning Requirement in at least one of the following ways:

- a. EXP 401: Supervised Undergraduate Research
- b. EXP 402: Creative Activity in the Arts
- c. EXP 403: Service Learning
- d. EXP 404: Study Away Experience
- e. EXP 405: Mercer on Mission
- f. EXP 406: Competitive Academic Teams
- g. EXP 407: Internship
- h. EXP 408: Student Mentors
- i. EXP 490: Special Project

## E. First-Year Student Requirement

During their first semester at Mercer University, all first-year students in the College of Liberal Arts are required to complete UNV 101: The First-Year Student Experience. (1 hour)

### Additional Depth of Understanding (minimum of 15 hours)

These courses promote depth of understanding outside the major, in the spirit of a liberal arts education, and address, "How do we develop, criticize, and revise our understanding of complex issues and problems?" This requirement can be fulfilled by earning a grade point average of 2.0 or higher in one of the following: (1) a second major in another discipline; (2) a minor in another discipline; (3) the courses required for a secondary teacher certification program as described in the TIFT COLLEGE OF EDUCATION section of this catalog; (4) a B.S. or B.A. interdisciplinary major that includes additional depth.

## Degree Programs

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

1. **Bachelor of Arts.**
2. **Bachelor of Science.** Students who complete the specified major requirements in biochemistry and molecular biology, biology, chemistry, computer science, environmental biology, information science and technology, mathematics, physics, or psychology will be awarded this degree.
3. **Bachelor of Science in Health Science.** A three-year combination program that requires the completion of 90 hours in the College of Liberal Arts to include the general education requirements, work toward any major offered in the College, and the admissions requirements for one of the following:
  - the Mercer University School of Medicine Doctor of Medicine program
  - the Mercer University College of Pharmacy Doctor of Pharmacy program
  - the Mercer University College of Health Professions Master of Medical Science (Physician Assistant) program
  - the Mercer University College of Health Professions Doctor of Physical Therapy program

The Bachelor of Science in Health Science will be awarded upon successful completion of one year of full-time, graduate-level course work in one of the professional programs listed above. Students who have been awarded a Bachelor of Arts or Bachelor of Science degree are not eligible for this degree.

## Undergraduate Degree Requirements

The policies that apply to all undergraduate degrees are found in the “Academic Information” section at the front of this catalog.

**Statement on Student Responsibility:** Each student bears responsibility for knowing the requirements for the degree and for meeting these requirements. Students should review with their advisor or department chair every semester their progress toward meeting graduation requirements.

## Requirements for Majors and Minors

Each candidate for graduation must complete a group of courses known as a major. A major is a focused and disciplined investigation of a certain subject. The upper-division program that constitutes the major must be planned in conference between the student and the advisor or chair of the major department. All students must receive academic advice from their UNV advisor for their first two semesters of study before being transferred to their major advisor.

Students may not declare a major before the mid-term registration period in their second semester of study. To declare a major in the second semester a student must have earned a grade-point-average of at least 2.00 in the first semester of study (consisting of twelve credit hours or more in residence) and must not have been cited for academic deficiency in the eighth week of their second semester.

All students must formally declare an academic major by submitting the appropriate forms to the Office of the Registrar before earning 65 credit hours. Failure to do so will jeopardize the student’s eligibility to enroll in classes.

Students may qualify for a second major, provided major requirements are met in full. In addition to the major, a student may wish to complete a group of courses known as a minor. Certain restrictions on minors and double majors are described in the Academic Information section of this catalog (see Undergraduate Degree Requirements). The department course offerings described later in this catalog state the specific requirements for each major and minor offered by the College of Liberal Arts.

The major consists of a minimum of 27 semester hours; at least 15 must be upper division work, and at least 12 hours at the upper division level must be completed at Mercer. The minor consists of between 15 and 18 semester hours; at least 6 must be upper division work, and at least 6 hours at the upper division level must be completed at Mercer. Normally, credit toward graduation will not be given for more than 45 semester hours in any one subject area.

Each degree applicant must have an overall C (2.0) average in all courses selected to satisfy the minimum requirements of the major, minor, and additional depth. The student may be required, at the discretion of the major department, to pass satisfactorily a comprehensive examination in the major field.

## Majors and Minors

Students in the College of Liberal Arts achieve depth of understanding by completing majors in the following subjects. (All major programs lead to the Bachelor of Arts degree unless otherwise noted. See also the section on the Individualized Major or Minor Program.) An “\*” indicates majors that also include additional depth.



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|---|--|
| 1. Africana Studies                                   | 21. History  |
| 2. Art  | 22. Information Sciences and Technology (B.A. or B.S.) |
| 3. Biochemistry and Molecular Biology* (B.A. or B.S.) | 23. International Affairs                              |
| 4. Biology (B.S.)                                     | 24. Journalism   |
| 5. Chemical Commerce* (B.A. or B.S.)                  | 25. Latin  |
| 6. Chemistry (B.S.)                                   | 26. Law, Policy, and Ethics*                           |
| 7. Christianity                                       | 27. Mathematics (B.A. or B.S.)                         |
| 8. Classical Studies*                                 | 28. Media Studies                                      |
| 9. Communication Studies                              | 29. Neuroscience (B.S.)                                |
| 10. Computer Science (B.A. or B.S.)                   | 30. Philosophy   |
| 11. Computational Science (B.S.)                      | 31. Philosophy Politics and * Economics                |
| 12. Creative Writing                                  | 32. Physics (B.A. or B.S.)                             |
| 13. Criminal Justice                                  | 33. Political Science                                  |
| 14. Economics   | 34. Psychology (B.A. or B.S.)                          |
| 15. English   | 35. Sociology*   |
| 16. Environmental Studies*                            | 36. Southern Studies                                   |
| 17. French  | 37. Spanish  |
| 18. German  | 38. Theatre  |
| 19. Global Health Studies*                            | 39. Women's and Gender Studies                         |
| 20. Graphic Design                                    |  |

Minors are offered in most of the major subjects listed above. Please consult the program description for details. Minors are also offered in the following subjects:

- |                          |                            |
|--------------------------|----------------------------|
| 1. Anthropology          | 5. Military Science        |
| 2. Asian Studies         | 6. Photography             |
| 3. Environmental Biology | 7. Social Entrepreneurship |
| 4. Film Studies          | 8. Statistics              |

Students in the College of Liberal Arts may also complete minors offered by the other undergraduate schools on the Macon campus. The Stetson School of Business and Economics offers minors in accounting, business administration, and economics for students not enrolled in that school. The requirements for these minors are described in the Stetson School of Business and Economics section of this catalog. The School of Engineering offers minors in manufacturing and in technical communication for students not enrolled in that school. The requirements for these minors are described in the School of Engineering section of this catalog. The Tift College of Education offers a minor in teacher education for students not enrolled in that college. The requirements are described in the Tift College of Education section of this catalog. The Townsend School of Music offers a minor in music for students not enrolled in that school. The requirements are described in the Townsend School of Music section of this catalog.

## Individualized Major or Minor Program

Purpose of an Individualized Major or Minor. The individualized major or minor program meets the needs of students who evince clarity of purpose and unique interests in their personal educational program which cannot be accommodated within the traditionally prescribed (usually departmental) major or minor formats. By providing increased opportunity to these students to pursue their special interests both on and off the residential campus while meeting the requirements for completing a major or minor, it is hoped that Mercer students will not be forced to transfer to other institutions in order to meet their academic needs (and desires) in liberal arts and pre-professional training.

Description of the Individualized Major or Minor: The individualized major or minor is a program in which students may propose a major or minor study curriculum tailored to their individual needs.

Eligibility: In order to be eligible for the individualized major or minor, a student must have completed at least 30 semester hours and no more than 80 semester hours of college level work with a grade point average of at least 2.0 and at least 15 semester hours completed at Mercer University.

*Student Responsibility:* For the major, the student must choose a committee composed of three members of the faculty from the departments in which courses are taken, no more than two of whom are in the same department, subject to the approval of the Office of the Dean. For the minor, the student must choose a committee composed of two members of the faculty, subject to the approval of the Office of the Dean. If the minor program involves courses from more than one department, the committee must consist of the chair of the department in which the most courses are taken and one member from another department in which courses are taken. After the committee is selected, but before any committee action takes place, the student must submit to the committee members a written statement describing the proposed major or minor program, clearly stating the educational goals.

*Faculty Responsibility:* Faculty members may accept service on committees for individualized majors or minors at their discretion; however, under no circumstances may they serve on more than eight such committees during a given semester.

*Curriculum:* The individualized major curriculum may be created from the regular course offerings of Mercer University or courses to be taken at other accredited institutions with a maximum off-campus limit of 20 semester hours, of which 12 semester hours may be credited toward a major and 6 semester hours may be considered related work. The total program of courses must be planned and approved by the committee in advance of its submission to the Office of the Dean for final approval. A copy of the approved document is then sent to the Office of the Registrar along with a completed declaration of major form.

The individualized minor program must be created from the regular course offerings of Mercer University courses and must consist of at least 18 semester hours. At least 12 semester hours must be in upper division courses. Up to 6 semester hours of work may be transferred from another accredited institution, provided they are equivalent to regular Mercer University courses.

Courses counted toward an individualized major or minor may not be counted toward another major or minor, unless the additional depth requirement has already been satisfied.

*Independent Research Projects:* As part of the individualized major, students may pursue independent projects, either on or off campus, which afford genuine learning opportunities. These projects shall carry a maximum of 6 semester hours credit and must culminate in a major research paper. Independent projects pursued off campus will be considered part of the 20 semester hours of off-campus coursework allowed in the individualized major curriculum.

*Comprehensive Examination:* A local comprehensive examination may be administered at the completion of the major program.

*Financial Obligations:* Students who take courses at other institutions must meet all admission requirements and must expect to personally assume the financial obligations.

## **Credit by Examination**

Full-time students who have gained knowledge of the content of courses through independent study or experience may, with the approval of the appropriate department

and the Associate Dean of the College, receive credit by special examination. Credit may not be earned for a seminar, a practicum, or an independent study or research course; nor may a student be examined on a course for which he or she has previously registered for credit or as an auditor. Credit by examination may not be used to fulfill the laboratory science requirement in general education. A student may receive no more than 32 hours of credit from all extra-course examinations including Advanced Placement, CLEP, and the International Baccalaureate Program.

Students should consult the appropriate department well in advance of the anticipated examination. Professors will advise students of course requirements and standards but are under no obligation to provide additional help. Credit by examination for a course may be attempted only twice. In all cases, credit must be attained before the last semester or last full summer session in residence. Information on fees and other aspects of credit by examination is found in the Academic Information section of this catalog.

## Satisfactory/Unsatisfactory Grading Option

Any student (regardless of cumulative grade point average or year at Mercer) is permitted to take two courses per academic year on a S/U basis with the following restriction:

1. From the courses listed in the general education requirements that are applicable to a student's major or minor (including required courses in related fields) that student may take no more than two courses on a S/U basis. Courses that are offered only on the S/U basis will not count toward the allowable two per year.
2. Other than the exception mentioned above, no course that counts toward a major or minor can be taken on a S/U basis.

## Special Course Sections

The College of Liberal Arts supports two types of instructional options that offer students opportunities for broader learning experiences: **linked-course sections and service-learning sections**.

Linked-course sections are pairs of courses for which students co-enroll and in which the instructors work together closely to emphasize interdisciplinary connections. This intentional curricular linkage requires that students co-register for both sections in a linked pair.

Service-learning sections are courses in which students commit to working at off-campus community-service sites in addition to completing the in-class course requirements. Through required co-registration in a service-learning course (SRV 199), students in service-learning sections earn semester hours of credit for their additional coursework commitment.

In a semester, certain sections of any College of Liberal Arts courses might be designated as linked-course sections or as service-learning sections, at the option of the instructor. The specially designated sections will be identified in the course schedules, and students should be aware that these sections will deviate from the course descriptions in this catalog in ways consistent with their special designations.

## Course Frequencies

The course descriptions in the following sections include the approximate frequencies at which these courses are offered (e.g. every semester, every year, etc.).

The frequencies listed in this catalog are approximations and are not guarantees. While the listed frequencies might be useful aids for planning, all students should communicate with academic advisors frequently and should register for courses based on the most current schedule of course offerings posted by the Registrar's Office.

## ACCOUNTING (ACC)

For description of the courses offered in this area, and of the requirements for the minor (for Liberal Arts majors), see the Section EUGENE W. STETSON SCHOOL OF BUSINESS AND ECONOMICS in this catalog.

## AFRICANA STUDIES (AFR)

Chester J. Fontenot, *Director/Professor of English*

Africana Studies provides an opportunity for students to study the legacy of Africa and the African Diaspora and to explore other issues concerning race and class.

### Major in Africana Studies

*27 semester credit hours minimum*

- AFR 190. Introduction to Africana Studies
- AFR 230. Religion and the American Black Experience
- AFR 224. Sub-Saharan Africa to Independence
- One course from:
  - AFR 359. The Civil War and Reconstruction
  - AFR 360. African American Literature: 1965 to Present
- AFR 363. African American History
- AFR 495. Senior Seminar in Africana Studies. All majors are required to complete AFR 495 with a minimum grade of C.
- Three AFR electives, one of which must come from courses numbered 300 or above.

Majors may earn Honors in Africana Studies by fulfilling the following requirements: 1) attain a grade point average of 3.50 in the major; 2) complete a research thesis under the direction of an Honors advisor, and 3) have this thesis approved by a faculty committee consisting of three instructors who are formally affiliated with the Africana Studies Program.

### Minor in Africana Studies

*15 semester credit hours minimum*

- AFR 190. Introduction to Africana Studies
- AFR 363. African American History
- Nine additional hours, of which at least three must come from AFR courses numbered 300 or above.

### **AFR 190 (3 hours)/AFR 190R (4 hours). Introduction to Africana Studies**

Prerequisite for AFR 190R: C or better in INT 101 or GBK 101.

This course is designed to help students understand the academic models, approaches and methodologies that characterize African American Studies. In this course, students will become aware of how the African American experience has been defined and researched from an interdisciplinary perspective including literature, religion, sociology, anthropology, psychology, education, folklore, science and music. This course is

required for the Africana Studies major and minor. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**AFR 198 (3 hours)/AFR 198R (4 hours). Special Introductory Topics in Africana Studies: (Subtitle)**

Prerequisite for AFR 190R: C or better in INT 101 or GBK 101.

Study of an introductory topic in Africana Studies not covered in any of the departmental offerings. This course may be applied to the Africana Studies major or minor. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Occasionally)

**AFR 210 (3 hours)/AFR 210R (4 hours). Civil Rights and the Black American**

Prerequisite for AFR 210R: C or better in INT 101 or GBK 101.

The development of civil rights of black Americans from slavery to the present. Consideration will be given to political, social, economic, and philosophical forces that shaped federal and state law and to the legal doctrine embodied in various judicial decisions and legislation in such areas as education, voting, unemployment, and public facilities. Particular attention will be paid to theories of social movements and to the expansion of civil rights language in American culture. Students will engage the works of social and political theorists, economists, historians, and cultural critics. The characteristics of the legislative and judicial processes will also receive attention. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Occasionally)

**AFR 224. Sub-Saharan Africa to Independence (3 hours)**

*(Same as HIS 224)*

A study of sub-Saharan Africa before and during imperialism, addressing the spread of Islam, the trans-Atlantic slave trade, and the effects upon Africans of European trade, conquest, and administration. (Every two years)

**AFR 230. Religion and the American Black Experience (3 hours)**

A consideration of traditional Christian, secularized, and other religious manifestations of black culture in America, with emphasis upon the modern period. (Every year)

**AFR 295. Sociology of Race and Ethnicity (3 hours)**

*(Same as SOC 295)*

This course is designed to help students understand the theoretical base for the social inequalities that manifest themselves among ethnic minority groups in America. In this course, students will become aware of the nature of social differences in American society and investigate a number of current theories that examine the basis for these differences. (Every two years)

**AFR 300. Special Topics in Africana Studies: (Subtitle) (3 hours)**

A study of some significant topic not available through other departmental course offerings. Topics will be announced in advance. Students may take this course no more than twice for credit. (Every year)

**AFR 310. Race, Gender and Media (3 hours)**

*(Same as JMS 310 and WGS 310)*

This course will critically examine the role of the media in enabling, facilitating, or challenging the social constructions of race and gender in our society. We will consider the mass media to be one among many other social institutions such as religion, education, and family, which strongly influence our everyday notions of race and gender.

The course will address a variety of entertainment and news content in print and electronic media. (Every other year)

**AFR 330. Race and Politics (3 hours)**

*(Same as POL 330)*

This course explores the unique political experiences of racial minorities with particular emphasis on both traditional (e.g., voting, office holding, and lobbying) and non-traditional (e.g., riots/protests, music, mass movements) efforts to gain political stamina. The course will focus on the quality of minority political leadership, ideology, participation, representation, and strategies for empowerment. (Every two years)

**AFR 345. Environmental Politics and Social Justice (3 hours)**

*(Same as POL/SOC 354)*

This course examines the impact of institutional racism on environmental and health policies, industrial practices, government regulations and rule making, enforcement, and over- all quality of life in people-of-color communities. The course will examine the nexus between environment protection and civil rights, and the impact of the environmental justice national environmental groups. (Every two years)

**AFR 351. Black Philosophical Perspective (3 hours)**

An examination of the ideas and influence of black thinkers and leaders throughout the world. Writings of such figures as Fanon, Carmichael, Garvey, Nkrumah, King, Booker T. Washington, Dubois, Malcolm X, and Douglass will be compared and contrasted. (Occasionally)

**AFR 356. The Civil War and Reconstruction (3 hours)**

*(Same as HIS 356)*

The causes of the Civil War, the problems of the nation in wartime, and an inquiry into new interpretations of Reconstruction history. (Every two years)

**AFR 359. African American Literature: Beginnings to 1965 (3 hours)**

*(Same as ENG 359)*

A survey of classic writings in African American literature presented in their historical contexts. The course includes essays analyzing the political and social status of African Americans at various points during the period and representative works by major poets and fiction writers. Reading lists vary from year to year, but generally include such authors as Brown, Chestnut, Harper, the Grimkes, Larsen, Bontemps, DuBois, Washington, Harlem Renaissance writers, Ellison, and writers of the early civil rights era. (Every year)

**AFR 360. African American Literature: 1965 to Present (3 hours)**

*(Same as ENG 360)*

A chronological study of the development of African American literature since 1965. The course attempts to place African American literature in the context of world and American literature by examining prevalent themes and traditions as presented in fiction, poetry, and drama. Reading lists vary from year to year, but generally include such authors as Wright, Baldwin, Morrison, Angelou, Sanchez, Baraka, McMillan, Walker, and Wideman. (Every year)

**AFR 361. The Old South (3 hours)**

*(Same as HIS 361)*

The development of Southern culture, with emphasis on the social, economic, and cultural life. Some attention is given to political problems. (Every two years)

**AFR 362. The New South (3 hours)**

*(Same as HIS 362)*

The South from Reconstruction to the present, with emphasis on the New South movement, agrarian unrest, and the impact of liberalism in the twentieth century. (Every two years)

**AFR 363. African American History (3 hours)**

*(Same as HIS 363)*

An overview of the African American experience with emphasis on the following topics: African heritage; life under slavery; conditions among free blacks during the antebellum period; actions of blacks during the Civil War and Reconstruction and reactions to the rise of virulent white racism after Reconstruction; and the roots, achievements, and transformation of the civil rights movement. (Every two years)

**AFR 389. The Black Woman (3 hours)**

*(Same as WGS 389)*

An historical and literary examination of the black woman and her role in American culture. (Every two years)

**AFR 490. Supervised Practical Research: A Field Project (3 hours)**

This course requires that the advanced student attempt to solve a limited problem in human relations by use of knowledge gained in course-work and by employment of existing community resources and agencies. (Occasionally)

**AFR 495. Senior Seminar in Africana Studies (3 hours)**

A course designed to fulfill the exit requirement for students majoring in Africana Studies. Open as well to AFR minors and other students with senior standing in the College of Liberal Arts. Emphasizing supervised research projects, this seminar enables students to compare methodologies and perspectives, to examine specific problems in Africana Studies, and to sharpen their skills as researchers and writers. This course is required for the Africana Studies major. (Every year)

## **ANTHROPOLOGY (ANT)**

Natalie Bourdon, *Director of Anthropology/Associate Professor of Cultural Studies*  
Amy Nichols-Belo, *Professor*

The Anthropology minor and courses are offered by the Department of Cultural Studies.

### **Minor in Anthropology**

*15 semester credit hours minimum*

- ANT 101. Introduction to General Anthropology
- Four additional ANT courses, two of which must be numbered 300 or above.

### **ANT 101 (3 hours)/ANT 101R (4 hours). Introduction to General Anthropology**

Prerequisite for ANT 101R: C or better in INT 101 or GBK 101.

The study of the evolution of humans and culture including the dawn of civilization, race and culture; also primitive culture and society (food gathering, art, religion, language, the family, social classes, clothing and ornament, etc.) Attention is also given to the American culture configuration, human behavior in cross cultural perspective, and the

field of culture and personality. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**ANT 198. Special Introductory Topics in Anthropology: (Subtitle) (3 hours)**

Study of an introductory topic in Anthropology not covered in any of the departmental offerings. This course may be applied to the Anthropology minor. (Occasionally)

**ANT 250. Becoming Chinese: Self and Society (3 hours)**

This course introduces students to Chinese thought about selfhood and society. The course will examine some broad foundations for Chinese thinking about the self and others from the perspectives of Confucianism, Buddhism, and Daoist writing. Through the exploration of such themes as holism, aesthetics, rationality, the relational self, and ancestor worship, the course will explore Chinese conceptions of self-in-society. (Every Two Years)

**ANT 310. Medical Anthropology (3 hours)**

*(Same as GHS 310)*

Prerequisite: GHS 200 and ANT 101, or instructor permission.

An anthropological and cross-cultural approach to understanding lived experiences of disease, sociocultural factors which influence health and well-being, and differing forms of healing practice. Course case studies will demonstrate sociocultural, biocultural, and critical approaches to medical anthropology. (Every two years)

**ANT 350. Cultural Anthropology (3 hours)**

Prerequisite: ANT 101.

An analysis of the cultural 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. (Every year)

**ANT 352. Cultures of the Americas (3 hours)**

Prerequisite: ANT 101.

An exploration of the migration and first inhabitants of the "New World" and of the cultures which they developed in relative isolation. Their cosmologies, social organization, modes of subsistence, rituals and art will be studied. We will also examine their legacy which remains with us today. Field trips included. (Every two years)

**ANT 354. Cultural Archaeology (3 hours)**

Prerequisite: ANT 101.

The study of extinct cultures using artifactual remains. The data gathering techniques of excavation, labeling, and dating are demonstrated. Prevailing models of interpretation are reviewed, and the notion of cultural process is explored. Field trips are required. (Every two years)

**ANT 356. Archaeology of the Goddess (3 hours)**

Prerequisite: ANT 101.

An examination of the existence of feminine deity through evidence offered by the pre-historical archaeological record and origin mythologies. The dynamics of cultural change are explored in tracing the rise of patriarchal religion. (Every two years)

**ANT 361. Archaeology and Religion (3 hours)**

*(Same as CHR 361)*

Prerequisite: ANT 101 and permission of the instructor.

This course is designed to introduce students to: (1) the study of archaeology, (2) the study of religion(s) in a particular region and period(s), and (3) the integration of the study of archaeology and religion. Students will study the theories, objectives, methods,



records, and conclusions of modern archaeology. They will also learn how to apply these elements of archeology to the study of a particular region. They will also study various aspects of a specific religion or groups of religions in the designated region, especially as that study is informed by the investigation of archaeological remains. This course may involve archaeological field work and may be offered on-site in another location (e.g. Greece). (Occasionally)

**ANT 382. Biological Anthropology (3 credits)**

*(Same as BIO 382)*

Prerequisite: ANT 101 or consent of instructor.

This lecture-based course represents an advanced introduction to the sub-discipline of Biological Anthropology. The discussion will focus on the biological aspects of humans and our closest living relatives, the primates. Specifically the course will include content on biological evolution, a review of living primates and a study of the extensive fossil evidence for human evolution. The course will conclude with a review of modern human variation and the fallibility of the human race concept. (Every two years)

**ANT 390. Special Topics in Anthropology: (Subtitle) (1-3 hours)**

Prerequisite: ANT 101 and consent of instructor.

A study of some significant topic in anthropology that is not available through other departmental course offerings. (Occasionally)

**ANT 490. Internship in Anthropology (1-3 hours)**

Prerequisites: ANT 101 and junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 3 hours and counts towards a minor in Anthropology. Graded S/U. (Every semester)

## **ART (ART)**

Gary Lee Blackburn, *Chair/Professor*

Craig Coleman, *Associate Professor*

Eric O'Dell, *Assistant Professor*

Beth Ellen Stewart, *Professor*

The Art Department offers courses and programs to meet the needs of: 1) Students planning to follow graduate or professional programs in studio art or art history. Related fields requiring a strong art background are archaeology, commercial art, medical illustration, industrial design, interior design, display, packaging, film making, museum direction, and gallery operation. Students planning to attend graduate school in studio art may need to design individualized major; and 2) Students seeking some knowledge and appreciation of the visual arts, and those who want an avocational experience in the creative arts or crafts. Courses without prerequisites are available for the non-major in drawing, design, painting, printmaking, sculpture, ceramics, and digital imaging as well as art history.

The Department of Art offers majors that lead to the Bachelor of Arts degree. These include a major with an emphasis in studio art (Fine Arts) or art history, and an

interdisciplinary Graphic Design major. Please see the major and minor requirements for Graphic Design under the GRAPHIC DESIGN heading of this catalog.

A survey of the major works of visual art and architecture from prehistoric times to the late 'Middle Ages' (c. 1500). An investigation of how changes in subject matter and styles reflect the power structures, ideals, philosophy, religion, scientific ideas and literature of cultures around the world. This course can be part of the Classical Studies major. (Every year)

<p><b>Major in Art with Studio Emphasis</b>  <i>30 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• ART 106. History of Art I</li> <li>• ART 107. History of Art II</li> <li>• ART 115. Drawing Fundamentals</li> <li>• ART 116. Fundamentals of Design and Color</li> <li>• ART 350. Life Drawing</li> <li>• ART 367. Modern Art History</li> <li>• ART 475. Problems in Art Criticism</li> <li>• Two courses from: <ul style="list-style-type: none"> <li>ART 223. Ceramics</li> <li>ART 224. Sculpture</li> <li>ART 225. Painting</li> <li>ART 226. Printmaking</li> <li>ART 254. Beginning Digital Imaging</li> </ul> </li> <li>• One course from: <ul style="list-style-type: none"> <li>ART 331. Illustration</li> <li>ART 351. Advanced Sculpture</li> <li>ART 352. Advanced Painting</li> <li>ART 354. Digital Imaging</li> <li>ART 355. Watercolor</li> </ul> </li> <li>• A major project consisting of a graduation exhibition undertaken during the senior year.</li> </ul> <p>The major project must be of sufficient quality to merit the approval of the art faculty; lacking this, the student may be required to continue work in the Art Department until his/her project is satisfactory. Full tuition will be charged for any semester of such extra work. With the consent of the student, the art faculty may make a selection of outstanding work from the graduation exhibition to be retained as a part of the permanent collection of the University without compensation to the student. Any art work may be retained for exhibition over a period not to exceed two years.</p> <p>Fifteen hours must come from ART courses numbered 300 or above. Photography courses will not count toward a major in art.</p>	<p><b>Major in Art with Art History Emphasis</b>  <i>33 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• ART 106. History of Art I</li> <li>• ART 107. History of Art II</li> <li>• ART 115. Drawing Fundamentals</li> <li>• ART 116. Fundamentals of Design and Color</li> <li>• ART 367. Modern Art History</li> <li>• ART 475. Problems in Art Criticism</li> <li>• Three courses from: <ul style="list-style-type: none"> <li>ART 362. Ancient Art</li> <li>ART 363. Art of the Middle Ages</li> <li>ART 365. The Italian Renaissance</li> <li>ART 366. Baroque Art</li> <li>ART 368. Far Eastern Art</li> <li>ART 370. Women in Art</li> </ul> </li> <li>• Two courses from: <ul style="list-style-type: none"> <li>ART 114. Art Methods and Materials</li> <li>ART 115. Drawing Fundamentals</li> <li>ART 223. Ceramics</li> <li>ART 224. Sculpture</li> <li>ART 225. Painting</li> <li>ART 226. Printmaking</li> <li>ART 254. Beginning Digital Imaging</li> <li>ART 350. Life Drawing</li> </ul> </li> <li>• A major project consisting of a research paper undertaken during the senior year.</li> </ul> <p>The research paper must be of sufficient quality to merit the approval of the art faculty; lacking this, the student may be required to continue work in the Art Department until his/her project is satisfactory. Full tuition will be charged for any semester of such extra work. With the consent of the student, the art faculty may make a selection of outstanding work from the graduation exhibition to be retained as a part of the permanent collection of the University without compensation to the student. Any art work may be retained for exhibition over a period not to exceed two years.</p>
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	Fifteen hours must come from ART courses numbered 300 or above. Photography courses will not count toward a major in art.
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Majors may attain Departmental Honors by fulfilling the following requirements:

- 1) earn an overall grade point average of 3.50;
- 2) earn a 3.50 grade point average in all art courses; and
- 3) complete with-distinction a major project consisting of a graduation exhibition or a research paper during the senior year.

**Minor in Art**  
*15 semester credit hours minimum*

- One course from:  
 ART 106. History of Art I  
 ART 107. History of Art II
- One course from:  
 ART 115. Drawing Fundamentals  
 ART 116. Fundamentals of Design and Color
- Three ART electives, two of which must come from courses numbered 300 or above

**ART 106 (3 hours)/ART 106R (4 hours) History of Art I**

Prerequisite for ART 106R: C or better in INT 101 or GBK 101.

A survey of the major works of visual art and architecture from prehistoric times to the late “Middle Ages” (c. 1500). An investigation of how changes in subject matter and styles reflect the power structure, ideals, philosophy, religion, scientific ideas, and literature of cultures around the world. This course can be part of the Classical Studies major. The four-hour, R designated course satisfies the writing instruction (WRT) requirement. (Every year)

**ART 107 (3 hours)/ART 107R (4 hours). History of Art II**

Prerequisite for ART 107R: C or better in INT 101 or GBK 101.

A survey of the major works of visual art and architecture from around 1400 to the end of the nineteenth century in many cultures around the globe. Attention is given to the various roles of the artist and to how styles in art relate to social, political, philosophical, religious, literary, and scientific ideas. The 4 hour version of this course includes a writing component. The four-hour, R designated course satisfies the writing instruction (WRT) requirement. (Every year)

**ART 108 (3 hours)/ART 108R (4 hours). Visual Literacy**

Prerequisite for ART 108R: C or better in INT 101 or GBK 101.

This course will focus on the use of critical thinking to interpret images and derive meaning by analysis of their essential elements in order to ask questions about what the images denote and connote. The course will also serve as formal training in understanding visual communication, visual thinking, and visual language. This course will not count toward the ART major. The four-hour, R designated course satisfies the writing instruction (WRT) requirement. (Every year)

**ART 114. Art Methods and Materials (3 hours)**

A practical course that explores the tools, materials, and processes used in sculpture, painting, ceramics, printmaking, and photography; their use and historical development will be stressed over the making of finished artwork. (Every two years)

**ART 115. Drawing Fundamentals (3 hours)**

An introductory course with emphasis on basic drawing skills and idea development. Composition, perspective, line, value, and drawing technique will be explored through the use of a variety of drawing media. (Every semester)

**ART 116. Fundamentals of Design and Color (3 hours)**

An introductory course in two dimensional design concepts and color theory. Projects in a variety of media are used to investigate the properties and uses of color and to solve problems in two dimensional design. (Every semester)

**ART 116C. Fundamentals of Design and Color (3 hours)**

This course is identical to ART 116, with the exception that it is taught using computer-based media. (Every year)

**ART 117. Fundamentals of Three Dimensional Design (3 hours)**

An Introduction to the elements and principles of three dimensional design. Processes, tools, and materials for the production of sculpture, ceramics, and craft objects are used. (Every Semester)

**ART 198. Special Introductory Topics in Art or Graphics: (3 hours)  
(Subtitle)**

Study of an introductory topic in Art not covered in any of the departmental offerings. This course may not be applied to the Art major or minor. (Occasionally)

**ART 202. Intermediate Drawing (3 hours)**

Prerequisite: ART 115 or consent of the instructor.

An advanced course in drawing, stressing an individual approach to specific problems. Attention will be given to style development and presentation of finished work. (Occasionally)

**ART 223. Ceramics (3 hours)**

Construction and decoration of pottery and sculpture with an introduction to three dimensional design. Coil and slab construction, glazing and kiln firing will be taught. (Every year)

**ART 224. Sculpture (3 hours)**

Basic three-dimensional design, wood and metal fabrication and small object casting. Preliminary models are developed into final sculptures. (Every year)

**ART 225. Painting (3 hours)**

An introductory course in painting that explores pictorial composition through a variety of media. Completion of ART 115 and 116 prior to enrollment is recommended. (Every year)

**ART 226. Printmaking (3 hours)**

Instruction in the creation of relief and intaglio prints (wood + linocuts, etching & aquatint, monotypes, collagraphs). It is highly recommended that students complete ART 115 or have some drawing skills before taking printmaking. (Every year)

**ART 254. Beginning Digital Imaging (3 hours)**

An introductory-level course focusing on the use of computers as aids in designing artwork and as mediums for creative work. This course includes an introduction to the concepts of using new media and how it relates to contemporary art theory and practice. Work created will be produced for print media, interactivity, and motion. This will culminate in the creation of a digital portfolio. (Every year)

**ART 331. Illustration (3 hours)**

Prerequisite: ART 115.

An introduction to the art of illustration, this course will develop skills and explore the tools, techniques, and goals of illustration in the fields of advertising and graphic design while developing critical thinking and problem-solving in visual design. (Every year)

**ART 332. Typography (3 hours)**

Prerequisite: ART 116 or ART 116C.

This introductory course in typography explores the creation and use of letterforms as an art form and as a fundamental process of design. Students will investigate the basic aspects of letterforms through a variety of projects and will be exposed to the historical background, technical and aesthetic issues, and communicative abilities of typography as individual forms and as text. (Every year)

**ART 333. Layout Design (3 hours)**

Prerequisites: ART 115 and ART 116.

A first course in computer aided page design, the combining of image and text, for the presentation of information or persuasive material to communicate with an audience with visual impact. (Every year)

**ART 350. Life Drawing (3 hours)**

Prerequisite: ART 115 or consent of instructor.

A study of the human figure from life and anatomical models in charcoal, pen and ink, and other graphic media. (Every year)

**ART 351. Advanced Sculpture (3 hours)**

Prerequisite: ART 223 or ART 224 or permission of instructor.

Instruction in sculptural fabrication using clay, wood and metal. Bronze casting will also be taught. (Every two years)

**ART 352. Advanced Painting (3 hours)**

Prerequisite: ART 225 or consent of instructor.

Wide latitude is given in the choice of painting media, problems, and techniques, encouraging individual creative expression. (Every two years)

**ART 354. Digital Imaging (3 hours)**

Prerequisite: ART 254.

An advanced level course teaching the use of the computer as an aid in designing art work and as a medium for creative work. (Every year)

**ART 355. Watercolor (3 hours)**

Prerequisite: ART 115 or consent of the instructor.

A painting course in which the medium of transparent watercolor is used to explore a wide range of subjects. Much of the work for the class will be done on location. (Every year)

**ART 362. Ancient Art (3 hours)**

A study of selected themes from the arts of Greece and Rome, and archeological and art historical techniques for dating, attributing, and interpreting works of art. This course can be part of the Classical Studies major. (Every three years)

**ART 363. Art of the Middle Ages (3 hours)**

A survey of the major works of art and architecture from the end of the Roman Empire to the late Gothic period. Early Christian, Byzantine, Northern early medieval styles, and the Romanesque and Gothic art of the High Middle Ages (and some of the music) are related to the life and beliefs of the times. This course can be part of the Classical Studies concentration. (Every three years)

**ART 365. The Italian Renaissance (3 hours)**

An in-depth look at the art, artists, and patrons who created the perspectival figurative tradition that still shapes our visual world. New materials and techniques, training, patronage, and theoretical ideas about art and artists are some of the topics covered. (Every three years)

**ART 366. Baroque Age (3 hours)**

The art and architecture of the 17th and 18th Centuries provide the material to explore the aesthetic and thematic idea of the Western world. (Every three years)

**ART 367. Modern Art History (3 hours)**

A study of the aesthetic, philosophical, technological and sometimes political ideas behind many of the movements of 19th- and 20th-Century art such as Romanticism, Realism, Impressionism, Expressionism, Cubism, and Surrealism, and how they led to the art of today. (Every three years)

**ART 368. Far Eastern Art (3 hours)**

The arts of the Far East, primarily those of India, China, and Japan are studied in relation to their religious and political history. (Every three years)

**ART 370. Women in Art (3 hours)**

*(Same as WGS 370)*

A consideration of the contributions of women in the field of art and the social context in which they have worked, as well as the depiction of women in works of art to discover the criteria by which we judge works of art (and artists) and how visual images can reinforce or change our sense of reality, such as assumptions about gender roles. (Every three years)

**ART 380. Special Arts Subjects: (Subtitle) (3 hours)**

Prerequisite: consent of instructor.

A study of some significant area not otherwise covered in credit offerings. May be repeated for a maximum of 6 hours credit. (Occasionally)

**ART 398. Internship in Art or Graphics (1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Art. Graded S/U. (Every year)

**ART 432. Advanced Typography (3 hours)**

Prerequisite: ART 332.

In this advanced course in typography students will engage in the sophisticated use of type as visual communication. The art/design student explores the use of type and text in various media, messages and forms, emphasizing the powerful properties of type in the making of visual communication. The goal is to facilitate greater understanding and expression of typography through a highly energized, collaborative and creative environment. Additionally, a goal of this course is to realize greater typographical expressions through strengthened student portfolios. (Every other year)

**ART 433. Advanced Layout Design (3 hours)**

Prerequisite: ART 333.

ART 433 is a continuation of ART 333 Layout Design emphasizing creative solutions to design problems using text and image. Also covered are contemporary design issues and some graphic design history. (Every other year)

**ART 470. Gallery Internship (1 hour)**

Prerequisite: a declared art major or permission of the instructor.

Students learn the general operation and management of a gallery and exhibition planning and presentation. Students propose, design, hang exhibitions; write and publish catalogs and publicity; read and discuss articles on theory of exhibitions; act as docents for student groups as well as possibly doing volunteer work for local museums. Graded S/U May be repeated for a maximum of 2 hours credit. (Occasionally)

**ART 475. Problems in Art Criticism (3 hours)**

Prerequisites: ART 367 and senior status, or consent of the instructor.

An investigation of the origins, nature, and functions of the visual arts to develop criteria of aesthetic judgment. (Every year)

**ART 490. Directed Independent Study (1-3 hours)**

Prerequisite: consent of instructor and chair.

An advanced course in art theory, practice, or research may be designed for a student who evidences clarity of purpose and unusual ability in art. (This course may complement but not replace or duplicate the major project.) May be taken for variable credit of 1-3 hours, one hour of credit for each three hours of studio work per week. May be repeated for a maximum of 6 hours credit. (Occasionally)

## **ASIAN STUDIES**

Eimad Houry, *Chair /Professor of International and Global Studies*

The Asian Studies minor, offered by the Department of International and Global Studies, is designed to engage students in the study of the histories and cultures that constitute today's Asia. It offers a broad array of courses, that illuminate the individual experiences of major historical and political Asian nation-states and other key actors in a globalizing region. The program offers insights into Asia's collective consciousness derived from the study of anthropology, art, philosophy, poetry, religion, science, and Chinese language and script. The Asian Studies minor, offer by the Department of International and Global Studies, provides students with the tools needed to develop their understanding of the internal and external strains created by the dramatic transformations underway throughout Asia.

Students are encouraged to take advantage of Mercer's Chinese Language and Culture Study Abroad Program at Nanjing University. Students who can demonstrate fluency in Mandarin Chinese (written and spoken), or other recognized Asian or South

Asian languages, can waive all or part of this requirement. In lieu of Chinese language courses, exempted students must still take a total of seven courses in the minor.

### **MINOR in Asian Studies**

*23 semester credit hours minimum*

- CHN 111. Beginning Chinese I
- CHN 112. Beginning Chinese II
- Five additional courses from:
  - ANT 250. Becoming Chinese: Self and Society
  - ART 368. Far Eastern Art
  - CHN 251. Intermediate Chinese (Mandarin) !
  - CHN 252. Intermediate Chinese (Mandarin) II
  - CHN 253S. Chinese Studies Abroad
  - CHN 353S. Chinese Studies Abroad
  - CHR 356. Eastern Religions
  - ENV 340. China: Environment, Industry, and Sustainability
  - GEO 313. East Asia in Regional Context: China, Japan, and the Koreas
  - PHI 247. Eastern Philosophy
  - PHY 108. Discovering the Wonders

An approved Asian study-abroad experience can be used to fulfill 3 hours of the Asian Studies minor. At least six hours of the minor must be at the 300 level.

## **BIOCHEMISTRY AND MOLECULAR BIOLOGY (BMB)**

Alan F. Smith, *Director/Professor of Biology*

The Departments of Biology and Chemistry collaboratively offer the interdisciplinary major in Biochemistry and Molecular Biology as an academic focus opportunity for students at the interface where biology and chemistry overlap. Successful completion of the BMB major satisfies the CLA Additional Depth of Understanding Requirement and leads to a B.S. degree. In this major, Biologists and chemists come together to explore life at the cellular and molecular level by applying the molecular concepts of chemistry to the complex processes that exist within living biological systems. This program is designed to prepare students for advanced study in the biological sciences; for professional study in a health field; or for a career in science or science education. For details on the courses listed below, please see the BIOLOGY and CHEMISTRY headings in this catalog.

### **Major in Biochemistry and Molecular Biology**

*67 semester credit hours minimum*

Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.

#### **Foundational Core**

- One from:
  - CHM 111. General Chemistry I and CHM 112. General Chemistry II  
(MAT 133. Is a prerequisite for this course and may be exempted by achieving a specific score on the Math Index or Math Placement Test.)
  - CHM 115. Advanced General Chemistry  
(Students who successfully complete this course will need only 60 hours for the BMB major.)
- CHM 221. Organic Chemistry I
- CHM 222. Organic Chemistry II
- BIO 211. Introduction to Biology I



- BIO 212. Introduction to Biology II
- MAT 133. Precalculus (maybe exempted by achieving a specific score on the Math Index or Math Placement Test)
- MAT 191. Calculus I
- MAT 192. Calculus II
- One from:
  - PHY 141. Introductory Physics I and PHY 142. Introductory Physics II
  - PHY 161. General Physics I and PHY 162. General Physics II
- **Biochemistry and Molecular Biology Core**
  - CHM 241. Quantitative Analysis
  - CHM 332. Reaction Dynamics
  - BIO 310. Genetics
  - BMB 465. Biochemistry I
- **Biochemistry and Molecular Biology Specialization Courses**
  - BMB 466. Biochemistry II
  - One course from:
    - BIO 410. Molecular Genetics
    - BIO 415. Bioinformatics
  - One course from:
    - BIO 430. Cancer Biology
    - BIO 450. Development
    - BIO 460. Eukaryotic Cell Biology
    - BIO 482. Immunology
  - BMB 467. Biochemistry and Molecular Biology Laboratory Capstone
  - Successful completion of a senior comprehensive examination is required. Currently, the Major Field Achievement Test in Biology is used for this purpose.

Additional courses in mathematics, chemistry, biology, physics, or computer science are often strongly recommended or necessary for students wishing to pursue graduate work in Biochemistry and Molecular Biology or for preparation for professional study, such as medical school. Students interested in graduate work or professional school should seek appropriate advisement early in their careers to plan carefully for these additional courses.

Students may attain honors in Biochemistry and Molecular Biology by fulfilling the following requirements: 1) by the end of the semester in which one accumulates 90 semester credit hours, select an honors faculty advisor and notify the Biochemistry and Molecular Biology Program Director in writing the intention of attaining honors; 2) complete the degree in Biochemistry and Molecular Biology with grade point averages of 3.50 or above in the BMB major and 3.25 or above overall; 3) complete at least 4 semester hours of research (CHM 401 and 402 or BIO 499) with a grade point average of 3.00 or above; and 4) present the results of the research project at a research symposium or science meeting or publish the results of the research in a peer-reviewed journal.

### **BMB 465. Biochemistry I**

**(3 hours)**

Prerequisites: CHM 222 and a grade of C or better in BIO 212.

A course on the nature of the chemical and physiochemical properties of living organisms. Includes an overview of the synthesis and structure of biological macromolecules, enzyme kinetics, mechanisms of reactions, metabolism, and energy exchange. This course includes three one-hour lectures per week. (Every semester)

**BMB 465L. Biochemistry I Laboratory (1 hour)**

Pre- or co-requisite: BMB 465.

Investigative laboratory component to complement CHM/BIO 465. Techniques used include electrophoresis, analysis of enzyme kinetics, chromatography, centrifugation, and protein analysis and centrifugation. Experimental design and formal laboratory writing are required. The course includes one four-hour laboratory each week. (Every year)

**BMB 466. Biochemistry II (3 hours)**

Prerequisite: BMB 465.

A course covering the chemistry and integration of cellular metabolism. Topics include biosynthesis and degradation of carbohydrates, lipids, amino acids, and nucleotides; photosynthesis; and the concepts of molecular physiology. The course includes three one-hour lectures each week. (Every year)

**BMB 466L. Biochemistry II Laboratory (1 hour)**

Pre or co-requisite: BMB 466.

Investigative laboratory component to complement BMB 466. The course focuses on the analytical tools used in the modern biochemical laboratory. Experimental design and formal laboratory writing are required. The course includes one four-hour laboratory each week. (Occasionally)

**BMB 467. Biochemistry and Molecular Biology Capstone Laboratory (2 hour)**

Prerequisite: CHM 241, BIO 310, BMB 465.

This course is an investigative laboratory course that builds on the major themes of the Biochemistry and Molecular Biology degree program. The course focuses on the integration of protein and nucleic acid techniques in the modern biochemical and molecular biology laboratory. Experimental design and formal laboratory writing are required. The course includes one hour of lecture and four hours of laboratory each week. (Every year)

**BIOLOGY (BIO)**

Linda L. Hensel, *Chair/Professor*

Heather Bowman Cutway, *Associate Professor*

Craig D. Byron, *Associate Professor*

Kevin M. Drace, *Associate Professor*

Thomas Alan Huber, *Professor*

Mary Crecink Kot, *Professor*

Ryan Jennings, *Visiting Assistant Professor*

Michael Keith Moore, *Professor*

Katharine Northcutt, *Assistant Professor*

Alan F. Smith, *Professor*

Barry Stephenson, *Assistant Professor*

Amy Wiles, *Assistant Professor*

Virginia A. Young, *Associate Professor*

The curriculum of the Biology Department is designed: 1) to increase the student's understanding of the unifying principles and subject content of biology; 2) to develop the student's basic skills in critical thinking, problem solving, communication, computer use, and library and laboratory research; 3) to introduce students to the personal, social, and ethical aspects of biology; 4) to emphasize the role of liberal education in enhancing personal and professional development; and 5) to assure that students have the background experiences necessary to pursue graduate education, professional studies, or employment.

The Department of Biology offers two majors that lead to the Bachelor of Science degree. One contributes to the major in Biochemistry and Molecular Biology (for details see the BIOCHEMISTRY AND MOLECULAR BIOLOGY heading preceding this section)

and the other contributes to the major in Biology. The Department of Biology also offers one major that leads to the Bachelor of Arts degree and minors in Biology and Environmental Biology. For the description of the Environmental Biology minor please see the Environmental Biology section of this catalog.

<p><b>Major in Biology that leads to B.S. degree</b>  <i>59 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• BIO 211. Introduction to Biology I</li> <li>• BIO 212. Introduction to Biology II</li> <li>• BIO 310. Genetics</li> <li>• BIO 370. Ecology</li> <li>• One course from:             <ul style="list-style-type: none"> <li>BIO 300. Invertebrate Biology</li> <li>BIO 301. Vertebrate Biology</li> <li>BIO 302. Botany</li> </ul> </li> <li>• At least one 400-level course with laboratory. Students may use BMB 465 and 465L to satisfy this requirement.</li> <li>• Ten additional hours in BIO or BMB of which at least seven hours must come from BIO or BMB courses numbered 300 or above. Only 3 credit hours from the following courses may count towards the major: BIO 203, BIO 250, BIO 299, and BIO 398. Only 4 credits from BIO 390 or 391 may count towards the major. These courses will be selected in consultation with the major advisor and will be directed toward the student's educational and professional goals.</li> <li>• CHM 111. General Chemistry I</li> <li>• CHM 112. General Chemistry II</li> <li>• CHM 221. Organic Chemistry I</li> <li>• CHM 222. Organic Chemistry II</li> <li>• MAT 133. Precalculus (maybe exempted by achieving a specific score on the Math Index or Math Placement Test)</li> <li>• One course from:             <ul style="list-style-type: none"> <li>MAT 191. Calculus I</li> <li>STA 126. Introductory Statistics</li> </ul> </li> <li>• One course from:             <ul style="list-style-type: none"> <li>PHY 141. Introductory Physics I</li> <li>PHY 161. General Physics I</li> </ul> </li> <li>• Successful completion of a senior comprehensive examination is required. Currently, the Department uses the Major Field Achievement Test in Biology for this purpose.</li> </ul>	<p><b>Major in Biology that leads to B.A. degree</b>  <i>47 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• BIO 211. Introduction to Biology I</li> <li>• BIO 212. Introduction to Biology II</li> <li>• BIO 310. Genetics</li> <li>• BIO 370. Ecology</li> <li>• One course from:             <ul style="list-style-type: none"> <li>BIO 300. Invertebrate Biology</li> <li>BIO 301. Vertebrate Biology</li> <li>BIO 302. Botany</li> </ul> </li> <li>• At least one 400-level course with laboratory. Students may use BMB 465 and 465L to satisfy this requirement.</li> <li>• Ten additional hours in BIO or BMB of which at least seven hours must come from BIO or BMB courses numbered 300 or above. Only 3 credit hours from the following courses may count towards the major: BIO 203, BIO 250, BIO 299, and BIO 398. Only 4 credits from BIO 390 or 391 may count towards the major. These courses will be selected in consultation with the major advisor and will be directed toward the student's educational and professional goals.</li> <li>• CHM 111. General Chemistry I</li> <li>• CHM 112. General Chemistry II</li> <li>• MAT 133. Precalculus (maybe exempted by achieving a specific score on the Math Index or Math Placement Test)</li> <li>• One course from:             <ul style="list-style-type: none"> <li>MAT 191. Calculus I</li> <li>STA 126. Introductory Statistics.</li> </ul> </li> <li>• Successful completion of a senior comprehensive examination is required. Currently, the Department uses the Major Field Achievement Test in Biology for this purpose</li> </ul> <p>Students are advised that a Bachelor of Arts major in biology is usually not appropriate for those interested in graduate work in biology, professional school, or industry positions.</p>
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Additional courses in mathematics (MAT 141 or 191), chemistry, physics, or computer science are often strongly recommended or necessary for students wishing to pursue graduate work in biology or for preparation for professional study, such as medical school. Students interested in graduate work or professional school should seek appropriate advisement early in their careers to plan carefully for these additional courses.

A biology major may earn departmental honors by fulfilling the following requirements: 1) apply to the department for appointment of an honors advisor at the end of the semester in which she or he accumulates 75 hours of credit, including 21 hours in biology; 2) graduate with a B.S. or a B.A. in Biology with a grade point average of at least 3.50 in Biology and 3.25 overall; 3) in consultation with the honors advisor; a) devise and carry out a field or laboratory research project; 4) present the research results to an appropriate audience of an approved public presentation; and 5) receive departmental approval upon completion of the project.

### **Secondary Teacher Certification Program in Biology**

Teacher certification in biology (6-12) is available to biology majors who complete GHS 200 and PHY 141, 142. Students planning to teach biology in secondary schools should notify their advisor and contact the secondary education advisor in Tift College of Education. Required courses in education include EDUC 210, 220, 256, 283, 357, 398, 399, 406, 423, 469, 476, 485, and 492. Please consult the TIFT COLLEGE OF EDUCATION section of this catalog for more details. This certification is approved by the Georgia Professional Standards Commission.

#### **Minor in Biology**

*26 semester credit hours minimum*

*17 semester credit hours in Biology minimum*

- CHM 111. General Chemistry I
- BIO 211. Introduction to Biology I
- BIO 212. Introduction to Biology II
- Seven BIO or BMB hours in courses numbered 300 or above. Only one non-laboratory course can count in the minor.
- MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)

Several biology courses are offered in alternate years or less often, so careful planning is important.

#### **BIO 102. Elements of Microbiology (4 hours)**

Course content focuses on the principles of microbiology and associated human diseases. Topics covered include prokaryotic cell structure and function, biochemical and metabolic requirements, fundamental mechanisms of pathogenesis, environmental and chemotherapeutic control measures and basic concepts of immunology. Students will gain exposure to some of the techniques used in a clinical laboratory setting: aseptic technique, methods of culture, staining and microscopy, antibiotic resistance testing, and biochemical assays. This course may not be used for a biology major or minor. It is not recommended for pre-medical students. A lecture and laboratory course. Laboratory fee. (Every semester)

#### **BIO 110. General Concepts of Biology (4 hours)**

An introduction to general concepts in biology. Subjects include the structure and function of the cell, reproduction and genetics, biological diversity, and ecology. A lecture

and laboratory course. This course is intended for non-majors and as such will not satisfy course requirements for Biology majors nor will it serve as a prerequisite for upper division Biology courses. (Occasionally)

**BIO 198. Special Introductory Topics in Biology: (Subtitle) (1-4 hours)**

Study of an introductory topic in Biology not covered in any of the departmental offerings. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. This course may not be applied to the Biology major or minor. (Occasionally)

**BIO 202. Human Anatomy and Physiology I (4 hours)**

This course represents an introduction to the structure and function of the human body from the cellular to the organismal levels. Subjects include tissue and integumentary, skeletal muscular and nervous body systems. This course may not be used for biology major or minor. It is not recommended for pre-medical students. A lecture and laboratory course. (Every year)

**BIO 203. Human Anatomy and Physiology II (4 hours)**

Prerequisite: BIO 202.

This course continues the introduction to the structure and function of the human body from the cellular to the organismal levels. Subjects include the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive systems. This course may not be used toward a biology minor. Only three hours of this course may be counted toward the biology major. It is not recommended for pre-medical students. A lecture and laboratory course. (Every year)

**BIO 205. Introduction to Biology for Biomedical Engineers (4 hours)**

Prerequisites: MAT 133 and CHM 112 or CHM 115.

An introduction to selected principles of the biological sciences for biomedical engineering students. Subjects include bioenergetics, biochemistry, physiology, genetics, cell biology, and physiology and homeostasis. The course may not be used for biology major or minor. This course is not recommended for pre-medical students. A lecture and laboratory course. (Occasionally)

**BIO 211. Introduction to Biology I (5 hours)**

Prerequisite: a grade of C or better in CHM 111 or CHM 115.

An introduction to the unifying principles of the biological sciences. Subjects include evolution, systematics, biodiversity, animal form and function, homeostasis, and ecology. A lecture, recitation, and laboratory course. (Every year)

**BIO 212. Introduction to Biology II (5 hours)**

Prerequisite: a grade of C or better in BIO 211 and a grade of C or better in CHM 112 or CHM 115; or CHM 222.

Continues the introduction to the unifying principles of the biological sciences. Subjects include basic biochemistry, energy transfer, cell biology, physiology, genetics and the vertebrate immune system. A lecture, recitation, and laboratory course. (Every year)

**BIO 250. Current Issues in Biology (1 hour)**

Pre- or co-requisite: BIO 211.

A seminar focusing on current research problems in all disciplines of the biological sciences. Student analysis, discussion, and presentation of primary literature are required. This course may be repeated for a maximum of three semester credit hours; however, no more than two credit hours may be counted as part of the biology major. (Occasionally)

**BIO 299. Research in Biology** (1-2 hours)

Participation in an on-going research program directed by one or more faculty members. One-hour credit will be awarded for a minimum of three hours per week per semester of participation. A maximum of two credit hours can be earned per semester. This course may be repeated for a maximum of three semester credit hours. Non-optional satisfactory/unsatisfactory grading. (Every semester)

**BIO 300. Invertebrate Zoology** (4 hours)

Prerequisite: a grade of C or better in BIO 212.

A systematic study of vertebrate organisms with emphasis on comparative morphology, behavior, ecology, and phylogeny. A library research paper is required. A lecture and laboratory course. (Every year)

**BIO 301. Vertebrate Zoology** (4 hours)

Prerequisite: BIO 212.

A systematic study of vertebrate organisms with emphasis on comparative morphology, behavior, ecology, and phylogeny. A library research paper is required. A lecture and laboratory course. (Every year)

**BIO 302. Plant Biology** (4 hours)

Prerequisite: a grade of C or better in BIO 212.

A systematic study of photosynthetic organisms, including unicellular and multicellular protists, bryophytes, seedless vascular plants, and seed plants. May include study of fungi. Emphasis is placed on anatomy, morphology, physiology, and evolutionary relationships. A library research paper is required. A lecture and laboratory course. (Every two years)

**BIO 303. Microbiology** (4 hours)

Prerequisite: a grade of C or better in BIO 212. Organic chemistry recommended.

A course in general microbiology covering activities and distinguishing characteristics of microorganisms, including viruses. Laboratory work deals with isolation, identification and cultivation of microorganisms, their metabolic activities, and responses to environmental factors. A lecture and laboratory course. (Every semester)

**BIO 310. Genetics** (4 hours)

Prerequisite: a grade of C or better in BIO 212.

A study of the mechanics of heredity considering molecular, cellular, organismal, and population phenomena. Formal laboratory writing is required. A lecture and laboratory course. (Every semester)

**BIO 315. Field Studies in Biology** (3 hours)

The biological study of a given region of the world through travel, field work, reading, and lecture. Specific topics (e.g., ecology, animal behavior, zoology, botany, and/or environmental issues) will reflect the expertise of the instructor and the characteristics of the region. As appropriate, field experience will be supplemented by informal lectures, seminars, demonstrations, discussions, experimentation, and directed study. A library research paper as well as other forms of writing will be required. A lecture and field course. (Every year)

**BIO 322. Identification of Vascular Plants** (4 hours)

Prerequisite: a grade of C or better in BIO 212.

A study of the families, genera, and species of vascular plants represented in the flora of Georgia and the southeastern United States. Independent work in the field is required. A field, laboratory, and lecture course. (Occasionally)

**BIO 325. Comparative Animal Physiology (4 hours)**

Prerequisite: BIO 205 or a grade of C or better in BIO 212. Organic chemistry strongly recommended.

A study of the diverse ways in which different kinds of animals meet their functional requirements. Attention will be paid to the evolutionary relationships of animals by comparing physiological and biochemical characteristics. Formal laboratory writing may be required. A lecture and laboratory course. (Every semester)

**BIO 330. Vertebrate Histology (4 hours)**

Prerequisite: a grade of C or better in BIO 212.

An observation and discussion of the structure and function of vertebrate cells and tissues. The course involves microscopic examination of selected tissues and the preparation of microscope slides. A lecture and laboratory course. (Every two years)

**BIO 340. Parasitology (3 hours)**

Pre-requisite: a grade of C or better in BIO 212.

An introduction to the ecology and evolution of parasitic and mutualistic relationships. Emphasis is placed on the core principles of how symbiotic interactions between species influence life in the natural world. A lecture course. (Every two years)

**BIO 361. The Biology of Sex and Gender (3 hours)**

*(Same as WGS 361)*

Prerequisite: a grade of C or better in BIO 212.

The student will gain a knowledge base of the biology of sex, as well as, exposure to material that inspires one to study science with a critical eye, in particular, from a feminist framework. Topics covered may include the evolution of meiotic sex, human reproductive biology, environmental influences on reproductive biological development, socio-biological theories and sexual behavior in animals, and feminist analyses of the biological sciences. Pedagogy may include collaborative group work. (Every two years)

**BIO 370. Principles of Ecology (4 hours)**

Prerequisite: a grade of C or better in BIO 212; or ENB 150 and a grade of C or better in BIO 211.

A study of relationships between organisms and their physical and biological environment. Ecological relationships will be considered from the perspectives of individuals, populations, and communities. Work in the field is required and oral presentations are emphasized. A lecture, laboratory, and field course. (Every year)

**BIO 375. Organic Evolution (3 hours)**

Prerequisite: a grade of C or better in BIO 212.

A study of the principles of evolutionary theory. The course covers the historical development of evolutionary thought, the nature of organic diversity, variation, adaptation, natural selection, and other mechanisms of evolutionary change. A lecture course. (Occasionally)

**BIO 381. Urban Ecosystems (3 hours)**

Prerequisite: a grade of C or better in BIO 212; or ENB 150 and a grade of C or better in BIO 211.

A study of the relationship between the urban environment and the associated biological, physical, social and political systems. Emphasis will be placed on ecological principles and processes as they relate to the urban ecosystem including the impacts of urbanization on biodiversity, air and water quality, production and management of waste, energy use and land use patterns. The historical development of cities and current

urbanization trends will be considered with a focus on urban sprawl. Lecture/discussion course. (Every two years)

**BIO 382. Biological Anthropology (3 credits)**

*(Same as ANT 382)*

Prerequisite: a grade of C or better in BIO 212 or consent of instructor.

This lecture-based course represents an advanced introduction to the sub-discipline of Biological Anthropology. The discussion will focus on the biological aspects of humans and our closest living relatives, the primates. Specifically the course will include content on biological evolution, a review of living primates and a study of the extensive fossil evidence for human evolution. The course will conclude with a review of modern human variation and the fallibility of the human race concept. (Every two years)

**BIO 390. Special Topics in Biology: (Subtitle) (4 hours)**

Prerequisite: to be specified.

Study of a topic not available through normal departmental offerings. Topics will be announced in advance. Prerequisites will be determined by the nature of the topic. No more than 4 credit hours of BIO 390/391 may be counted as part of the biology major. A lecture and laboratory course. (Occasionally)

**BIO 391. Special Topics in Biology (Subtitle) (1-3 hours)**

Prerequisite: to be specified.

Study of a topic not available through normal departmental offerings. Topics will be announced in advance. Credit hours and prerequisites will be determined by the nature of the topic, with a maximum of 3 credit hours per course. No more than 4 credit hours of BIO 390/391 may be counted as part of the biology major. Students are required to be engaged in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. No more than 4 credit hours of BIO 390/391 may be counted as part of the biology major. A non-laboratory course. A non-laboratory course. (Occasionally)

**BIO 398. Internship in Biology (1-3 hours)**

Prerequisite: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a minor in Biology. Three hours of pre-approved, biology-related hours of internship may be counted toward the major. Graded S/U. (Every year)

**BIO 410. Molecular Genetics (4 hours)**

Prerequisites: BIO 310 and CHM 222.

A detailed study of the molecular aspects of gene structure, function, and evolution. Laboratory work will focus on recombinant DNA technology and other molecular tools used by modern geneticists. Experimental design and formal laboratory writing are required. A lecture and laboratory course. (Every two years)

**BIO 415. Bioinformatics (4 hours)**

Prerequisite: BIO 310 or consent of instructor.

An investigative, problems-based course on comparative genomics and proteomics with data retrieval from biological databases, DNA and amino acid sequence analysis,



phylogenetic analysis, and data analysis and visualization. A lecture and laboratory course with computer-based techniques and an independent project. (Every two years)

**BIO 421. Biostatistics and Morphology (3 credits)**

Prerequisites: BIO 300, 301, or 302.

This course represents an advanced introduction to the quantitative analysis of biological data. As such, focus will be on using statistical methods to better understand morphological aspects of organismal body plans and how these relate to biological adaptation and evolution. The course will begin with an overview of central tendency and dispersion statistical theory as well as problem solving via hypothesis testing. Following this background, both univariate and multivariate quantitative techniques will be introduced and used to evaluate animal size and shape, in addition to growth and allometry. (Every two years)

**BIO 430. Cancer Biology (3 hours)**

Prerequisite: BIO 310.

An introduction to the concepts that govern the events underlying the development of cancer. This course will cover the underlying molecular and cellular biology involved in carcinogenesis, tumor growth, and metastasis. The implications of the biological findings on cancer prevention, diagnosis, and treatment may be covered. A lecture course. (Every two years)

**BIO 435. Neurobiology (3 hours)**

Prerequisite: a grade of C or better in BIO 212.

A course about the nervous system that covers topics including the cellular and molecular underpinnings of neural signaling, the neuroanatomy and physiology of sensory and motor systems, the neural basis of behavior, synaptic plasticity, and the neuropathology of common diseases and disorders. A lecture course. (Every year)

**BIO 440. Aquatic Biology (4 hours)**

Prerequisite: a grade of C or better in BIO 212; or ENB 150 and a grade of C or better in BIO 211.

Aquatic ecosystems encompass a wide spectrum of habitats, ranging from the world's major oceans and rivers down to the smallest tidal pools and mountain streams. Course content will reflect this diversity as well as the fundamental principles unifying these systems, emphasizing the adaptations of representative communities to the physicochemical characteristics of the varied habitats. The laboratory component will combine field trips to local middle Georgia aquatic environments with wet labs, where collected plant and animal samples will be identified. Experimental design and formal laboratory writing are required. A lecture, laboratory, and field course. (Every two years)

**BIO 450. Development (3 hours)**

Prerequisite: BIO 310.

A study of the developmental process in animals and/or plants with emphasis on the molecular and cellular mechanisms by which development is regulated. A lecture course. (Occasionally)

**BIO 450L. Developmental Biology Laboratory (1 hour)**

Pre or co-requisite: BIO 450.

Investigative laboratory component to complement BIO 450. Cellular and molecular techniques to elucidate developmental processes will be used. Experimental design and a formal presentation of the independent project are required. The course includes one three-hour laboratory component each week. (Occasionally)

**BIO 460. Eukaryotic Cell Biology (3 hours)**

Prerequisite: a grade of C or better in BIO 212. Organic chemistry strongly recommended.

A study of the structure and function of eukaryotic organelles as distinct compartments. Emphasis is placed on understanding the role of each organelle in the overall functioning of the individual cell. Electron micrographs are used extensively. (Every year)

**BIO 460L. Eukaryotic Cell Biology Laboratory (1 hour)**

Pre- or co-requisite: BIO 460.

Investigative laboratory component to complement BIO 460. Techniques include gel electrophoresis, centrifugation, cell culturing, Western blotting, chromatography, and microscopy. Experimental design and formal laboratory writing are required. The course includes one four-hour laboratory each week. (Every year)

**BIO 475. Virology (4 hours)**

Prerequisite: a grade of C or better in BIO 212.

A course covering the basic biochemistry and molecular biology of viruses along with an introduction to the epidemiology, nature, and control of viral diseases in humans. The major goal of this course is to expose students to the diversity that exists in the viral world, the mechanisms that viruses use to achieve host infection and self-replication, the impact of viruses on humankind, and the strategies available to combat and control viral infection. A lecture and laboratory course. (Occasionally)

**BIO 480. Conservation Biology (4 hours)**

Prerequisite: a grade of C or better in BIO 212; or ENB 150 and a grade of C or better in BIO 211.

This course is a study of the concepts of conservation biology and the application of ecological principles and techniques to the protection and study of biodiversity. Subjects include threats to biological diversity, conservation at the population and species level, and practical applications of conservation biology. A lecture and laboratory course. (Every two years)

**BIO 482. Immunology (3 hours)**

Prerequisites: a grade of C or better in BIO 212.

A detailed study of immunobiology that includes the basic components of the immune system, the development of the components including the underlying genetic mechanisms, the recognition of both foreign and self-antigens, and the outcomes from immune responses. Small group case-based learning will focus on the immune system in health and disease. Group research and formal presentations are required. This is a three-credit course without a laboratory component. (Every two years)

**BIO 490. Advanced Topics in Biology: (Subtitle) (4 hours)**

Prerequisites: a grade of C or better in BIO 212 and other courses to be specified.

A detailed study of an advanced topic not available through normal offerings. Topics will be announced in advance. Additional prerequisites will be determined by the nature of the topic. May be taken more than once as part of the biology major. Can be used as the 400-level laboratory course in the major requirements only if a laboratory with experimental design and formal laboratory writing is included. A lecture and laboratory course. (Occasionally)

**BIO 491. Advanced Topics in Biology (Subtitle) (1-3 hours)**

Prerequisites: BIO 212 and other courses to be specified.

A detailed study of an advanced topic not available through normal offerings. Topics will be announced in advance. Credit hours and additional prerequisites will be determined

by the nature of the topic with a maximum of 3 credit hours per course. May be taken more than once as part of the biology major. A non-laboratory course. (Occasionally)

**BIO 499. Senior Research in Biology (1-4 hours)**

A special problem or research project will be arranged according to the qualifications of the student. The student should plan to extend this work over a period of at least two semesters, with the credit being assigned in the second semester. Credit hours to be determined by the nature of the problem or research, with a maximum of 4 credit hours for a single topic. No more than 4 credit hours of BIO 499 can apply toward the major. This project can also be used as part of an Honor Program in Biology. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Every semester).

## **BUSINESS (BUS)**

For description of the courses offered in this area, and of the requirements for the minor (for Liberal Arts majors), see the section EUGENE W. STETSON SCHOOL OF BUSINESS AND ECONOMICS, in this catalog.

## **CHEMICAL COMMERCE**

Kevin M. Bucholtz, *Director/Associate Professor of Chemistry*

The Department of Chemistry and the Stetson School of Business and Economics offer majors leading to a Bachelor of Arts or Bachelor of Science degree in Chemical Commerce as a course of study for students interested in the interface where chemistry and business overlap. The majors in Chemical Commerce are designed to expand and enrich undergraduate educational learning outcomes by incorporating a rigorous scientific experience with the business acumen to succeed within the global market. Besides an array of chemistry courses to develop students' understanding in the chemical foundations, the business component has paths of study focused in accounting, economics or business management to develop the administrative, analytical, decision-making, and communication skills to be successful in the business world. This program is designed to prepare students for a career in science, technology or medical business; for professional study in a health field; or professional study in a business related field.

The Department of Chemistry and the Stetson School of Business and Economics offer majors leading to a Bachelor of Arts or Bachelor of Science degree in Chemical Commerce: The interdisciplinary B.A. degree in Chemical Commerce with an emphasis in Accounting, the interdisciplinary B.S. degree in Chemical Commerce with an emphasis in Accounting, the interdisciplinary B.A. degree in Chemical Commerce with an emphasis in Business

Management, the interdisciplinary B.S. degree in Chemical Commerce with an emphasis in Business

Management, the interdisciplinary B.A. degree in Chemical Commerce with an emphasis in Economics, and the interdisciplinary B.S. degree in Chemical Commerce with an emphasis in Economics. Successful completion of any these degrees fulfill the Additional Depth of Understanding requirement in the College of Liberal Arts.

**Major in Chemical Commerce with Accounting Emphasis that leads to a B.A. degree**

*56 semester credit hours minimum  
Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.*

- ACC 204. Introductory Financial Accounting
- ACC 205. Introductory Managerial Accounting
- ACC 331. Intermediate Accounting I
- ACC 332. Intermediate Accounting II
- One ACC elective course at the 300 level or above
- BUS 305. Gaining Experience
- CHM 111. General Chemistry I
- CHM 112. General Chemistry II
- CHM 221. Organic Chemistry I
- CHM 222. Organic Chemistry II
- CHM 241. Quantitative Analysis
- CHM 395. Chemistry Seminar
- Three credit hours from:
  - BMB 465. Biochemistry I (BIO 211 and 212 are prerequisites)
  - CHM 401. Senior Research I
  - CHM 402. Senior Research II
  - CHM 481/481L. Advanced Topics in Chemistry
- ECN 150. Principles of Microeconomics
- ECN 151 Principles of Macroeconomics
- FIN 362. Principles of Finance
- MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)
- STA 126. Introductory Statistics

**Major in Chemical Commerce with Accounting Emphasis that leads to a B.S. degree**

*63 semester credit hours minimum  
Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.*

- ACC 204. Introductory Financial Accounting
- ACC 205. Introductory Managerial Accounting
- ACC 331. Intermediate Accounting I
- ACC 332. Intermediate Accounting II
- One ACC elective course at the 300 level or above
- CHM 111. General Chemistry I
- CHM 112. General Chemistry I
- CHM 221. Organic Chemistry I
- CHM 222. Organic Chemistry II
- CHM 241. Quantitative Analysis
- One course from:
  - CHM 311. Inorganic Chemistry
  - CHM 341. Instrumental Analysis
- CHM 395. Chemistry Seminar
- Two to three courses totaling at least seven hours from:
  - BMB 465. Biochemistry I (BIO 211 and 212 are prerequisites)
  - BMB 465L. Biochemistry Laboratory (BMB 465 is a pre- or co requisite)
  - BMB 466. Biochemistry II (BMB 465 is a prerequisite)
  - CHM 401. Senior Research I
  - CHM 402. Senior Research II
  - CHM 481/481L
- ECN 150. Principles of Microeconomics
- ECN 151. Principles of Macroeconomics
- FIN 362. Principles of Finance
- MAT 133. Precalculus (maybe exempted by achieving a specific score on the Math Index or Math Placement Test)
- STA 126. Introductory Statistics

**Major in Chemical Commerce with Business Management Emphasis that leads to a B.A. degree**

*56 semester credit hours minimum  
Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.*

- ACC 204. Introductory Financial Accounting
- BUS 305. Gaining Experience
- BUS 346. The Legal, Ethical, and Regulatory Environment of Business I
- CHM 111. General Chemistry I
- CHM 112. General Chemistry II

**Major in Chemical Commerce with Business Management Emphasis that leads to a B.S. degree**

*60 semester credit hours minimum  
Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.*

- ACC 204. Introductory Financial Accounting
- BUS 346. The Legal, Ethical, and Regulatory Environment of Business I
- CHM 111. General Chemistry I
- CHM 112. General Chemistry II

<ul style="list-style-type: none"> <li>• CHM 221. Organic Chemistry I</li> <li>• CHM 222. Organic Chemistry II</li> <li>• CHM 241. Quantitative Analysis</li> <li>• CHM 395. Chemistry Seminar</li> <li>• At least three credit hours from: <ul style="list-style-type: none"> <li>BMB 465. Biochemistry I (BIO 211 and 212 are prerequisites)</li> <li>CHM 401. Senior Research I</li> <li>CHM 402. Senior Research II</li> <li>CHM 481/481L. Advanced Topic in Chemistry</li> </ul> </li> <li>• ECN 150. Principles of Microeconomics</li> <li>• ECN 151 Principles of Macroeconomics</li> <li>• FIN 362. Principles of Finance</li> <li>• MAT 133. Precalculus (maybe exempted by achieving a specific score on the Math Index or Math Placement Test)</li> <li>• MGT 363. Principles of Management</li> <li>• One MGT elective course at the 300 level or above.</li> <li>• MKT 361. Principles of Marketing</li> <li>• STA 126. Introductory Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• CHM 221. Organic Chemistry I</li> <li>• CHM 222. Organic Chemistry II</li> <li>• CHM 241. Quantitative Analysis</li> <li>• One course from: <ul style="list-style-type: none"> <li>CHM 311. Inorganic Chemistry</li> <li>CHM 341. Instrumental Analysis</li> </ul> </li> <li>• CHM 395. Chemistry Seminar</li> <li>• Two to three courses totaling at least seven hours from: <ul style="list-style-type: none"> <li>BMB 465. Biochemistry (BIO 211 and 212 are prerequisites)</li> <li>BMB 465L. Biochemistry Laboratory (BMB 465 is a pre- or corequisite)</li> <li>BMB 466. Biochemistry II (BMB 465 is a prerequisite)</li> <li>CHM 401. Senior Research I</li> <li>CHM 402. Senior Research II</li> <li>CHM 481/481L. Advanced Topic in Chemistry</li> </ul> </li> <li>• ECN 150. Principles of Microeconomics</li> <li>• ECN 151. Principles of Macroeconomics</li> <li>• FIN 362. Principles of Finance</li> <li>• MAT 133. Precalculus (maybe exempted by achieving a specific score on the Math Index or Math Placement Test)</li> <li>• MGT 363. Principles of Management</li> <li>• One MGT elective course at the 300 level or above</li> <li>• MKT 361. Principles of Marketing</li> <li>• STA 126. Introductory Statistics</li> </ul>
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<p><b>Major in Chemical Commerce with Economics Emphasis that leads to a B.A. degree</b></p> <p><i>56 semester credit hours minimum Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.</i></p> <ul style="list-style-type: none"> <li>• ACC 204. Introductory Financial Accounting</li> <li>• BUS 305. Gaining Experience</li> <li>• CHM 111. General Chemistry I</li> <li>• CHM 112. General Chemistry II</li> <li>• CHM 221. Organic Chemistry I</li> <li>• CHM 222. Organic Chemistry II</li> <li>• CHM 241. Quantitative Analysis</li> <li>• CHM 395. Chemistry Seminar</li> <li>• At least three credit hours from: <ul style="list-style-type: none"> <li>BMB 465. Biochemistry I (BIO 211 and 212 are prerequisites)</li> <li>CHM 401. Senior Research I</li> <li>CHM 402. Senior Research II</li> <li>CHM 481/481L. Advanced Topic in Chemistry</li> </ul> </li> <li>• ECN 150. Principles of Microeconomics</li> </ul>	<p><b>Major in Chemical Commerce with Economics Emphasis that leads to a B.S. degree</b></p> <p><i>60 semester credit hours minimum Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.</i></p> <ul style="list-style-type: none"> <li>• ACC 204. Introductory Financial Accounting</li> <li>• CHM 111. General Chemistry I</li> <li>• CHM 112. General Chemistry II</li> <li>• CHM 221. Organic Chemistry I</li> <li>• CHM 222. Organic Chemistry II</li> <li>• CHM 241. Quantitative Analysis</li> <li>• One course from: <ul style="list-style-type: none"> <li>CHM 311. Inorganic Chemistry</li> <li>CHM 341. Instrumental Analysis</li> </ul> </li> <li>• CHM 395. Chemistry Seminar</li> <li>• Two to three courses totaling at least seven hours from: <ul style="list-style-type: none"> <li>BMB 465. Biochemistry (BIO 211 and 212 are prerequisites)</li> <li>BMB 465L. Biochemistry Laboratory (BMB 465 is a pre- or corequisite)</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• ECN 151. Principles of Macroeconomics</li> <li>• Three ECN elective courses at the 300 level or above</li> <li>• FIN 362. Principles of Finance</li> <li>• One course from: <ul style="list-style-type: none"> <li>MGT 363. Principles of Management</li> <li>MKT 361. Principles of Marketing</li> </ul> </li> <li>• MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)</li> <li>• STA 126. Introductory Statistics</li> </ul>	<p>BMB 466. Biochemistry II (BMB 465 is a prerequisite)</p> <p>CHM 401. Senior Research I CHM 402. Senior Research II CHM 481/481L</p> <ul style="list-style-type: none"> <li>• ECN 150. Principles of Microeconomics</li> <li>• ECN 151. Principles of Macroeconomics</li> <li>• Three ECN elective courses at the 300 level or above.</li> <li>• FIN 362. Principles of Finance</li> <li>• MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)</li> <li>• One course from: <ul style="list-style-type: none"> <li>MGT 363. Principles of Management</li> <li>MKT 361. Principles of Marketing</li> </ul> </li> <li>• STA 126. Introductory Statistics</li> </ul>
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## CHEMISTRY (CHM)

Dale Moore, *Chair/Professor of Chemistry*

Silvia Bridges, *Visiting Assistant Professor*  
Kevin M. Bucholtz, *Associate Professor*  
Garland L. Crawford, *Assistant Professor*  
Jennifer Crawford, *Visiting Assistant Professor*  
David R. Goode, *Associate Professor*  
Jeffrey D. Hugdahl, *Professor*

Joe Keene, *Assistant Professor*  
Adam Kiefer, *Associate Professor*  
Kathryn D. Kloepper, *Associate Professor*  
Andrew J. Pounds, *Professor*  
Caryn S. Seney, *Professor*  
Bridget G. Trogden, *Associate Professor*

The role of the Department of Chemistry is to foster the development of students in the understanding of the chemical foundations that are central to chemical, physical, and biological sciences. The Department of Chemistry offers a Chemistry major that leads to the Bachelor of Science degree, a Chemical Commerce major that leads to the Bachelor of Science degree (see details for the Chemical Commerce heading immediately following the Chemistry section), and contributes to the major in Biochemistry and Molecular Biology that leads to a Bachelor of Science degree (see details for the Biochemistry and Molecular Biology heading immediately preceding the Chemistry section).

### Major in Chemistry

*60 semester credit hours minimum*

- One from:
  - CHM 111. General Chemistry I and CHM 112. General Chemistry II
  - CHM 115. Advanced General Chemistry  
(Student who successfully complete this course will need only 57hours for the CHM major.  
MAT 133. Is a prerequisite for this course and may be exempted by achieving a specific score on the Math Index or Math Placement Test.)
- CHM 221. Organic Chemistry I
- CHM 222. Organic Chemistry II
- CHM 241. Quantitative Analysis
- CHM 311. Inorganic Chemistry
- CHM 331. Quantum and Statistical Mechanics
- CHM 332. Reaction Dynamics
- CHM 341. Instrumental Analysis

- CHM 371. Problems in Chemistry I
- CHM 372. Problems in Chemistry II
- CHM 395. Chemistry Seminar
- One course from:
  - BMB 465. Biochemistry I
  - CHM 411. Advanced Inorganic Chemistry
  - CHM 421. Advanced Organic Chemistry
  - CHM 431. Advanced Quantum Chemistry
  - At least three credit hours from CHM 481/481L.
- Two credit hours from :
  - BMB 465L. Biochemistry I Laboratory
  - BMB 467. Biochemistry and Molecular Biology Laboratory Capstone
  - CHM 401. Senior Research I
  - CHM 402. Senior Research II
- MAT 133. Precalculus ( may be exempted by achieving a specific score on the Math Index or Math Placement Test)
- MAT 191. Calculus I
- MAT 192. Calculus II
- PHY 161. General Physics I
- PHY 162. General Physics II
- Successful completion of a senior comprehensive examination is required.

A student may elect a program that will result in American Chemical Society certification in chemistry or certification in chemistry with an emphasis in biochemistry. To meet the requirements for certification in chemistry, coursework must include: BMB 465; at least three credit hours chosen from CHM 411, 421, 431, 481/481L; and CHM 401 and 402. For certification in chemistry with an emphasis in biochemistry, coursework must include: BMB 465 and BMB 466; four credit hours of advanced lab chosen from CHM 401, 402, BMB 465L, and BMB 467; and one additional course in Biology chosen from BIO 303, 310, and 460.

Departmental Honors in chemistry may be attained by fulfilling the following requirements: 1) select an honors faculty advisor in chemistry by the end of the semester in which one accumulates 96 semester credit hours and keep this advisor informed of progress toward satisfying the honors requirements; 2) complete the B.S. major in chemistry with a grade point average of 3.50 or above in the major; 3) complete at least 4 semester credit hours of chemical research (CHM 401 and CHM 402) with a grade point average of 3.00 or above; and 4) write a paper of publishable quality on an approved topic of chemistry, using the format of the Journal of the American Chemical Society.

### **Minor in Chemistry**

*15 semester credit hours minimum*

- One option from:
  - CHM 111 and CHM 112. General Chemistry I and II
  - CHM 115. Advanced General Chemistry
- Seven to eleven additional credit hours in CHM courses, of which at least six must be numbered above 200.
- MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)

No more than one credit hour of CHM 295 may be counted toward the minor requirement.

## **Secondary Teacher Certification Program in Chemistry**

Teacher certification in chemistry (6-12) is available to chemistry majors who complete BIO 211 and 212 and BMB 465. Students planning to teach chemistry in secondary schools should notify their advisor and contact the secondary education advisor in Tift College of Education. Required courses in education include EDUC 210, 220, 256, 283, 357, 398, 399, 406, 423, 469, 476, 485, and 492. Please consult the TIFT COLLEGE OF EDUCATION section of this catalog for more details. This certification option is approved by the Georgia Professional Standards Commission.

### **CHM 110. The Chemical World (4 hours)**

An introduction to chemical theories and principles as related to the world around us. This course will introduce students to fundamental chemical concepts such as atomic theory, conservation of mass, bonding theory, chemical equilibria and the ideal gas law in relation to real-world scenarios. This lecture and laboratory course is intended for non-majors and so will neither satisfy course requirements for the chemistry major, nor will it serve as a prerequisite for any upper division chemistry course. (Every year)

### **CHM 111. General Chemistry I (4 hours)**

Prerequisite: MAT 133 credit or placement in MAT 191.

CHM 111 is the first course in a two-part sequence that introduces students to the fundamental principles of chemistry. Students will become conversant with the scientific vernacular through the study of theories, laws and hypotheses of mass, energy and charge balance and how they apply to energy and equilibria. The course introduces the foundational methods of science and principles of chemistry, such as states of matter, atomic structure, chemical bonding, oxidation and reduction, solutions, acids and bases, kinetic molecular theory and gas laws. The course includes three one-hour lectures and one three-hour laboratory each week. (Every year)

### **CHM 112. General Chemistry II (4 hours)**

Prerequisite: a grade of C or better in CHM 111.

CHM 112 is the second course in a two-part sequence that introduces students to the fundamental principles of chemistry. This course is a continuation of principles developed in General Chemistry I. The course includes three one-hour lectures and one three-hour laboratory each week. (Every year)

### **CHM 115. Advanced General Chemistry (5 hours)**

Co- or prerequisite: MAT 191.

CHM 115 is an accelerated general chemistry course that seeks to unify many of the themes in General Chemistry to develop a comprehensive understanding of the subject. Students in CHM 115 will be introduced to the microscopic and macroscopic descriptions of matter and its behavior. They will be exposed to the fundamental laws of mass and energy conservation and their application to chemical systems and reactions. Students will also be introduced to the fundamentals of chemical thermodynamics and its bearing on equilibrium in gases, acids and bases, and ionic solutions. The course includes three one-hour lectures, one three-hour laboratory, and one one-hour computational recitation each week. (Occasionally)

### **CHM 181/181L. Introductory Topic in Chemistry: (Subtitle) (1-4 hours)**

Prerequisite: No CHM prerequisite; other prerequisites to be specified with each individual course offering.

Study of an introductory topic in chemistry not covered in any of the normal departmental offerings. The number of lecture and/or laboratory meetings will vary according to the topic. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. This course may be



applied to the chemistry major or minor and may be repeated for credit if offered with a different topic. (Occasionally)

**CHM 221. Organic Chemistry I (4 hours)**

Prerequisite: a C or better in CHM 112 or CHM 115.

A study of the chemistry of carbon compounds. The various functional groups and their transformations are studied systematically. Reaction mechanisms and the formulation of synthetic schemes are emphasized. Basic theory and interpretation of ultraviolet/visible, infrared, and nuclear magnetic resonance spectroscopies and mass spectrometry are discussed. Laboratory work involves the separation, preparation, and both chemical and instrumental analysis of organic compounds. The course includes three one-hour lectures and one three-hour laboratory each week. (Every year)

**CHM 222. Organic Chemistry II (4 hours)**

Prerequisite: a grade of C or better in CHM 221.

A continuation of CHM 221. The course includes three one-hour lectures and one four-hour laboratory each week. (Every year)

**CHM 241. Quantitative Analysis (3 hours)**

Prerequisite: CHM 112 or CHM 115.

A study of classical methods of analysis, stressing the quantitative aspects of chemistry. Emphasis is given to the treatment of analytical data (including error analysis). A thorough study of equilibria as it pertains to acid/base, precipitation, complexation, and redox phenomena is included. An introduction to quantitative spectroscopy, as it pertains to atomic absorption and ultraviolet/visible spectral methods, is given. Laboratory work includes gravimetric, volumetric, atomic absorption, ultraviolet/visible, and simple potentiometric methods of analysis. The course includes two one-hour lectures and one four-hour laboratory per week. (Every year)

**CHM 281/281L. Special Topic in Chemistry: (Subtitle) (1-4 hours)**

Prerequisites: CHM 112 recommended; other prerequisites to be specified with each individual course offering.

Study of a special topic in chemistry requiring appropriate background in general chemistry and not covered in any of the normal department offerings. The number of lecture and/or laboratory meetings will vary according to the topic. This course cannot be applied toward the chemistry major requirements and does not count toward any of the College of Liberal Arts general education requirements, but it can be applied toward the chemistry minor. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for credit if offered with a different topic. (Occasionally)

**CHM 295. Chemical Research (1-2 hours)**

Prerequisites: approval of department chair and a faculty research director.

Participation in an independent research problem directed by one or more faculty members.

One hour credit will be awarded for three hours per week per semester of satisfactory participation. A maximum of two credits can be earned per semester. This course may be repeated for a maximum of six semester credit hours. Attendance at departmental seminars and a seminar paper are required for each research topic taken. (Every semester)

**CHM 311. Inorganic Chemistry (3 hours)**

Prerequisite: CHM 221.

A survey of the chemistry of the elements, including main group, transition metal, and organometallic compounds in both inorganic and biological systems. An examination of acid-base and redox properties of these compounds is included. This course presents the structure, bonding, and reactivity of inorganic compounds through three one-hour lectures each week. (Every year)

**CHM 331. Quantum and Statistical Mechanics (3 hours)**

Prerequisites: CHM 112 or 115, MAT 192, PHY 162.

An introduction to quantum mechanical and statistical thermodynamic models. The principles and applications of quantum chemistry are introduced, including exactly soluble models, and atomic and molecular spectra. Properties of matter are interpreted by application of statistical mechanics to populations of atoms and molecules. Both segments of the course entail rigorous application of numerical methods to problems in physical chemistry. Course meetings include three one-hour lecture periods per week. (Every year)

**CHM 332. Reaction Dynamics (3 hours)**

Prerequisites: CHM 112 or 115, MAT 192.

An introduction to the thermodynamic and kinetic influences on chemical and biochemical reactions. Course topics include laws of thermodynamics, phase equilibria, chemical equilibria, kinetic theory, empirical kinetics, and reaction mechanisms. Examples are drawn primarily from process chemistry and biochemistry. Course meetings include three one-hour lecture periods per week. (Every year)

**CHM 341. Instrumental Analysis (3 hours)**

Prerequisites: CHM 222, 241.

A study of the instruments that are used for separation (such as gas chromatography and high performance liquid chromatography) and spectroscopic methods of analysis (including infrared, ultraviolet/visible, nuclear magnetic resonance, atomic absorption, atomic emission, and mass spectrometry). Attention is given to the block diagrams and the basic theory of the various instruments. (Every year)

**CHM 371. Problems in Chemistry I (2 hours)**

Prerequisites: CHM 222, CHM 241, and MAT 192.

Co-requisites: CHM 341 and CHM 331 or 332.

This laboratory capstone course features a set of experimental projects designed to integrate concepts and techniques from the major divisions of chemistry, presenting chemistry as a unified science. Formal written laboratory reports are required. The course includes a total of six hours of laboratory a week. (Every year)

**CHM 372. Problems in Chemistry II (2 hours)**

Prerequisites: CHM 371 and PHY 162.

Co-requisites: CHM 311 and CHM 331 or 332.

A continuation of CHM 371, this laboratory capstone course features a set of experimental projects designed to integrate concepts and techniques from the major divisions of chemistry, presenting chemistry as a unified science. Formal written laboratory reports are required. The course includes a total of six hours of laboratory a week.. (Every year)

**CHM 395. Chemistry Seminar****(1 hour)**

Prerequisite: CHM 222.

A seminar series consisting of meetings to discuss articles in all areas of chemistry from the current chemical literature. Students will prepare presentations on primary research articles and serve as discussion leaders. The course includes one one-hour seminar per week. This course may be repeated for a maximum of two hours of credit. (Every year)

**CHM 398. Internship in Chemistry****(1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Chemistry. (Every year)

**CHM 401. Senior Research I****(1-2 hours)**

Prerequisites: senior status and departmental approval.

Independent research directed by a faculty member. Students work toward laboratory research goals prepared in consultation with a faculty mentor. Written and oral presentations are required. The course includes approximately six hours in the laboratory each week. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Every year)

**CHM 402. Senior Research II****(1-2 hours)**

Prerequisites: CHM 401 and departmental approval.

Independent research directed by a faculty member. Students work toward laboratory research goals prepared in consultation with a faculty mentor. Written and oral presentations are required. The course includes approximately three hours in the laboratory each week. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Every year)

**CHM 411. Advanced Inorganic Chemistry****(3 hours)**

Prerequisites: CHM 311, CHM 332, senior status, and departmental approval.

A survey of the advanced chemical theories applied to the interpretation of the relationship between chemical structure and observable properties of inorganic materials, including quantum mechanical description of atomic and bonding models. Special attention is given to the structure and bonding, the characterization, and the representative chemistry of transition metal compounds. The course includes three one-hour lectures each week. (Every three years)

**CHM 421. Advanced Organic Chemistry****(3 hours)**

Prerequisites: CHM 332 and 341, senior status, and departmental approval.

A course devoted to topics in organic chemistry more advanced than those covered in CHM 222 and centered upon the relationship between structure and reactivity of organic molecules. Mechanistic and synthetic strategies are discussed, utilizing original literature and experimental data as a basis. The course includes three one-hour lectures each week. (Every three years)

**CHM 431. Advanced Quantum Chemistry (3 hours)**

Prerequisites: CHM 331, senior status, and departmental approval.

A course devoted to topics in quantum chemistry more advanced than those covered in CHM 331. The principles of operators and observables are presented, along with eigenvalues, eigenvectors, superposition, expectation values and matrix elements. Techniques from linear algebra will be applied to solving modern quantum mechanical problems, and modern computational methods will be used as appropriate. The course includes three one-hour lectures each week. (Every three years)

**CHM 481/481L. Advanced Topic in Chemistry: (Subtitle) (1-4 hours)**

Prerequisites: CHM 331 and 332, senior status and/or departmental approval.

Study of an advanced topic in chemistry in greater depth than in any of the normal department offerings. The number of lecture and/or laboratory meetings will vary according to the topic. This course can be applied toward the requirements for the major or minor in chemistry and toward the American Chemical Society certified degree program. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for credit if offered with a different topic. (Occasionally)

## CHINESE (CHN)

*Anna Weaver, Chair/Associate Professor of Foreign Languages and Literatures*

Chinese courses are offered by the Department of Foreign Languages and Literatures. The Department of Foreign Languages and Literatures is affiliated with a study abroad program in China. The prerequisite is either successful completion of 112 or consent of department faculty. Students may earn up to 9 hours of credit.

**NOTE: Students who place into, and successfully complete, CHN 251 or above will receive an additional 4 hours of credit toward graduation for the elementary sequence.**

**CHN 111-112. Beginning Chinese (Mandarin) I and II (4 hours each)**

Open to students with little or no previous instruction in Chinese, this course sequence enables students to attain a basic competency in the five language skills of listening, speaking, writing, reading, and culture. (Every year)

**CHN 153S-253S-353S Chinese Studies Abroad (1-15 hours)**

Prerequisites: CHN 111 for CHN 153S, CHN 112 for CHN 253S, CHN 252 for CHN 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Chinese language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an on-site supervisor, students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. (Occasionally)

**CHN 251-252. Intermediate Chinese (Mandarin) I and II (3 hours each)**

Prerequisite: CHN 112 or exemption.

This sequence is designed to help students enhance their proficiency in the four language skills of listening, speaking, writing, and reading as well as their insights into Chinese culture. As compared to the Beginning sequence, grammatical constructions are more complex and more sophisticated in style. More Chinese characters are introduced. By the end of the Intermediate sequence, students will be able to communicate in real-life situations, such as going shopping, eating out, and traveling.

The courses prepare students to comprehend and produce paragraph-level Chinese.  
(Every year)

## CHRISTIANITY (CHR)

Richard Francis Wilson, *Chair/Professor of Christianity*

Margaret Dee Bratcher, *Professor*

Olu Menjay, *Visiting Assistant Professor*

Darlene Kay Flamming, *Associate Professor*

Craig T. McMahan, *Assistant Professor*

Janell A. C. Johnson, *Associate Professor*

Robert Scott Nash, *Professor*

Paul Allen Lewis, *Professor*

Bryan Jay Whitfield, *Associate Professor*

The curriculum of the Christianity Department is designed to achieve the following goals: (1) To develop in students a knowledge of and appreciation for the Christian tradition in particular and religion in general; (2) To expose students to the breadth and depth of theological inquiry through biblical studies, Christian history, Christian theology, and Christian ethics; (3) To sharpen students' abilities to think logically, to read critically, to communicate effectively, both orally and in writing, and to act compassionately; (4) To afford students the opportunity to study the Christian tradition within the context of a liberal arts education so as to enhance personal and professional growth; (5) To assure that students have an adequate academic experience to pursue graduate theological education and future professional studies.

### Major in Christianity

30 semester credit hours minimum

- Two courses from
  - CHR 101. Old Testament
  - CHR 150. New Testament
  - CHR 170. Beginning with Abraham
- CHR 250 (The department strongly advises this course be taken in the sophomore year)
- One course in biblical studies from
  - CHR 302. Biblical Interpretation
  - CHR 305. Old Testament Prophets
  - CHR 310. Jesus
  - CHR 315. Paul
  - CHR 380. Biblical Hebrew
  - CHR 410. Seminar on Selected Topics in Religion (if deemed appropriate by the chair)
- One course in historical studies from:
  - CHR 210. History of Christianity
  - CHR 270. History of Christian Theology
  - CHR 410. Seminar on Selected Topics in Religion (if deemed appropriate by the chair)
- One course in theological studies from:
  - CHR 300. Introduction to Christian Theology
  - CHR 320. New Testament Theology
  - CHR 325. Contemporary Christian Theology
  - CHR 410. Seminar on Selected Topics in Religion (if deemed appropriate by the chair).
- One course in ethical studies from:
  - CHR 330. Approaches to Christian Ethics
  - CHR 335. Christian Ethics in America
  - CHR 363. Women and Christianity
  - CHR 410. Seminar on Selected Topics in Religion (if deemed appropriate by the chair)
- CHR 385. Junior Colloquium
- CHR 485. Senior Colloquium

- Six additional CHR semester credit hours.  
A major must have a minimum of 18 hours in courses numbered 300 and above.

Majors may attain Departmental Honors by fulfilling the following requirements: (1) attain a grade point average of 3.75 or above in the major; (2) complete the research and writing of a thesis under the direction of a member of the Christianity faculty and have the thesis judged by a committee of the Christianity faculty (if the thesis merits recognition, 3 hours credit may be given for CHR 420); and (3) pass an oral examination by a committee of at least three members of the Christianity faculty.

### **Minor in Christianity**

Choose two from:

CHR 101. Old Testament

CHR 150. New Testament

CHR 170. Beginning with Abraham

Nine additional CHR semester credit hours, six of which must be numbered 300 or above

### **CHR 101 (3 hours)/CHR 101R (4 hours). Old Testament**

Prerequisite for CHR 101R: C or better in INT 101 or GBK 101.

An introduction to the history, literature, and theology of the Old Testament. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **CHR 150 (3 hours)/CHR 150R (4 hours). New Testament**

Prerequisite for CHR 150R: C or better in INT 101 or GBK 101.

An introduction to the history, literature, and theology of the New Testament. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **CHR 170 (3 hours)/CHR 170R (4 hours). Beginning with Abraham**

Prerequisite for CHR 170R: C or better in INT 101 or GBK 101.

A thematic exploration of the traditional scriptures of Judaism, Christianity, and Islam with attention given to the nature of sacred texts, the importance of communities of faith, and the influences of Judaism, Christianity, and Islam in contemporary global culture. The course will address at least two and no more than three relevant themes: the figure of Abraham, the emergence of monotheism, the role of prophets, women in society, violence and war, poverty, and the importance of a worshiping community. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every Year)

### **CHR 198. Special Introductory Topics in Christianity: (Subtitle) (3 hours)**

Study of an introductory topic in Christianity not covered in any of the departmental offerings. This course may be applied to the Christianity major or minor. (Occasionally)

### **CHR 210 (3 hours)/CHR 210R (4 hours). History of Christianity**

Prerequisite for CHR 210R: C or better in INT 101 or GBK 101.

An introduction to the developments in the history of Christianity from the first century to the present with particular attention to the context of the Western World. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

**CHR 250. Theological Research and Writing (3 hours)**

An introduction to basic theological vocabulary, bibliography, library resources, and research methods with a rigorous emphasis on improving writing skills. (Every year)

**CHR 270 (3 hours)/CHR 270R (4 hours). History of Christian Theology**

Prerequisite for CHR 270R: C or better in INT 101 or GBK 101.

A study of the ways Christian theology both shapes and is shaped by developments in Western culture from the rise of Christianity through the contemporary era. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

**CHR 300. Introduction to Christian Theology (3 hours)**

An introduction to the major topics in Christian theology. Issues explored include the nature of theological language and theological methods, the concept of revelation, the character of God, the character of humankind, the reality of sin, the significance of Jesus the Christ, the identity of the church, and the shape of Christian hope. (Every three years)

**CHR 302. Biblical Interpretation (3 hours)**

Prerequisite: CHR 101, 150, or 170.

A study of the principles and methods by which the Bible is interpreted. (Every three years)

**CHR 305. Old Testament Prophets (3 hours)**

Prerequisite: CHR 101, 150, or 170.

A study of the prophets of the Old Testament, including the nature and history of the prophetic movement in Israel and the messages of selected prophets. Emphasis will be given to Amos, Hosea, Isaiah, Jeremiah, Ezekiel, and Second Isaiah. (Every two years)

**CHR 310. Jesus (3 hours)**

Prerequisite: CHR 101, 150, or 170.

An investigation of the Gospels' portraits of Jesus in the light of other ancient literature, the world of Jesus, and scholarship about the Jesus of history. (Every two years)

**CHR 315. Paul (3 hours)**

Prerequisite: CHR 101, 150, or 170.

A study of the life and thought of Paul based on Acts and the letters of Paul in their literary, historical, social, and religious contexts. (Every two years)

**CHR 320. New Testament Theology (3 hours)**

Prerequisite: CHR 101, 150, or 170.

An introduction to the theology of the New Testament. (Every three years)

**CHR 325. Contemporary Christian Theology (3 hours)**

An exploration of trends in Christian theology since 1960 with emphasis upon examples of liberation theologies, contextual theologies of Asia and Africa, the emergence of post-liberal and postmodern theologies, and the changing face of evangelicalism. Some attention also may be given to dominant mid-twentieth-century theological movements that formed a backdrop for theological developments in the 1960s and beyond. (Every three years)

**CHR 330. Approaches to Christian Ethics (3 hours)**

An exploration of Christian ethics that focuses on classic texts drawn from a broad range of church history. Although the course will deal with some specific moral issues, the focus will be on how thinkers have used insights from the Bible, theology, philosophy, the

sciences, and human experience to address a range of questions that may include: What does it mean to be moral? Why be moral? How do we know what is moral? How do we become moral? How can we make responsible decisions? (Every two years)

**CHR 335. Christian Ethics In America (3 hours)**

An exploration of Christian ethics that focuses on the implications of Christian faith for life in civil and political society in the United States. The course will engage readings in Christian ethics since the 1960s that address a variety of issues that may include character, race, economic justice, the environment, family/marriage, gender, sexuality, the professions, politics, and violence. The course may also require participation in service-learning opportunities. (Every two years)

**CHR 353. Christianity in America (3 hours)**

An examination of the history, practices, and influence of various Christian groups in the United States. Attention will be given to the development of denominations, the rise of nondenominational sectarian groups, and the plurality of contemporary expressions of Christianity in America. (Every two years)

**CHR 354. Death and Dying (3 hours)**

Prerequisite: consent of the instructor.

An exploration of the human experience of death and dying; the interpretation of and responses to death and dying by society, communities, and individuals; and the significance of death and dying as heuristic motifs for interpreting life. This course may include a service-learning component. (Every Year)

**CHR 356. Eastern Religions (3 hours)**

An examination of the history, sacred texts, beliefs, and practices of the major religious traditions originating in India and East Asia. Religions studied will include Hinduism, Buddhism, Jainism, Sikhism, and religions indigenous to China and Japan. Attention will be given to the development of these religions in their places of origin and to their growth beyond Asia, especially in North America. (Every two years)

**CHR 357. Western Religions (3 hours)**

An examination of the history, sacred texts, beliefs, and practices of the major non-Christian religious traditions originating in the Middle East, Europe, Africa, and the Americas. Special attention will be given to Islam and Judaism, but other religions studied may include Zoroastrianism, African indigenous traditions, ancient European traditions, and Native American traditions. (Every two years)

**CHR 361. Archaeology and Religion (3 hours)**

*(Same as ANT 361)*

Prerequisite: permission of the instructor.

This course is designed to introduce students to: (1) the study of archaeology, (2) the study of religion(s) in a particular region and period(s), and (3) the integration of the study of archaeology and religion. Students will study the theories, objectives, methods, records, and conclusions of modern archaeology. They will also learn how to apply these elements of archeology to the study of a particular region. They will also study various aspects of a specific religion or groups of religions in the designated region, especially as that study is informed by the investigation of archaeological remains. This course may involve archaeological field work and may be offered on-site in another location (e.g. Greece). (Occasionally)



**CHR 363. Women and Christianity (3 hours)**

*(Same as WGS 363)*

Prerequisites: CHR 101, CHR 150, or 170 and WGS 180 or permission of the instructor.  
A biblical, historical, and theological examination of the role of women within the Christian tradition. (Every three years)

**CHR 365. Baptist Traditions (3 hours)**

A study of Baptist identity and its free-church character in the light of Baptist history. Attention will be given to its various expressions from its origins in England and the United States to the development of Baptist life around the world. (Every two years)

**CHR 380. Biblical Hebrew (4 hours)**

An extensive introduction to biblical Hebrew, covering grammar, vocabulary, and readings from the Old Testament. The schedule includes a one-hour per week laboratory session. This course does not count toward credit in foreign languages. (Every three years)

**CHR 385. Junior Colloquium (1 hour)**

Prerequisites: junior status and declaration of a major in the department.

A course of readings and discussion based upon topics selected by members of the department and essays prepared by senior-level majors in the department. (Every year)

**CHR 398. Internship in Christianity (1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Christianity. Graded S/U. (Every year)

**CHR 400. Supervised Independent Reading (1-3 hours)**

An intensive study of a topic in religion, limited in scope, for the purpose of developing a bibliography, concentrated reading, and tutorial discussion with the instructor. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (As needed)

**CHR 410. Seminar on Selected Topics in Religion (1-3 hours)**

An in-depth investigation of a significant topic in religion not available through other departmental offerings. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (As needed)

**CHR 420. Directed Independent Research (3 hours)**

Prerequisites: junior or senior status and departmental approval.

Requirements include selection of a problem area or project, survey of relevant literature, research, and formal report of findings. (As needed)

**CHR 485. Senior Colloquium (2 hours)**

Prerequisites: senior status and declaration of a major in the department.

A course of readings and discussion based upon topics selected by members of the department and essays prepared by senior-level majors in the department. Each senior

enrolled will prepare an essay under the direction of a member of the department and present the essay to the class. (Every semester)

## CLASSICAL STUDIES (CLA)

Achim Kopp, *Director/Professor of Foreign Languages and Literatures*

The Classical Studies major offers students an interdisciplinary approach to the classics. Successful completion of the CLA major leads to a B.A. degree. The program combines a linguistic focus (on Latin) with extensive training in a variety of disciplines pertaining to Greek and Roman antiquity. Students will be able to choose from courses in ancient art, classical literature, ancient history, ancient philosophy, and related fields. This major helps prepare students for graduate study of classics, ancient history, archaeology, and museum studies. The Department of Foreign Languages and Literatures study-abroad opportunities are available in Classical Studies.

**LAT 111, 112, and 251 course may be exempted by achieving a specific score on the Latin placement exam.**

### Major in Classical Studies

*39 semester credit hours minimum*

*Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.*

- LAT 111. Beginning Latin I
- LAT 112. Beginning Latin II
- LAT 251. Intermediate Latin
- Nine additional hours in LAT courses numbered 300 or above.
- Three of the following pairs of courses:
  - Ancient Art:
    - ART 106. History of Art I
    - ART 362. Ancient Art
  - Classical Literature:
    - CLA 101. Epic, Lyric, and Tragedy
    - CLA 102. Comedy and Satire
  - Ancient History:
    - HIS 301. Ancient History: The Near East and Greece
    - HIS 302. Ancient History: Rome
  - Ancient Philosophy:
    - PHI 311. History of Philosophy I: Ancient Greek Philosophy
    - PHI 360. Great Philosophers (when the topic is a classical philosopher)
- One course from:
  - ANT 354. Cultural Archaeology (if the studied cultures include classical cultures)
  - CLA 153S. Classical Study Abroad (if three credits or more)
  - CLA 198. Special Introductory Topics in Classical Studies (Subtitle)
  - CLA 253S. Classical Study Abroad (if three credits or more)
  - GRK 111. Beginning Greek I
  - GRK 112. Beginning Greek II
  - Or one additional course from those listed above under the categories Ancient Art, Classical Literature, Ancient History, Ancient Philosophy
- A portfolio of three sample papers from three different disciplines from courses taken for the major must be submitted at the completion of the program.

Classical literature courses have no language prerequisites. These courses are recommended as electives or to fulfill the requirements of the Classical Studies major.

CLA 101 or 102 may be used to fulfill the Western Heritage Literacy Block of General Education.

**CLA 101 (3 hours)/CLA 101R (4 hours). Epic, Lyric, and Tragedy**

Prerequisite for CLA 101R: C or better in INT 101 or GBK 101.

This course introduces students to three major genres of classical Greek and Roman literature. All texts are read in English translation and focus on themes such as the hero and the ancients' view of their gods. The reading list includes some of the most prominent authors of classical literature, such as Homer, Sappho, Pindar, Aeschylus, Sophocles, Euripides, Catullus, Horace, Vergil, Propertius, and Ovid. In reading, discussing, and writing about these texts students engage some of the most fundamental questions of human existence and consider how these works shaped Western society. In addition to close literary interpretations and discussions, the course offers an introduction to classical mythology as well as ancient history and culture, all areas of study important for the development of the West. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

**CLA 102 (3 hours)/CLA 102R (4 hours). Comedy and Satire**

Prerequisite for CLA 102R: C or better in INT 101 or GBK 101.

This course introduces students to two genres which share a high degree of wit and humor, but which also deliver social and/or political criticism on a deeper level of meaning. All texts are read in English translation. The reading list includes authors such as Aristophanes and Menander (Greek comedy), Plautus and Terence (Roman comedy), as well as Horace, Persius, Martial, Juvenal, Petronius, and Seneca (all representatives of satire, a genre dominated by Roman writers). In reading, discussing, and writing about these texts students engage some of the most fundamental questions of human existence and consider how these works shaped Western society. By studying Greek and Roman comedy and satire students begin to understand the many ways in which their own cultural background on the one hand is shaped by Greco-Roman culture and, on the other hand, informs their understanding of foreign (in this case, classical) culture. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

**CLA 153S-253S. Classical Studies Abroad (Variable credit; up to 12 hours)**

Prerequisites: none for CLA 153S, consent of the instructor for CLA 253S.

Study abroad with emphasis on one or more of the following areas: Roman and Ancient Greek literature, history, archaeology, art, architecture, language, philosophy, religion, everyday life, and other areas of classical culture. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be taken more than once. (Occasionally)

**CLA 198. Special Introductory Topics in (3 hours)  
Classical Studies (Subtitle)**

Study of an introductory topic in Classical Studies not covered in any of the departmental offerings. This course may be applied to the Classical Studies major. (Occasionally)

# COMMUNICATION STUDIES (COM)

Kevin Cummings, *Chair/Professor of Communication Studies*

Frank Macke, *Professor*

Vasile Stanescu, *Assistant Professor*

Scot J. Mann, *Associate Professor*

Marian Zielinski, *Professor*

C. Jay Pendleton, *Associate Professor*

The Department of Communication Studies and Theatre invites students to explore the important ways that human communication and theatre performance affect our lives, society, and culture. Central to our pursuit of understanding the complexities of communication in the 21st Century is the study of narratives, rhetoric, and human relationships from the interpersonal to the public arena of live performance. Our classes examine the ways that communication impacts the development of self, culture, and society. We focus on theoretical accounts of human interactions and the ways that those approaches to communication inform relationships in applied settings. We explore a communicology of Theatre by addressing the challenges of performance and message in the context of the theatrical experience. Students who wish to deepen their understandings of these issues may do so by pursuing degrees in Communication Studies and in Theatre. The Department's co-curricular programs, the Mercer Debate Society and the Mercer University Theatre, actively involve students in intercollegiate debate competition and in theatrical performance.

For a description of the Theatre major and minor please see the Theatre section of this catalog.

<p><b>Major in Communication Studies</b> <i>27 semester credit hours minimum</i></p> <ul style="list-style-type: none"><li>• COM 200. Introduction to Communication</li><li>• COM 400. Communication and Culture</li><li>• COM 420. Discourse and Power</li><li>• 18 credit hours in from COM courses numbered 201 through 495.</li></ul> <p>At least 15 hours must be upper division coursework numbered 300 or above.</p>	<p><b>Minor in Communication Studies</b> <i>15 semester credit hours minimum</i></p> <ul style="list-style-type: none"><li>• COM 200. Introduction to Communication</li><li>• One course from:<ul style="list-style-type: none"><li>• COM 400. Communication and Culture</li><li>• COM 420. Discourse and Power</li></ul></li><li>• Nine credit hours of COM courses numbered 201 through 495.</li></ul> <p>At least nine hours of the minor must be in upper division coursework numbered 300 or above</p>
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In order to earn departmental honors in Communication Studies, a Communication Studies major must meet the following requirements:

- 1) a minimum overall grade point average of 3.5, and
- 2) achieve a grade point average of 3.5 in the Communication Studies Major

## **COM 198. Special Introductory Topics in Communications (3 hours) Studies (Subtitle)**

Study of an introductory topic in Communication Studies not covered in any of the departmental offerings. This course may be applied to the Communication Studies major or minor. (Occasionally)

**COM 200. Introduction to Communication (3 hours)**

An introductory examination of the fields of study within the Communication discipline. This course focuses on themes of current interest and on fundamental research, inquiry, ethical standards, critical and creative thinking, and analytical skills. (Every semester)

**COM 210. Public Speaking (3 hours)**

A study of rhetorical theory with emphasis on the preparation and presentation of public speeches. This course enables the student to compose and defend public advocacies and to discuss and promote ethical standards in public address. (Every semester)

**COM 220. Group Communication (3 hours)**

A study of theoretical and practical issues arising from human communication within the context of the group. The student will examine the impact of power, leadership, and member participation as manifested in group decision-making, problem solving, and conflict management. (Every other year)

**COM 230 (3 hours)/COM 230R (4 hours). Intercultural Communication**

Prerequisite for COM 230R: C or better in INT 101 or GBK 101.

An exploration of theories of cultural differences and the ways to build awareness and competence in intercultural exchanges. This course explores social problems such as racism and ethnocentrism and examines the ways individuals can find common ground with people from diverse cultural backgrounds. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every other year)

**COM 250 (3 hours)/COM 250R (4 hours). Interpersonal Communication**

Prerequisite for COM 250R: C or better in INT 101 or GBK 101.

A study of the theories of interpersonal communication with emphasis on the application of core principles. Specifically, this course involves the identification of ways that communal systems of meanings shape our interactions and relations with others. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every other year)

**COM 290. Intercollegiate Debate (1 hour)**

Prerequisite: consent of the instructor.

Academic credit for those who actively participate in competitive intercollegiate debate. May be repeated for up to 3 hours. (Every semester)

**COM 315. Gender and Communication (3 hours)**

*(Same as WGS 315)*

A study of gender in relation to the public sphere. The primary focus is on feminist approaches to rhetoric and rhetorical theory. Students will also examine how gender intersects with the study of human relationships. (Every other year)

**COM 320. Classical Foundations of Rhetorical Theory (3 hours)**

An introduction to classical approaches to the study of rhetoric. The course may be taught as a history of the conflict between rhetoric and philosophy, or as an examination of key figures in classical rhetorical theory including Protagoras, Gorgias, Aristotle, Isocrates, Cicero, and Quintilian. (Every other year)

**COM 340. Organizational Communication (3 hours)**

A study of organizational theory and its application to professional situations. The course entails a study of the ways corporations are involved in public decision-making processes, and an examination of organizations as systems of human interaction. (Every other year)

**COM 360. Persuasion in Campaigns and Social Movements (3 hours)**

This course examines the importance of persuasion in social and cultural interactions. The course will be contextualized in either the study of campaigns or social movements. The focus is on developing critical thinking skills in response to persuasive messages. (Every other year)

**COM 370. Communication and Family Systems (3 hours)**

An exploration of families as systems with emphasis placed on the how the kinship sphere is situated within the signification order. Primary focus will be on the family as a site where identity and a sense of belonging emerge from human relations. Students will also explore descent and lineage in the context of communal activities. (Every other year)

**COM 380. Argumentation (3 hours)**

A study of theories of argumentation and their application to contemporary public dilemmas. Focus is on the ability to create and defend a reasoned argument. Students will engage in public advocacy concerning contemporary public controversies. (Every other year)

**COM 398. Internship in Communications Studies (1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Communication Studies. Graded S/U. (Every year)

**COM 400. Communication and Culture (3 hours)**

Prerequisite: COM 200 or permission of the instructor.

An examination of the significance of power and culture in the formation of communication patterns, in the performance of communication roles, in the representation of concepts, and in the interpretation of symbols and signs. The course focuses on how communication creates and builds culture, and then is in turn created by culture. (Every year)

**COM 420. Discourse and Power (3 hours)**

Prerequisite: COM 200 or permission of the instructor.

A study of the interconnections between discourse and power. The course will entail an examination of the ways discourse shapes ideology and how power relations are socially and politically constituted. (Every year)

**COM 490. Special Topics in Communication (3 hours)**

Prerequisite: junior or senior status or permission of the instructor.

A study of some significant topic in communication not covered in the regular department offerings. The specific topics will be chosen according to needs and interests. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different projects/topics for a maximum of 9 hours credit. (Occasionally)

**COM 495. Directed Independent Study****(1-3 hours)**

Prerequisite: junior or senior status or permission of the instructor.

An advanced course in theory and research in communication. Students must submit a proposal for research during the semester prior to enrolling in the course. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different projects/topics, but total credit may not exceed 6 hours. (Occasionally)

**COMMUNITY SERVICE AND LEADERSHIP (CSL)**

Mary Alice Morgan, *Director/Professor of English*

The College of Liberal Arts prepares students for living as engaged and informed citizens by offering service-learning courses. In these interdisciplinary, community-based service-learning courses, students integrate concepts from a variety of classroom disciplines with the practical lessons of real-world service to become ethical, caring, inclusive leaders. Students connect course materials to experience in the community, combine theory and practice, and think in original ways about substantive challenges facing contemporary society. These leadership-development and service-learning opportunities are designed to complement any field of study and include a broad range of both domestic and international service-learning activities. These courses are open to students in any discipline within the College or in other Mercer colleges and schools.

The Community Service and Leadership courses and related programs, including the Social Entrepreneurship Program and Mercer Service Scholars, provide students with opportunities to serve, to connect with local and global communities, and to reflect on the service experience to better understand themselves, community needs, and their responsibility in advancing the common good. Faculty instructors from a range of disciplines including Engineering, Medicine, Law, the Humanities, the Natural and Social Sciences, Music, and Business guide students in building community-based research and service skills and knowledge as part of Mercer's ongoing commitment to civic engagement.

Students interested in these courses and programs may also be interested in pursuing the Mercer Global Ambassador Program (GAP). Please consult this catalog for further information about the program.

**CSL 199. Service Learning****(1 hour)**

Co-requisite: enrollment in a specially designated service-learning course section.

Students enrolled in specially designated service-learning sections commit to working at off-campus community-service sites. This work experience is tied to the learning objectives of the parent course and will entail additional academic work, as described by the course syllabus. Students receive one semester hour of credit, through CSL 199, for the additional academic work associated with three hours total (minimum one hour on site) of service-related work each week. The grade assigned for CSL 199 is the same grade assigned for the parent service-learning section. (As needed)

**CSL 200. Service Learning in Local Communities: (Subtitle)****(3 hours)**

A course on a significant topic impacting the local community that is not available through other curriculum offerings. The course may focus on a specific topic such as poverty, housing and urban renewal, sustainable food, or human trafficking, in our local context and will employ a problem-solving approach to the subject. This course also serves as an introduction to the practice and theory of service-learning, encouraging students to become active citizens now, as college students, not after graduation. Students will engage in local service-oriented activities beyond the classroom which may

include: community-based research, internships, fieldwork, and other community-based enterprises and projects. Topics will vary and will be announced in advance. May be taken twice for credit. (Occasionally)

**CSL 210. International Service-Learning (Subtitle) (3 hours)**

Designed for Mercer on Mission or other international service-learning experiences. The course will provide an introduction to the country where the service is being conducted, explore the topic of intercultural engagement, and introduce the principles of effective service-learning. May be taken multiple times for different international experiences. (Occasionally)

**CSL 400. Practicum in Service-Learning (1-15 hours)**

Prerequisite: CSL 200 or 210, selected courses in SEP, or extensive service-learning coursework in the disciplines, with permission of CSL instructor.

This course offers students already familiar with community leadership and service the opportunity to pursue an independent service project, community-based research project, or internship under the supervision of a faculty member and community agency representative. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be taken once. (Every year)

## COMPUTATIONAL SCIENCE

David Cozart, *Chair/Professor of Computer Science*

Andrew J. Pounds, *Director/Professor of Chemistry and Computer Science*

Computational science is a new field that is rapidly emerging out of collaborative research by teams of mathematicians, computer scientists, and scientists, covering a wide variety of disciplines from the physical, health, behavioral, and natural sciences. Rather than viewing computational science simply as potential applications of core subjects in their disciplines, mathematicians and computer scientists see these collaborative projects as a source of new algorithms and ideas that will extend and enrich those fields. Scientists also see computational science as a new endeavor, taking a place along-side theoretical science and experimental science as a fundamental new mode of scientific inquiry. Because computational science seeks to integrate knowledge and methodologies from all of these disciplines, it is a subject which is distinct from any of them. The BS in Computational Science draws heavily from the disciplines of computer science and applied mathematics, as well as the scientific discipline in which the student chooses to minor. The major in Computational Science is offered by the Department of Computer Science.

### Major in Computational Science

*46 semester credit hours minimum*

- CSC 204. Programming I
- CSC 205. Programming II
- CSC 245. Data Structures and Algorithms

Twelve hours chosen from the following five courses, at least nine hours must be from 315 and above

- CSC 303. Topics in Computational Science
- CSC 315. Introduction to Computer Graphics
- CSC 335. Numerical Methods



- CSC 415. Graphics Visualization and Simulation
- CSC 435. High Performance Scientific Computing
- CSC 499. Senior Research

The undergraduate research project in Computational Science must be completed in conjunction with a faculty member from another department or school.

- MAT 191. Calculus I
- MAT 192. Calculus II
- STA 126. Introductory Statistics

Three courses chosen from the following seven

- MAT 225. Discrete Math -OR- MAT 260. Intro to Abstract Mathematics
- MAT 293. Multivariable Calculus
- MAT 330. Differential Equations
- MAT 340. Linear Algebra
- MAT 345. Advanced Mathematical Modeling
- STA 227. Statistical Methods
- STA 340. Applied Regression Analysis

**To complete the B.S. in Computational Science students must satisfy the additional depth component of the General Education Program by completing a major or minor program of study in a scientific discipline offered in the College of Liberal Arts.**

(Possible scientific disciplines: Biology, Biochemistry and Molecular Biology, Chemistry, Chemical Commerce, Economics, Environmental Biology, Environmental Studies, Global Health Studies, Physics, Psychology, Sociology, or Political Science).

## COMPUTER SCIENCE (CSC)

David L. Cozart, *Chair/ Professor of Computer Science*

Robert A. Allen, *Professor*

Laurie White, *Professor*

Andrew Digh, *Associate Professor*

Martin Zhao, *Associate Professor*

Andrew J. Pounds, *Professor*

Computer Science offers several majors: a major in Computer Science leading to a B.S. degree, a major in Computer Science leading to a B.A. degree, a major in Computational Science leading to the B.S. degree, a major in Information Science and Technology leading to the B.S. degree, and a major in Information Science and Technology leading to the B.A. degree. Students who wish to pursue these programs should consult with the department chair as early as possible to assure an appropriate sequencing of courses. A complete description of the Computational Science program is found under the COMPUTATIONAL SCIENCE heading in this catalog. In addition, a complete description of Information Science and Technology program is found under the INFORMATION SCIENCE AND TECHNOLOGY heading in this catalog.

Both the B.S. and B.A. degree programs in Computer Science include programming languages, algorithms and data structures, software methodology and tools, and computer hardware. This foundation supports further study in numerous advanced courses such as computer graphics in which students develop interactive graphics packages using equipment in the Graphics Laboratory, digital logic design in which students build their own microcomputer from integrated circuit chips, artificial intelligence in which students learn about computational processes that model human knowledge and reasoning, and software engineering in which students learn to design and to maintain large software projects.

Mercer University's Bachelor of Science degree program in Computer Science is accredited by the Computing Accreditation Commission (CAC) of ABET, Inc. (<http://www.abet.org>), the recognized accreditor of college and university programs in applied science, computing, engineering, and technology. ABET accreditation demonstrates a program's commitment to providing its students with a quality education. Students who complete this program will obtain a significant degree of technical competence and breadth of exposure to segments of the discipline and will supplement their program with courses from mathematics and science. They will be prepared to continue their education in graduate programs or to obtain employment as computer science professionals. The following program educational outcomes have been established for the BS CSC program. Graduates of the program: 1) will have sufficient breadth and depth in the fundamental scientific and technical areas of computer science to succeed as a computing professional and/or as a graduate student; 2) will be life-long learners who are able to learn, evaluate, and utilize advances in their field; 3) will have the ability to work together with others in a variety of contexts effectively communicating their ideas both orally and in written form; 4) will be able to recognize and make ethical, moral and social decisions in their professional environment; and 5) will be capable of applying software development methodology to the analysis, design, implementation and testing of a software system.

The major in Computer Science leading to B.A. degrees is appropriate for students who have an interest in that Computer Science but wish to pursue another major (or minor) course of study as well. These programs are especially attractive to students who wish to study both mathematics and computer science, or for students who wish to focus on computer applications in business, education, the arts, or other areas.

Students may enhance their experience in computer science by participating in the Computer Science Cooperative Program. This program allows students to gain computer-related experience through local businesses and industries. Those interested in this program should consult with the department chair. Students are also encouraged to participate in the Department's Undergraduate Research Program where they work closely with a faculty member on a research problem in their program. Results of students' work are presented at the local, regional, national, or international level.

The Computer Science Department provides course work for the Personalized Program of Study (PPS) in the Stetson School of Business and Economics. Students interested in combining computer science and business should consider this program of study. Information related to this major is contained within the STETSON SCHOOL OF BUSINESS AND ECONOMICS section of this catalog. The Computer Science Department also provides course work for the Business Information Systems (BIS) major offered by the Stetson School of Business and Economics. Students interested in combining information technology and business should consider this program. Information related to this major is contained within the STETSON SCHOOL OF BUSINESS AND ECONOMICS section of this catalog.

The Computer Science Department provides course work in the area of Computer Engineering for the School of Engineering. Students interested in designing both software and hardware should consider this program of study.

<p><b>Major in Computer Science that leads to a B.S. degree</b>  <i>77 semester credit hours minimum</i>  <i>42 semester credit hours of computer science</i></p> <ul style="list-style-type: none"> <li>• CSC 204. Programming I</li> <li>• CSC 205. Programming II</li> <li>• CSC 245. Data Structures and Algorithm Analysis</li> </ul>	<p><b>Major in Computer Science that leads to a B.A. degree</b>  <i>38 semester credit hour minimum</i></p> <ul style="list-style-type: none"> <li>• CSC 204. Programming I</li> <li>• CSC 205. Programming II</li> <li>• CSC 245. Data Structures and Algorithm Analysis</li> <li>• One course from:</li> </ul>
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<ul style="list-style-type: none"> <li>• CSC 322. Computer Organization and Assembly Language</li> <li>• CSC 323. Computer Organization and Logic Design</li> <li>• CSC 330. Organization of Programming Languages</li> <li>• CSC 340. Introduction to the Theory of Computing</li> <li>• CSC 460. Operating Systems</li> <li>• CSC 480. Software Engineering</li> <li>• One course from <ul style="list-style-type: none"> <li>CSC 310. File Structures and Advanced Algorithms</li> <li>CSC 312. Database Systems</li> </ul> </li> <li>• One course from <ul style="list-style-type: none"> <li>CSC 324. Digital System Design</li> <li>CSC 360. Theory of Data Communications</li> </ul> </li> <li>• One course from <ul style="list-style-type: none"> <li>CSC 380. Artificial Intelligence</li> <li>CSC 450. Computer Construction</li> </ul> </li> <li>• One additional CSC course numbered 310 or above</li> <li>• Choose one course from: (Either may be exempted by achieving a specific score on the Math Index or Math Placement Test. <ul style="list-style-type: none"> <li>MAT 131. College Algebra</li> <li>MAT 133. Precalculus</li> </ul> </li> <li>• MAT 191. Calculus I</li> <li>• MAT 192. Calculus II</li> <li>• MAT 225. Topics in Discrete Mathematics</li> <li>• MAT 320. Probability and Mathematical Statistics</li> <li>• One from: <ul style="list-style-type: none"> <li>BIO 211 and BIO 212. Introduction to Biology I and II (Prerequisite of CHM 111 for Bio 211 and CHM 112 for Bio 212.)</li> <li>CHM 111 and CHM 112. General Chemistry I and II (MAT 133 is a prerequisite for CHM 111)</li> <li>PHY 161 and 162. General Physics I and II (Pre- or co-requisite of MAT 191 for PHY 161 and Pre- or co-requisite of MAT 192 for PHY 162)</li> </ul> </li> <li>• One additional laboratory science course, chosen in consultation with the Computer Science faculty.</li> <li>• One additional laboratory science course <b>or</b> one additional mathematics course, chosen in consultation with the Computer Science Faculty.</li> <li>• Satisfactorily complete the Major Field Test in Computer Science during their senior year.</li> <li>• Successfully prepare and deliver departmentally-approved presentation.</li> </ul>	<ul style="list-style-type: none"> <li>CSC 322. Computer Organization and Assembly Language</li> <li>CSC 323. Computer Organization and Logic Design</li> <li>• 12 additional hours of CSC courses numbered 310 or above. No more than a total of four of these credits may come from CSC 485 and CSC 499 and only with prior approval by the department.</li> <li>• Choose one course from: (Either may be exempted by achieving a specific score on the Math Index or Math Placement Test. <ul style="list-style-type: none"> <li>MAT 131. College Algebra</li> <li>MAT 133. Precalculus</li> </ul> </li> <li>• MAT 191. Calculus I</li> <li>• MAT 192. Calculus II</li> <li>• MAT 225. Topics in Discrete Mathematics</li> <li>• Satisfactory completion of the Major Field Test in Computer Science</li> </ul>
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Departmental Honors in computer science may be earned by students who fulfill these requirements: 1) achieve a 3.5 GPA in CSC courses that apply to the major; 2) prepare a proposal for work on a research project that goes beyond normal coursework two semesters prior to graduation and have it approved by two members of the

department; 3) complete the research project under the direction of these two faculty members, and enroll in three semester hours of CSC 499 (Undergraduate Research); 4) prepare a written report of publishable quality using the format of the "Association for Computing Machinery" and present the results of the project to faculty and students at an announced time; and 5) receive final approval of the work by the departmental faculty.

### **Minor in Computer Science**

17 semester credit hours minimum

- CSC 204. Programming I
- CSC 205. Programming II
- Three CSC courses selected from:
  - CSC 245. Data Structure and Algorithm Analysis
  - CSC courses numbered 310 and above

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

*(Same as IST 125)*

An introduction to computer systems with emphasis on the central processing unit, memory units, input and output devices, data communications, operating systems, computer software, programming concepts, and the impact of computers on society. Students will learn to use popular software packages for applications such as word processing, spreadsheets, and data base systems. (Every semester)

### **CSC 198. Special Introductory Topics in Computer Science (Subtitle) (3 hours)**

Study of an introductory topic in Computer Science not covered in any of the departmental offerings. This course may not be applied to the Computer Science major or minor. (Occasionally)

### **CSC 204. Programming I (4 hours)**

Prerequisite: mathematics competency.

Students will gain an understanding of computer science foundations by learning how to program in a modern object-oriented language. The basic topics to be covered include structured and object-oriented programming, basic syntax and semantics, simple data types, control structures, classes, arrays, and graphics. Students will be introduced to the formal logical and mathematical processes behind algorithm construction. They will furthermore learn how to use the computer to test and debug algorithms of their own design. (Every Semester)

### **CSC 205. Programming II (4 hours)**

Prerequisite: CSC 204.

A continuation of CSC 204 with an emphasis on advance object-oriented principles. Topics include inheritance, polymorphism, graphical user interfaces, event-driven programming, recursion, and simple data structures (lists, stacks, queues, and binary search trees). (Every semester)

### **CSC 206. Visual Programming (3 hours)**

Prerequisite: CSC 204.

This course offers an introduction to window-based, visual programming. Emphasis will be on the object-oriented, event-driven languages such as Visual Basic, Visual C++, Delphi, and Access. Students will learn how to create objects, change their properties, and develop appropriate event handlers. (Every year)

**CSC 212. Programming Team Strategies (1 hour)**

Prerequisite: competence in a programming language.

This course allows students to practice and discuss skills needed to be successful in computer programming team competitions. Grading is S/U. Can be repeated for a maximum of 3 hours. (Every year)

**CSC 245. Data Structures and Algorithm Analysis (3 hours)**

Prerequisites: CSC 205, and MAT 141 or 191.

A rigorous study of the implementation of different data structures, and an analysis of the time and space complexity of their associated algorithms. Topics will include dynamic memory, trees, hashing, heaps, sorting, and graphs. (Every semester)

**CSC 285. Topics in Computer Science (1-4 hours)**

Prerequisite: consent of the instructor.

Variable credit, 1-4 hours. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different topics. (Occasionally)

**CSC 290. Theory and Application of Multimedia (3 hours)**

An introduction to the technical aspects of computer-based multimedia. Technical and hardware issues as well as theory and design concepts are covered. Students will design and build a multimedia presentation. (Occasionally)

**CSC 303. Topics in Computational Science (1-4 hours)**

Prerequisite: to be determined by the instructor.

Students will engage in projects and assignments related to modeling and computation within one or more scientific disciplines. While emphasis will be placed on using existing computational tools, programming may be required. May be repeated with different topics. (Every two years)

**CSC 310. File Structures and Advanced Algorithms (3 hours)**

Prerequisite: CSC 245.

A study of the different data structures and algorithms that are appropriate for the placement and organization of data on secondary storage. Topics will include indexing, external sorting, B-trees, extendible hashing, and basic paradigms for the design and analysis of efficient algorithms. (Every two years)

**CSC 312. Database Systems (3 hours)**

Prerequisite: CSC 245.

A study of both logical and physical organization of computer database systems, including DBMS languages, architecture, and interfaces, data modeling, integrity, and security. Emphasis will be placed on relational models, languages, and systems. (Every two years)

**CSC 315. Introduction to Computer Graphics (3 hours)**

Prerequisite: CSC 205.

Co-requisite: CSC 245.

A survey of the basic hardware components and the software techniques used in the discipline of computer graphics. Topics to be covered will include two and three-dimensional geometry, matrix representations of transformations, clipping, perspective, stereoscopic views, viewing in three dimensions, and device interaction. Visual realism and animation using color, shading, lighting, and texturing will also be introduced. Each student will be required to complete a project utilizing a graphics workstation. (Every two years)

**CSC 322. Computer Organization and Assembly Language (3 hours)**

Prerequisite: CSC 204.

Designed to provide an introduction to fundamental concepts of the organization and operation of a computer and to the study of assembly language programming. Included will be the study of register sets, symbolic addresses, addressing techniques, parameter-passing techniques, and data representation. (Every two years)

**CSC 323. Computer Organization and Logic Design (4 hours)**

Prerequisite: CSC 204.

An introduction to the basic organization of a digital computer. Topics will include basic logic design at the circuit level, data coding and representations, functions of large-scale components of a computer system, and the mechanics of information transfer and control within a digital system. Students are introduced to practical design, breadboarding, and testing of digital circuits in the Hardware Laboratory. (Every two years)

**CSC 324. Digital System Design (3 hours)**

Prerequisite: CSC 323.

A continuation of the hardware design process begun in CSC 323. (Occasionally)

**CSC 330. Organization of Programming Languages (3 hours)**

Prerequisite: CSC 205.

Co-requisite: CSC 322.

A study of the concepts and issues underlying the design and implementation of programming languages. Topics considered will be the objects of computation, grammars, ambiguity, control structures, scope and typing of variables, block-structured languages, precedence, recursion, and input/output facilities. Examples will be drawn from a high-level language. (Every two years)

**CSC 335. Numerical Methods (3 hours)**

*(Same as MAT 335)*

Prerequisites: MAT 192 and ability to write programs in a high-level computer language.

A study of numerical methods for the solution of mathematical problems and computer application of those methods. Topics will include: methods such as the bisection algorithm and fixed point iteration for the solution of equations with a single variable, interpolation and polynomial approximation, numerical differentiation and integration, solution of systems of linear equations, and least squares approximation. (Every two years)

**CSC 340. Introduction to the Theory of Computing (3 hours)**

Prerequisites: MAT 225 and the ability to write programs in a high-level computer language.

Fundamentals of computing theory are developed on an intuitive level. Topics studied include finite automata, context-free grammars, Turing machines, and recursive functions. The notion of undecidable or noncomputable problems based on the Turing machine model is discussed briefly. (Every two years)

**CSC 360. Theory of Data Communications (3 hours)**

Prerequisite: CSC 205.

Consideration of the design of communication line characteristics, modems, synchronous and asynchronous line protocols, error detection and correction schemes including polynomial codes, basic multiplexing, and concentration. (Every year)

**CSC 380. Artificial Intelligence** (3 hours)

Prerequisites: CSC 245, MAT 225.

An introduction to the problem domains of artificial intelligence and to the principles and techniques used to design systems that acquire knowledge and demonstrate intelligent responses. Particular areas studied include deterministic and heuristic search techniques appropriate for large problem spaces, formal methods of knowledge representation and logical reasoning, natural language understanding, and neural nets. (Every two years)

**CSC 398. Internship in Computer Science** (1-3 hours)

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Computer Science. Graded S/U. (Every year)

**CSC 415. Graphics Simulation and Visualization** (3 hours)

Prerequisite: CSC 315.

Advanced topics in computer graphics such as viewing in three dimensions, representation of three-dimensional surfaces and shapes, texture mapping, hierarchical kinematic and solid modeling, rendering and animation of articulated objects, scientific visualization, and physical aspects of simulation such as collision detection and gravity will be covered. The design and implementation of a graphics project focusing on real-time simulation will be required. (Every two years)

**CSC 435. High Performance Scientific Computing** (3 hours)

Prerequisite: CSC 335.

An introduction to modern methods in large-scale scientific computing. Topics will include architectures for high performance and parallel computing utilizing both shared memory and distributed memory hierarchies. Algorithms for parallel computing, as well as parallel implementations of codes used in numerical methods, will be studied and their performance enhancements examined. Emphasis will be placed on code development, debugging, testing, and optimization on high performance systems. Students will complete projects related to current computational problem in science and/or engineering. (Every two years)

**CSC 450. Compiler Construction** (3 hours)

Prerequisites: CSC 245, 322, and MAT 225.

A study of basic techniques of compiler design and implementation including formal description of syntax and semantics, lexical analysis, grammars, syntax analysis, intermediate code, generation of object code, relocation, symbol tables, error detection, and optimization. Students will be engaged in a compiler writing project. (Every two years)

**CSC 460. Operating Systems** (3 hours)

Prerequisites: CSC 245, 322, and MAT 225.

A survey of functions of an operating system and the algorithms used in its implementation. Input/output programming, interrupt processing, memory management, demand paging, segmentation, processor management, scheduling, synchronization, multiprocessing, device management, dead-lock avoidance, information management, and interdependencies. (Every two years)

**CSC 480. Software Engineering** (3 hours)

Prerequisite: CSC 245.

A study of current techniques used in the development of large-scale software projects. Topics include requirements analysis, functional specification, systems design, implementation, testing, and maintenance. (Every two years)

**CSC 485. Topics in Computer Science (Subtitle)** (1-3 hours)

Prerequisite: consent of the instructor.

Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different topics, but total credit may not exceed 6 hours. (Occasionally)

**CSC 499. Undergraduate Research** (1-3 hours)

Prerequisite: consent of the instructor.

Individual research projects in computer science are planned, performed, and presented in written and oral form. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. Significant student results will be submitted to a conference or a journal. Projects are selected in consultation with a CSC faculty member. The course may be repeated, but total credit may not exceed 6 credit hours. This course is typically taken in conjunction with an honors project. Graded S/U. (Occasionally)

## COOPERATIVE EDUCATION (CED)

The College of Liberal Arts offers a number of courses in support of University-wide curricular and co-curricular programs. Many of these courses are offered in conjunction with other Mercer University units. The co-curricular Cooperative Education (CED) is one of those programs. The course offerings for this programs is coordinated by the Associate Deans' Office in the College of Liberal Arts.

**CED 190-290-390-490. Cooperative Education** (1 hour)

Prerequisites: departmental approval and Office of Career Services approval; enrollment in cooperative education or internship program.

These courses award credit for successful enrollment in cooperative education or internship programs—one hour of credit per semester of enrollment. Students who are formally admitted into a cooperative education or internship program may be certified as full-time students during terms of employment for enrollment verification purposes. Work assignments for these programs are matched to the student's progress in the academic curriculum to provide a stimulating and challenging employment situation. This course is graded S/U. CED courses are jointly offered by the College of Liberal Arts and the Office of Career Services. (As needed)

## CREATIVE WRITING

Jonathan Glance, *Chair/Professor of English*  
Gordon Ray Johnston, *Professor of English*

The majors and minor in Creative Writing are offered by Department of English. All creative writing students will successfully complete a program devoted to literary history. The Ferrol A. Sams, Jr., Distinguished Chair of English, established in 1994, brings a respected fiction writer, poet, or playwright to Mercer during spring semester. The distinguished writer-in-residence conducts one seminar (ENG 485) and offers readings and lectures during his/her appointment.



### **Major in Creative Writing with Generalist Emphasis**

*33 semester credit hours minimum*

- ENG 263. Survey of English Literature: Beginnings through the Eighteenth Century
- One course from:
  - ENG 224. The Study of a Literary Theme in Western Heritage
  - ENG 225. The Study of a Literary Theme in Religious Heritage
  - ENG 226. The Study of a Literary Theme in Creative Expression
  - ENG 233. The Study of Drama
  - ENG 234. The Study of Fiction
  - ENG 235. The Study of Poetry
  - ENG 236. The Study of a Literary Theme:
- ENG 237. Literature and Film
- ENG 240. Multicultural Women Writers
- ENG 264. Survey of English Literature: Romanticism to the Present
- ENG 265. Survey of American Literary Masters
- ENG 301. Introduction to Literary Studies
- ENG 308. Introduction to Poetry Writing
- ENG 309. Introduction to Fiction Writing
- One course from:
  - ENG 320. Shakespeare I: Early Plays
  - ENG 321. Shakespeare II: Later Plays
- One British literature course from:
  - ENG 346. Restoration and Eighteenth-Century Literature
  - ENG 347. Poetry and Prose of the Romantic Movement
  - ENG 348. Victorian Poetry and Prose
  - ENG 349. The English Novel
  - ENG 380. Special Topics in English Literature (Must have an British literature of the 18th, 19th, and early 20th centuries theme)
- One American literature course from:
  - ENG 352. Romanticism in American Literature
  - ENG 353. Realism in American Literature
  - ENG 354. The American Novel
  - ENG 357. Literature of the South to 1945
  - ENG 359. African American Literature: Beginnings to 1965
  - ENG 380. Special Topics in English Literature (Must have an American literature of the 18th, 19th, and early 20th centuries theme)
- One course in British and/or American course from:
  - ENG 358. Literature of the South After 1945
  - ENG 360. African American Literature: 1965 to Present
  - ENG 362. Modern Poetry
  - ENG 364. Modern Drama
  - ENG 366. Modern Fiction: 1900 to

### **Major in Creative Writing with Fiction Emphasis**

*33 semester credit hours minimum*

- ENG 263. Survey of English Literature: Beginnings through the Eighteenth Century
- One course from:
  - ENG 224. The Study of a Literary Theme in Western Heritage
  - ENG 225. The Study of a Literary Theme in Religious Heritage
  - ENG 226. The Study of a Literary Theme in Creative Expression
  - ENG 233. The Study of Drama
  - ENG 234. The Study of Fiction
  - ENG 235. The Study of Poetry
  - ENG 236. The Study of a Literary Theme
  - ENG 237. Literature and Film
  - ENG 240. Multicultural Women Writers
  - ENG 264. Survey of English Literature: Romanticism to the Present
  - ENG 265. Survey of American Literary Masters
- ENG 301. Introduction to Literary Studies
- ENG 308. Introduction to Poetry Writing
- ENG 309. Introduction to Fiction Writing
- ENG 312. Fiction Workshop
- One course from:
  - ENG 320. Shakespeare I: Early Plays
  - ENG 321. Shakespeare II: Later Plays
- One British literature course from:
  - ENG 346. Restoration and Eighteenth-Century Literature
  - ENG 347. Poetry and Prose of the Romantic Movement
  - ENG 348. Victorian Poetry and Prose
  - ENG 349. The English Novel
  - ENG 380. Special Topics in English Literature (Must have an British literature of the 18th, 19th, and early 20th centuries theme)
- One American literature course from:
  - ENG 352. Romanticism in American Literature
  - ENG 353. Realism in American Literature
  - ENG 354. The American Novel
  - ENG 357. Literature of the South to 1945
  - ENG 359. African American Literature: Beginnings to 1965
  - ENG 380. Special Topics in English Literature (Must have an American literature of the 18th, 19th, and early 20th centuries theme)
- One course in British and/or American course from:
  - ENG 358. Literature of the South After 1945
  - ENG 360. African American Literature: 1965 to Present
  - ENG 362. Modern Poetry
  - ENG 364. Modern Drama
  - ENG 366. Modern Fiction: 1900 to 1965
  - ENG 367. Contemporary Drama: 1965 to Present
  - ENG 368. Contemporary Poetry: 1965 to Present
  - ENG 369. Contemporary Fiction: 1965 to Present

<p>1965 ENG 367. Contemporary Drama: 1965 to Present ENG 368. Contemporary Poetry: 1965 to Present ENG 369. Contemporary Fiction: 1965 to Present ENG 380. Special Topics in English Literature (Must have a British and/or American literature of the 20th century theme)</p> <ul style="list-style-type: none"> <li>• Choose one group from: <ul style="list-style-type: none"> <li>Group 1 <ul style="list-style-type: none"> <li>ENG 311. Poetry Workshop</li> <li>ENG 485. The Ferrol Sams, Jr. Distinguished Chair of English Seminar in Fiction or Drama</li> </ul> </li> <li>Group 2 <ul style="list-style-type: none"> <li>ENG 312. Fiction Workshop</li> <li>ENG 485. The Ferrol Sams, Jr., Distinguished Chair of English Seminar in Poetry or Drama</li> </ul> </li> <li>Group 3 <ul style="list-style-type: none"> <li>ENG 371/THR 371. Beginning Playwriting</li> <li>ENG 485. The Ferrol Sams, Jr., Distinguished Chair of English Seminar in Fiction or Poetry</li> </ul> </li> </ul> </li> </ul>	<p>ENG 380. Special Topics in English Literature (Must have a British and/or American literature of the 20th century theme)</p> <ul style="list-style-type: none"> <li>• One course from: <ul style="list-style-type: none"> <li>ENG 485. The Ferrol Sams, Jr. Distinguished Chair of English Seminar in Fiction or Drama</li> <li>ENG 487. Advanced Creative Writing Workshop</li> </ul> </li> </ul>
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<p><b>Major in Creative Writing with Playwriting Emphasis</b> <i>33 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• ENG 263. Survey of English Literature: Beginnings through the Eighteenth Century</li> <li>• One course from: <ul style="list-style-type: none"> <li>ENG 224. The Study of a Literary Theme in Western Heritage</li> <li>ENG 225. The Study of a Literary Theme in Religious Heritage</li> <li>ENG 226. The Study of a Literary Theme in Creative Expression</li> <li>ENG 233. The Study of Drama</li> <li>ENG 234. The Study of Fiction</li> <li>ENG 235. The Study of Poetry</li> <li>ENG 236. The Study of a Literary Theme</li> <li>ENG 237. Literature and Film</li> <li>ENG 240. Multicultural Women Writers</li> <li>ENG 264. Survey of English Literature: Romanticism to the Present</li> <li>ENG 265. Survey of American Literary Masters</li> </ul> </li> <li>• ENG 301. Introduction to Literary Studies</li> <li>• ENG 371/THR 371. Beginning Playwriting</li> <li>• ENG 372. Screenwriting</li> <li>• One course from <ul style="list-style-type: none"> <li>ENG 308. Introduction to Poetry Writing</li> <li>ENG 309. Introduction to Fiction Writing</li> </ul> </li> <li>• One course from:</li> </ul>	<p><b>Major in Creative Writing with Poetry Emphasis</b> <i>33 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• ENG 263. Survey of English Literature: Beginnings through the Eighteenth Century</li> <li>• One course from: <ul style="list-style-type: none"> <li>ENG 224. The Study of a Literary Theme in Western Heritage</li> <li>ENG 225. The Study of a Literary Theme in Religious Heritage</li> <li>ENG 226. The Study of a Literary Theme in Creative Expression</li> <li>ENG 233. The Study of Drama</li> <li>ENG 234. The Study of Fiction</li> <li>ENG 235. The Study of Poetry</li> <li>ENG 236. The Study of a Literary Theme</li> <li>ENG 237. Literature and Film</li> <li>ENG 240. Multicultural Women Writers</li> <li>ENG 264. Survey of English Literature: Romanticism to the Present</li> <li>ENG 265. Survey of American Literary Masters</li> </ul> </li> <li>• ENG 301. Introduction to Literary Studies</li> <li>• ENG 308. Introduction to Poetry Writing</li> <li>• ENG 309. Introduction to Fiction Writing</li> <li>• ENG 311. Poetry Workshop</li> <li>• One course from: <ul style="list-style-type: none"> <li>ENG 320. Shakespeare I: Early Days</li> <li>ENG 321. Shakespeare II: Later Plays</li> </ul> </li> <li>• One British literature course from: <ul style="list-style-type: none"> <li>ENG 346. Restoration and Eighteenth-Century Literature</li> <li>ENG 347. Poetry and prose of the</li> </ul> </li> </ul>
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<p>ENG 320. Shakespeare I: Early Days ENG 321. Shakespeare II: Later Plays</p> <ul style="list-style-type: none"> <li>• One British literature course from: ENG 346. Restoration and Eighteenth-Century Literature ENG 347. Poetry and prose of the Romantic Movement ENG 348. Victorian Poetry and Prose ENG 349. The English Novel</li> <li>• One British literature course from: ENG 346. Restoration and Eighteenth-Century Literature ENG 347. Poetry and prose of the Romantic Movement ENG 348. Victorian Poetry and Prose ENG 349. The English Novel ENG 380. Special Topics in English Literature (Must have an British literature of the 18th, 19th, and early 20th centuries theme)</li> <li>• One American literature course from: ENG 352. Romanticism in American Literature ENG 353. Realism in American Literature ENG 354. The American Novel ENG 357. Literature of the South to 1945 ENG 359. African American Literature: Beginnings to 1965 (<i>same as AFR 359</i>) ENG 380. Special Topics in English Literature (Must have an American literature of the 18th, 19th, and early 20th centuries theme)</li> <li>• One course in British and/or American course from: ENG 358. Literature of the South after 1945 ENG 360. African American Literature: 1965 to Present (<i>same as AFR 360</i>) ENG 362. Modern Poetry ENG 364. Modern Drama ENG 366. Modern Fiction ENG 367. Contemporary Drama: 1965 to Present ENG 368. Contemporary Poetry: 1965 to Present ENG 369. Contemporary Fiction: 1965 to Present ENG 380. Special Topics in English Literature (Must have a British and/or American literature of the 20th century theme)</li> <li>• One course from: ENG 485. The Ferrol Sams, Jr. Distinguished Chair of English Seminar in Fiction or Drama ENG 487. Advanced Creative Writing Workshop</li> </ul>	<p>Romantic Movement ENG 348. Victorian Poetry and Prose ENG 349. The English Novel</p> <ul style="list-style-type: none"> <li>• ENG 380. Special Topics in English Literature (Must have an American literature of the 18th, 19th, and early 20th centuries theme)</li> <li>• One American literature course from: ENG 352. Romanticism in American Literature ENG 353. Realism in American Literature ENG 354. The American Novel ENG 357. Literature of the South to 1945 ENG 359. African American Literature: ENG 380. Special Topics in English Literature (Must have an American literature of the 18th, 19th, and early 20th centuries theme)</li> <li>• One course in British and/or American course from: ENG 358. Literature of the South after 1945 ENG 360. African American Literature: 1965 to Present (<i>same as AFR 360</i>) ENG 362. Modern Poetry ENG 364. Modern Drama ENG 366. Modern Fiction ENG 367. Contemporary Drama: 1965 to Present ENG 368. Contemporary Poetry: 1965 to Present ENG 369. Contemporary Fiction: 1965 to Present ENG 380. Special Topics in English Literature (Must have a British and/or American literature of the 20th century theme)</li> <li>• One course from: ENG 485. The Ferrol Sams, Jr. Distinguished Chair of English Seminar in Fiction or Poetry ENG 487. Advanced Creative Writing Workshop</li> </ul>
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Majors in Creative Writing may attain Departmental Honors by 1) successfully completing the above requirements; 2) submitting a portfolio by March 15 of the senior

year to be juried by outside readers. The portfolio must be judged “outstanding” to receive honors; and 3) a grade point average of 3.50 in upper-division English classes.

### **Minor in Creative Writing**

*15 semester credit hours minimum*

- ENG 307. Essay Writing
- ENG 308. Introduction to Poetry Writing
- ENG 309. Introduction to Fiction Writing
- Two courses chosen from the following
  - ENG 311. Poetry Workshop
  - ENG 312. Fiction Workshop
  - ENG 371. Beginning Playwriting or ENG 372. Screenwriting
  - ENG 485. The Ferrol Sams, Jr., Distinguished Chair of English Seminar in Fiction, Poetry, or Drama
  - ENG 487. Advanced Creative Writing Workshop
  - ENG 498. Internship in Editing, Writing, or Research

## **CRIMINAL JUSTICE (CRJ)**

Fletcher Winston, *Chair/Associate Professor of Sociology*

Criminal Justice is an interdisciplinary major and minor program that includes courses within the social sciences and humanities. Required classes from the disciplines of Psychology, Political Science, and Sociology provide a solid base for understanding crime and criminal justice. Students majoring in Criminal Justice also complete two social science research courses where they learn the methods used to analyze crime. Additional courses in the domains of Criminal Justice, Criminology, and Justice Studies further develop an understanding of issues related to this social problem. Through courses within the Criminal Justice block, students gain an understanding of criminal law, law enforcement, judicial processes and other aspects of the criminal justice system. Classes within the domain of Criminology are grounded in social theory. These courses use a social science approach to understand criminal behavior and the relationship between crime and society. Courses within the Justice Studies block afford students the opportunity to better appreciate the moral, philosophical, and humanistic dimensions of the criminal justice system. The Criminal Justice major does not satisfy the additional depth requirement of the College of Liberal Arts.

This comprehensive interdisciplinary approach provides a strong foundation for graduate school and professional careers in criminal justice. Courses within the program prepare students for employment in agencies such as the FBI, GBI, DEA, Homeland Security, and ICE. Classes also prepare students for graduate school and professional degree programs in fields such as law, criminology, law enforcement, and public affairs.

Criminal Justice majors may receive Departmental Honors by maintaining a minimum grade point average of 3.75 in courses required for the major and satisfactorily completing a substantial research project originating in SOC 405. Honors students will develop their research project under the direction of a faculty member and must present their research paper at an approved conference. Students who wish to receive Departmental Honors are strongly encouraged to complete SOC 405 before their senior year.

## **Major in Criminal Justice**

*36 semester credit hours minimum*

CRJ 160. Introduction to Criminal Justice  
POL 101. Introduction to American Government  
POL 337. U.S. Legal System  
PSY 101. Introduction to Psychology  
PSY 256. Forensic Psychology  
SOC 304. Introduction to Social Science Research Methods  
SOC 385. Criminology  
SOC 405. Empirical Research Project

One additional Criminal Justice course from:

CRJ 362. Juvenile Delinquency (3 hours)  
CRJ 370. Criminal Law (3 hours)  
CRJ 372. Criminal Procedure (3 hours)  
CRJ 390. Special Topics (3 hours)  
CRJ 490. Internship in Criminal Justice (3 hours)

One additional Criminology course from:

PSY 265. Abnormal Psychology (3 hours)  
SOC 313. Deviance (3 hours)  
SOC 367. Law and Society (3 hours)

Two Justice Studies courses (from two separate disciplines) from:

AFR 210. Civil Rights and the Black American (3 hours)  
CHR 330. Approaches to Christian Ethics (3 hours)  
CHR 335. Christian Ethics in America (3 hours)  
PHI 195. Introduction to Ethics (3 hours)  
PHI 235. Philosophy of Law (3 hours)  
PHI 237. Gender, Philosophy, and Law (3 hours)

## **Minor in Criminal Justice**

*21 semester credit hours minimum*

CRJ 160. Introduction to Criminal Justice  
POL 101. Introduction to American Government  
PSY 101. Introduction to Psychology  
POL 337 or PSY 256 or SOC 385  
One course from the Criminal Justice block  
One course from the Criminology block (or POL 337 or PSY 256 or SOC 385)  
One course from the Justice Studies block

At least 6 hours toward the minor must come from courses numbered above 300

### **CRJ 160. Introduction to Criminal Justice (3 hours)**

This course presents an overview and analysis of the major components of the criminal justice system including criminal law, law enforcement, and the judicial and correctional processes. (Every year)

### **CRJ 362. Juvenile Delinquency (3 hours)**

A study of the nature and extent of juvenile delinquency in contemporary society, with particular emphasis on theories of causation, treatment, and control. (Occasionally)

**CRJ 368. Courtroom Justice****(3 hours)**

This course in Courtroom Justice focuses on courtroom rules, procedures and processes. It examines the rules of evidence and courtroom processes and procedures to determine if they further a system of justice or a system of arbitrary laws. The course includes such issues as jury selection, jury nullification, direct examination, cross examination, trial strategies, and just persuasion. It reviews the roles of prosecuting attorney, defense counsel and the trial judge in the conduct of criminal trials. (Every two years)

**CRJ 369. Trials of the Century****(3 hours)**

Trials of the Century is the study of fifty of the most significant trials of the past one hundred years. The course focuses on the critical legal issues in each case and the importance of each trial from a social, cultural and political perspective. (Every two years)

**CRJ 370. Criminal Law****(3 hours)**

The study of substantive criminal law, this course focuses on criminal culpability, defense to criminal culpability, sentencing issues, and the elements of felony and misdemeanor crimes including homicide, other crimes against persons, property, and the public order. (Every two years)

**CRJ 372. Criminal Procedure****(3 hours)**

Criminal Procedure is the study of the processes and procedures of criminal law and the criminal justice legal system. The course includes the study of search and seizure, bail procedure, plea negotiations issues, trial procedures, charging, indictments, information and adversary systems, and special problems. (Every two years)

**CRJ 390. Special Topics in Criminal Justice****(3 hours)**

Prerequisite: consent of instructor and chair.

A study of some significant topic in criminal justice that is not available through other departmental course offerings. (Every semester)

**CRJ 490. Internship in Criminal Justice****(1-3 hours)**

Prerequisites: consent of instructor.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 3 hours. (Every semester)

## CULTURAL STUDIES

Janell Johnson, *Chair/Associate Professor*

Natalie Bourdon, *Assistant Professor*      Randall Harshburger, *Associate Professor*  
Mary Ann Drake, *Professor*                      Douglas Thompson, *Associate Professor*

The Department of Cultural Studies consists of three multi-disciplinary programs that provide a holistic and integrated approach to the study of cultural issues and concerns. For the description of these programs of study, see the following headings in this catalog:

AFRICANA STUDIES (AFR)

ANTHROPOLOGY (ANT)

SOUTHERN STUDIES (SST)

WOMEN'S AND GENDER STUDIES (WGS)

## ECONOMICS (ECN)

Allen K. Lynch, *Chair/Associate Professor*

Antonio V. Saravia, *Assistant Professor*

The Economics Department offers a major in Economics leading to a Bachelor of Arts degree that provides students with a framework for examining the world in which they live and work. Economics is a way of thinking, developed by studying the foundations of micro-economic and macroeconomic theories and by applying them to various contemporary issues and policies. The economics major prepares students for entry into professional positions in private firms, government, or not-for-profit organizations, and it creates a foundation for successful future graduate studies in many areas.

### Major in Economics

*34 semester credit hours minimum*

- ACC 204. Introductory Financial Accounting
- ECN 150. Principles of Microeconomics
- ENC 151. Principles of Macroeconomics
- ECN 302. Intermediate Microeconomic Theory
- ECN 303. Intermediate Macroeconomic Theory
- ECN 353. Three additional ECN courses selected with the approval of the department chair. At least one must be at the 300 level or above
- Choose one course from: (Either may be exempted by achieving a specific score on the Math Index or Math Placement Test.)
  - MAT 131. College Algebra: Functions and Graphs
  - MAT 133. Precalculus
- One option from:
  - MAT 141. Calculus for the Social Sciences
  - MAT 191. Calculus
- One course from:
  - MAT 320. Probability and Mathematical Statistics
  - STA 126. Introductory Statistics

Students may take no more than 45 semester hours within the Department.

Majors may attain Departmental Honors by attaining a grade point average of 3.75 or higher in all courses taken in the major. Transfer students must attain a 3.75 or higher

grade point average on all courses taken at Mercer in the major and a combined grade point average of 3.75 or higher on all courses taken in the major at Mercer and at other institutions.

### **Minor in Economics**

*15 semester credit hours minimum*

- ECN 150. Principles of Microeconomics
- ECN 151. Principles of Macroeconomics
- One course from:
  - MAT 320. Probability and Mathematical Statistics
  - STA 126. Introductory Statistics
- Three ECN courses
  - At least two of the courses must be at the 300 level or above. The elective courses should be chosen in consultation with the chair or other faculty within the Department.

### **ECN 150 (3 hours)/ECN 150R (4 hours). Principles of Microeconomics**

Prerequisite for ECN 150: mathematics competency or completion of a college mathematics course.

Prerequisite for ECN 150R: C or better in INT 101 or GBK 101; and mathematics competency or completion of a college mathematics course.

This course requires the 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. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **ECN 151 (3 hours)/ECN 151R (4 hours). Principles of Macroeconomics**

Prerequisite for ECN 151: mathematics competency or completion of a college mathematics course.

Prerequisite for ECN 151R: C or better in INT 101 or GBK 101 and mathematics competency or completion of a college mathematics course.

The course requires 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. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **ECN 198. Special Introductory Topics in Economics (3 hours)**

Study of an introductory topic Economics in not covered in any of the departmental offerings. This course may be applied to the Economics major or minor. (Occasionally)

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

*(Cross-listed with FIN 301)*

Prerequisites: ECN 150, 151 and junior status.

This course focuses upon a functional study of monetary, banking, and credit structures, including a critical examination of monetary theory and policy recommendations. (Every year)

### **ECN 302. Intermediate Microeconomic Theory (3 hours)**

Prerequisites: ECN 150, 151 and junior status.

This course requires the 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. (Every year)



**ECN 303. Intermediate Macroeconomic Theory (3 hours)**

Prerequisites: ECN 150, 151 and junior status.

This course requires the study of the forces determining the level of income, employment, and prices. Monetary theory and the theory of economic fluctuations are reviewed, and public policies dealing with level-of-income and with aggregate economic welfare are examined. (Every two years)

**ECN 353. Introduction to Econometrics (3 hours)**

Prerequisites: ECN 150, 151, STA 126 or MAT 320, MAT 191, and junior status.

This course requires the study of the methods of empirically verifying economic theory. The course will include the estimation of single and multiple equation models that are often used in economic analysis. 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. (Every two years)

**ECN 372. American Economic History (3 hours)**

Prerequisites: ECN 150, 151, HIS 165.

This course requires the study of the institutional and structural factors that contributed to the development of the American economy. (Occasionally)

**ECN 398. Internship in Economics (1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior level students, under the direction of a faculty member and an on-site, agency supervisor are required to engage in projects or assignments requiring at least three, on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Economics. Graded S/U. (Every year)

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

Prerequisites: ECN 150 and ECN 151.

This course offers students the opportunity to study a variety of important social and economic phenomena in urban and regional settings. Topics covered in this course include an economic analysis of poverty, housing, land use, transportation, and public services, with special references to social problems arising from the uneven distribution and immobility of resources. (Occasionally)

**ECN 436. Economics of Sports (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course examines economic issues pertaining to professional and amateur sports. Microeconomic theory is extended into this area of interest. Topics covered include the expansion of leagues, the economic impact of new stadiums, the economics of the media and sport, labor market issues of free agency, NCAA rules and collegiate sports. (Every two years)

**ECN 437. Law & Economics (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course uses the tools of microeconomics to examine the effects of different legal rules, the efficiency of legal outcomes, and the economics of social and legal norms. The philosophies of judicial activism and rule-based law will be compared and contrasted.

The economics of contracts, torts, property law, and antitrust law will also be explored. (Every three years)

**ECN 438. Public Finance (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course is a survey of public economics theory. Topics include social welfare, taxation, public goods, voting efficiencies, and the role of government. (Occasionally)

**ECN 441. International Economics (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course is a study of the theory and mechanisms of international trade and the international monetary mechanism. Barriers to the movement of goods and services, and recent developments in the international organizations aimed at relaxing restrictions, are also studied. Credit may not be earned in both ECN 441 and ECN/FIN 444. (Every year)

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

Prerequisites: ECN 150 and ECN 151.

This course focuses on the economic behavior of labor markets. It includes a study of major labor issues in the United States and the social and economic policies affecting the labor movement. The economic organization of labor organizations and trade unionism will also be covered. The treatment of this area will also include discussions of recent and pending legislation in the states and nation. (Every two years)

**ECN 445. Industrial Organization (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course focuses on the industrial organization and government regulation of business enterprises, market structures. The course will focus on analyzing the conduct and performance of firms operating within various competitive environments. Particular attention will be given to the development and impact of antitrust regulation. (Every two years)

**ECN 448. Seminar in Economic Growth (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This is a seminar in the economic analysis of economic growth. Areas of emphasis are as follows: nature of growth; what is not growth; importance of growth; the physical environment issue; growth over time and among nations; sources of growth; theories of growth and supporting empirical evidence; interaction of growth with economic stability and income distribution; and institutional, monetary, and fiscal policies related to growth. (Occasionally)

**ECN 450. The Economic and Moral Foundations of Capitalism (3 hours)**

Prerequisites: ECN 150 and ECN 151.

The course examines the interrelationship between economics and ethics. It sheds light on how an understanding of economics can lead to more ethical choices, and it also looks at how ethical ideas shape economic life. The course examines a number of topics, including justifications for property rights, the controversy over income inequality, the role of profits in an economic system, self-interest versus selfishness, social entrepreneurship, public aid and welfare, and many other topics. (Occasionally)

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

Prerequisites: ECN 150 and ECN 151.

This course is an examination of the interrelationship that 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 ability of free markets to allocate scarce environmental resources efficiently, across both space and time, among competing uses. (Every three years)

**ECN 456. Readings in Political Economy (1 hour)**

Prerequisites: ECN 150 and ECN 151.

The course is a seminar that focuses on current research in political economy. Students read current literature dealing with issues of political economy. Authors visit throughout the semester. Students can take the class up to three times. Hours in this class do not count toward upper level economics elective requirement. (Occasionally)

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

Prerequisites: ECN 150 and ECN 151.

This course provides an intensive study of some significant topic in economics that is not otherwise covered by the school's course offerings. Topics will be chosen by faculty in consultation with students who register for the course. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit (Occasionally)

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

Prerequisites: ECN 150, 151, one ECN course numbered 300 or higher.

This course is a research-oriented course focusing on an important topic in economics that is not otherwise covered by the school's offerings. The course features student research, independent study, and discussion. Topics will be chosen by faculty in consultation with students who register for the course. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit (Occasionally)

**ECN 494. Honors Thesis (1 hours)**

Prerequisite: admission to the honors program.

This course requires 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. (Occasionally)

## ENGLISH (ENG)

Jonathan Glance, *Chair/Professor of English*

David Davis, *Associate Professor*

Gary A. Richardson, *Professor*

Chester J. Fontenot, Jr, *Professor*

Deneen Senasi, *Associate Professor*

Elizabeth Harper, *Assistant Professor*

Anna K. Silver, *Professor*

Gordon Ray Johnson, *Professor*

Andrew Silver, *Professor*

Mary Alice Morgan, *Professor*

The English Department offers two majors: English and Creative Writing.

### Major in English

33 semester credit hours minimum

- ENG 263. Survey of English Literature: Beginnings through the Eighteenth Century
- One course from:
  - ENG 224. The Study of a Literary Theme in Western Heritage
  - ENG 225. The Study of a Literary Theme in Religious Heritage

- ENG 226. The Study of a Literary Theme in Creative Expression: (variable topic)
- ENG 233. The Study of Drama
- ENG 234. The Study of Fiction
- ENG 235. The Study of Poetry
- ENG 236. The Study of a Literary Theme
- ENG 237. The Study of Drama
- ENG 240. Multicultural Women Writers
- ENG 264. Survey of English Literature: Beginnings through the Eighteenth Century
- ENG 265. Survey of American Literary Masters
- ENG 301. Introduction to Literary Studies
- One course from:
  - ENG 320. Shakespeare I: Early Plays
  - ENG 321. Shakespeare II: Later Plays
- One course in English literature from:
  - ENG 330. Chaucer
  - ENG 335. Milton
  - ENG 340. Sixteenth-Century Literature
  - ENG 342. Seventeenth-Century Literature
  - ENG 380. Special Topics in English Literature  
(Must have an English literature before 1700 theme)
- One course in British literature from:
  - ENG 346. Restoration and Eighteenth-Century Literature
  - ENG 347. Poetry and Prose of the Romantic Movement
  - ENG 348. Victorian Poetry and Prose
  - ENG 349. The English Novel
  - ENG 380. Special Topics in English Literature  
(Must have an British literature of the 18th, 19th, and early 20th centuries theme)
- One course in British and/or American 20th century from:
  - ENG 358. Literature of the South after 1945
  - ENG 360. African American Literature: 1965 to Present
  - ENG 362. Modern Poetry
  - ENG 364. Modern Drama
  - ENG 366. Modern Fiction: 1900 to 1965
  - ENG 367. Contemporary Drama: 1965 to Present
  - ENG 368. Contemporary Poetry: 1965 to Present
  - ENG 369. Contemporary Fiction: 1965 to Present
  - ENG 380. Special Topics in English Literature  
(Must have an British and/or American literature of the 20th century theme)
- One course in American Literature from:
  - ENG 352. Romanticism in American Literature
  - ENG 353. Realism in American Literature
  - ENG 354. The American Novel
  - ENG 357. Literature of the South to 1945
  - ENG 359. African American Literature: Beginnings to 1965
  - ENG 380. Special Topics in English Literature  
(Must have a American Literature of the 18th, 19th and early 20th centuries theme)
- Two electives courses number 300 or above selected with the approval their academic advisor.
- ENG 480S. Seminar in Literature

Majors in English may attain Departmental Honors by: 1) successfully completing the above requirements; 2) successfully completing ENG 329 and 488 under the direction of an Honors Committee composed of the Chair and two members of the English Department selected by the student. Students should register for ENG 488 in the spring semester of their junior year and complete the honors paper by March 15 of the senior year; and 3) a grade point average of 3.50 in upper-division English classes.

## Secondary Teacher Certification Program in English

Teacher certification in English (6-12) is available to English majors who successfully complete the regular Literature Track program and ENG 323 or 325, and ENG 480S. Students planning to teach English in secondary school should notify their advisor and contact the secondary education advisor in Tift College of Education. Required courses in education include EDUC 210, 220, 256, 283, 357, 398, 399, 406, 468, 469, 476, 485, and 492. Please consult the TIFT COLLEGE OF EDUCATION section of this catalog for more details.

### Minor in English

*15 semester credit hours minimum*

- One ENG course numbered above ENG 108.
- One course from:
  - ENG 224. The Study of a Literary Theme in Western Heritage
  - ENG 225. The Study of a Literary Theme in Religious Heritage
  - ENG 226. The Study of a Literary Theme in Creative Expression
  - ENG 233. The Study of Drama
  - ENG 234. The Study of Fiction
  - ENG 235. The Study of Poetry
  - ENG 236. The Study of a Literary Theme
  - ENG 237. Literature and Film
  - ENG 240. Multicultural Women Writers
  - ENG 264. Survey of English Literature: Romanticism to the Present
  - ENG 265. Survey of American Literary Masters
- Three ENG courses numbered 300 or above.

### ENG 108. Composition I

**(4 hours)**

Prerequisite: consent of the English Department Chair.

This course focuses on the expository essay, the basic form of college writing. It includes an introduction to research. The student is expected to be familiar with standards of correctness, including punctuation and grammar. This course is offered only in summer terms for provisionally admitted students for non-native speakers of English during the regular year.

### ENG 224 (3 hours)/ENG 224R (4 hours). The Study of a Literary Theme in Western Heritage: (variable topic)

Prerequisite for ENG 224R: C or better in INT 101 or GBK 101.

This course examines themes related to Western Heritage through various literary works. In addition to learning how to examine texts closely and carefully, the student will be required to develop an ability to read, think, and write critically. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Occasionally)

### ENG 225 (3 hours)/ENG 225R (4 hours). The Study of a Literary Theme in Religious Heritage: (variable topic)

Prerequisite for ENG 225R: C or better in INT 101 or GBK 101.

This course examines themes related to Religious Heritage through various scriptural texts and literary works. In addition to learning how to examine texts closely and carefully, the student will be required to develop an ability to read, think, and write critically. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Occasionally)

**ENG 226 (3 hours)/ENG 226R (4 hours). The Study of a Literary Theme in Creative Expression: (variable topic)**

Prerequisite for ENG 226R: C or better in INT 101 or GBK 101.

This course examines themes related to Creative Expression through various literary works. In addition to learning how to examine texts closely and carefully, the student will be required to develop an ability to read, think, and write critically. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Occasionally)

**ENG 233 (3 hours)/ENG 233R (4 hours). The Study of Drama**

Prerequisite for ENG 233R: C or better in INT 101 or GBK 101.

A study of drama from various periods with emphasis on forms, ideas, techniques, and meaning. The student will be required to develop an ability to read, think, and write critically. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**ENG 234 (3 hours)/ENG 234R (4 hours). The Study of Fiction**

Prerequisite for ENG 234R: C or better in INT 101 or GBK 101.

A study of novels and short stories from various periods with emphasis on forms, ideas, techniques, and meaning. The student will be required to develop an ability to read, think, and write critically. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**ENG 235 (3 hours)/ENG 235R (4 hours). The Study of Poetry**

Prerequisite for ENG 235R: C or better in INT 101 or GBK 101.

A study of poetry from various periods with emphasis on forms, ideas, techniques, and meaning. The student will be required to develop an ability to read, think, and write critically. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**ENG 236 (3 hours)/ENG 236R (4 hours). The Study of a Literary Theme: (variable topic)**

Prerequisite for ENG 236R: C or better in INT 101 or GBK 101.

This course examines a particular theme in various literary forms. In addition to learning how to read a literary text closely and carefully, the student will be required to develop an ability to read, think, and write critically. With different topics, the course may be repeated twice for credit. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**ENG 237 (3 hours)/ENG 237R (4 hours). Literature and Film**

Prerequisite for ENG 237R: C or better in INT 101 or GBK 101.

The critical study of film as a literary text. Selected novels and their film adaptations will be studied in order to explore the differences and similarities between written and cinematic forms. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every other year)

**ENG 240. Multicultural Women Writers (3 hours)**

*(Same as WGS 240)*

An analysis of the writings of contemporary American women of diverse cultural backgrounds. Reading and discussing novels, short stories, and poetry, this course will explore the ways that these writers navigate being American and being culturally "other" within a homogenizing "melting pot" society. (Every two years)

**ENG 263 (3 hours)/ENG 263R (4 hours). Survey of English Literature: Beginnings through the Eighteenth Century**

Prerequisite for ENG 263R: C or better in INT 101 or GBK 101.

A chronological survey of English literature from the Anglo-Saxon period through the eighteenth century. Students will inquire about, reflect upon, and interpret major literary works that codify and problematize Western values. Students will gain greater understanding of political, religious, and social developments from the Anglo-Saxon era in England to the Restoration of the monarchy after the English Civil War. Readings will explore human nature, human relationships, and/or humans' relation to the divine. Required for the English major. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**ENG 264. Survey of English Literature: Romanticism to the Present (3 hours)**

A chronological survey of English literature from the Romantic Age to the contemporary period. The transformation of England during this period highlights the dominant forces that characterized late Western Society and created our present. English literature of these periods explores the ramifications of, celebrates, and bemoans these changes. Students engage the Western tradition, facilitating historical consciousness and awareness of major developments, through features that are more pronounced within literature. (Every semester)

**ENG 265. Survey of American Literary Masters (3 hours)**

A study of major American writers from the colonial period to the present. (Every semester)

**ENG 301. Introduction to Literary Studies (3 hours)**

This course introduces students to literary criticism and the methodologies of literary scholarship. It is intended to prepare English majors for advanced work in upper-division courses. Required for the English major. (Every semester)

**ENG 307. Essay Writing (3 hours)**

Writing in a variety of essay forms with special emphasis on the relationships among writer, subject, and reader. (Every three years)

**ENG 308. Introduction to Poetry Writing (3 hours)**

This course teaches the writing of poetry based on traditional and contemporary models. Students read widely in poetry to learn writing techniques, conventions, and forms, and then use these techniques, conventions, and forms to generate their own work and develop a voice as a poet. (Every year)

**ENG 309. Introduction to Fiction Writing (3 hours)**

This course teaches the writing of fiction based on traditional and contemporary models. Students read widely in fiction to learn writing techniques, conventions, and forms, and then use these techniques, conventions, and forms to generate their own work and develop a voice as a writer. (Every year)

**ENG 311. Poetry Workshop (3 hours)**

Prerequisite: consent of the instructor.

Students who have developed a facility in poetry writing will work together in a workshop setting. Exercises, assignments, readings, group critiques, and individual conferences will be used to support the student's efforts to complete an agreed upon poetry portfolio. (Every year)

**ENG 312. Fiction Workshop****(3 hours)**

Prerequisite: consent of the instructor.

Students who have developed a facility in fiction writing will work together in a workshop setting. Exercises, assignments, readings, group critiques, and individual conferences will be used to support the student's efforts to complete an agreed upon fiction portfolio. (Every year)

**ENG 320. Shakespeare I: Early Plays****(3 hours)**

A study of Shakespeare's dramatic works before 1601, including comedies, such as *Twelfth Night*, English history plays, such as *Henry V*, and early tragedies, such as *Hamlet*. The course examines questions of language, convention, and performance, while working to develop students' skills as thoughtful close readers of Shakespeare's works. Issues of genre, gender, race and ethnicity, class, and identity are also considered, focusing on how such categories both reflect and help to create early modern culture, and how the plays' exploration of these aspects of human experience continue to be relevant in the twenty-first century. (Every Year)

**ENG 321. Shakespeare II: Later Plays****(3 hours)**

A study of Shakespeare's dramatic works between 1601 and 1613. Plays to be considered include major tragedies, such as *Othello*, so-called problem plays, such as *Measure for Measure*, and the romances, such as *The Tempest*. The course examines questions of language, convention, and performance, while working to develop students' skills as thoughtful close readers of Shakespeare's works. Issues of genre, gender, race and ethnicity, class, and identity are also considered, focusing on how such categories reflect and help to create early modern culture, and how the plays' exploration of these aspects of human experience continue to be relevant in the twenty-first century. (Every Year)

**ENG 323. History of the English Language****(3 hours)**

The history of modern British and American English is traced from the Indo-European beginnings through the Anglo-Saxon, Medieval, and Modern Periods to the present trends in linguistic study. (Occasionally)

**ENG 325. Contemporary Theories in Linguistics****(3 hours)**

This course includes the study of phonetics, morphology, structural linguistics, and transformational grammar. It is intended to acquaint students with the recent scientific approach to the study of English grammar. (Every year)

**ENG 329. Twentieth-Century Literary Theory and Criticism****(3 hours)**

A study of literary theory and criticism in the twentieth century, focused on major groups and movements. Regularly included are such schools as Formalism, Structuralism, Psychoanalysis, Feminism, and Post-Structuralism. (Every year)

**ENG 330. Chaucer****(3 hours)**

This course focuses primarily upon *The Canterbury Tales* with some work on *Troilus and Criseyde* and minor poems. Attention is given to Middle English pronunciation and poetics. Lectures, reports, and collateral readings will concern the Medieval background. (Every two years)

**ENG 335. Milton****(3 hours)**

A study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, as well as selections from the minor poems and prose works. (Every two years)



**ENG 340. Sixteenth-Century Literature (3 hours)**

A survey of the literature of the English Renaissance. Special attention will be given to the work of Edmund Spenser, Christopher Marlowe, Sir Philip Sidney, and Sir Francis Bacon, as well as to the non-dramatic poetry of Shakespeare. (Every two years)

**ENG 342. Seventeenth-Century Literature (3 hours)**

A survey of the religious and secular literature of seventeenth-century England, up to 1660, including such authors as Donne, Herbert, Jonson, Herrick, and Marvell. (Every two years)

**ENG 346. Restoration and Eighteenth-Century Literature (3 hours)**

Using the works of canonical figures such as Dryden, Pope, Addison, Swift, Defoe, Fielding, Johnson, Goldsmith and Gray, this course charts transformations of English poetry and drama, as well as the emergence of the literary essay and novel. In addition, examination of criminal narratives, working class poetry, spiritual autobiographies and slave narratives, provides a contrasting, non-elite perspective to the period. In sum, the course provides a comprehensive investigation of literary responses to the promises and problems – individual and collective – of the Enlightenment. (Occasionally)

**ENG 347. Poetry and Prose of the Romantic Movement (3 hours)**

A study of the themes, cultural contexts and development of English Romanticism, through the poetry and prose—both essays and fiction—of authors such as Blake, Godwin, Wollstonecraft, the Wordsworths, Coleridge, Byron, the Shelleys, Hemans, and Keats. (Every two years)

**ENG 348. Victorian Poetry and Prose (3 hours)**

This course studies the major writers of the Victorian age in Britain. In order to best understand these authors, we will read them alongside cultural documents that illuminate the concerns of the age, including industrialization, the roles of men and women, religious faith, childhood, and the place of art in society. Authors whom we will study may include Tennyson, Dickens, Browning, the Brontës, the Rossettis, and Hopkins. (Every two years)

**ENG 349. The English Novel (3 hours)**

An overview of the development of the English novel through representative works by major authors, such as Richardson, Austen, Dickens, Thackeray, Eliot, and Hardy. Discussions will explore central themes of the English novel: marriage, money, morals and manners, and gendered concepts of and attitudes toward ruin. (Every two years)

**ENG 352. Romanticism in American Literature (3 hours)**

An exploration of the wildly fertile period of literary and religious experimentation from 1820-1865. The class will explore America's first counter-cultural movement in transcendentalism, Nathaniel Hawthorne and Herman Melville's energetic responses to that movement, and the best-selling female authors that Nathaniel Hawthorne called "mad scribbling women." The course concludes with a study of Emily Dickinson's attempt to bridge the gap between the spiritual rigors of Calvinism and the new freedom of transcendentalism. (Every two years)

**ENG 353. Realism in American Literature (3 hours)**

A study of literature from one of the most controversial and turbulent eras in American history, from Reconstruction to the rise of modernism. The class will explore American literature's struggle to address the great fractures of American life during the Gilded Age, from the failures of inter-racial democracy to the rise of worker unrest to the struggle for women's rights. Authors may include Louisa May Alcott, Francis Harper, Charles Chesnutt, Mark Twain, Kate Chopin, Elizabeth Stuart Phelps, Rebecca Harding Davis,

William Dean Howells, Stephen Crane, Frank Norris, and Upton Sinclair. (Every two years)

**ENG 354. The American Novel (3 hours)**

A survey of the development of the American novel from its beginnings to the early twentieth century to show how the American novel has become both uniquely American and a major form of American letters. Hawthorne, Melville, Howells, James, Dreiser, and others will be studied. (Every two years)

**ENG 357. Southern Literature to 1900 (3 hours)**

A study of southern literature from colonization to the beginning of the twentieth century. This class explores the complicated origins of the U.S. South, the literature of slavery and abolition, the cultural legacy of the Civil War and Reconstruction, southern literary regionalism, the New South phenomenon, and the rise of Jim Crow. Authors may include Thomas Jefferson, Southwestern Humorists, Augusta Jane Evans, Frederick Douglass, Harriet Beecher Stowe, Harriet Jacobs, Joel Chandler, Mark Twain, Local Color Writers, Kate Chopin and Charles Chesnut. (Every two years)

**ENG 358. Southern Literature since 1900 (3 hours)**

A study of southern literature from the beginning of the twentieth century to the present. This class covers southern modernism and post-modernism and explores the Lost Cause, southern modernism, the World Wars, the civil rights movement, and the rise of the Sunbelt. Authors may include Dorothy Allison, Thomas Dixon, Ellen Glasgow, Zora Neale Hurston, William Faulkner, Flannery O'Connor, Natasha Trethewey, Alice Walker, Richard Wright, and Eudora Welty. (Every two years)

**ENG 359. African American Literature: Beginnings to 1965 (3 hours)**

*(Same as AFR 359)*

A survey of classic writings in African American literature presented in their historical contexts. The course includes essays analyzing the political and social status of African Americans at various points during the period and representative works by major poets and fiction writers. Reading lists vary from year to year, but generally include such authors as Brown, Chestnut, Harper, the Grimkes, Larsen, Bontemps, DuBois, Washington, Harlem Renaissance writers, Ellison, and writers of the early Civil Rights era. (Every year)

**ENG 360. African American Literature: 1965 to Present (3 hours)**

*(Same as AFR 360)*

A chronological study of the development of African American literature since 1965. The course attempts to place African American literature in the context of world and American literature by examining prevalent themes and traditions as presented in fiction, poetry, and drama. Reading lists vary from year to year, but generally include such authors as Wright, Baldwin, Morrison, Angelou, Sanchez, Baraka, McMillan, Walker, and Wideman. (Every year)

**ENG 362. Modern Poetry (3 hours)**

This course will examine modern poetry as a collection of literary movements with many different aesthetic and ideological permutations. Among the movements and trends that we will discuss are Imagism, High Modernism, Popular Modernism, Objectivism, and Confessionalism. We will become familiar with many of the most innovative and important authors writing from the 1870's through the 1960's. Authors whom we will study include Yeats, Eliot, Frost, Williams, Hughes, Millay, Cummings, Brooks, Ginsberg, Levertov, and Bishop. (Every two years)

**ENG 364. Modern Drama (3 hours)**

A journey through the most innovative, controversial, and revolutionary period in the history of modern theater, this class will explore explosive works of drama from the riot-inducing plays of Ibsen to the laugh-inducing nihilistic theater of the absurdists. Along the way students will read, among other works, Anton Chekhov's tragic-comedies, August Strindberg's vicious battles between the sexes, Bertolt Brecht's comic-musical calls to rebellion, and Tennessee Williams's navigations between desire and death. (Every two years)

**ENG 366. Modern Fiction: 1900 to 1965 (3 hours)**

A study of major modernist innovations in form and techniques by the foremost writers of the twentieth century up to 1965. Writers usually include Joyce, Woolf, Lawrence, James, Fitzgerald, Hemingway, Faulkner. (Every two years)

**ENG 367. Contemporary Drama: 1965 to Present (3 hours)**

A study of some of the most inventive and transformative contemporary playwrights, from Tom Stoppard and Maria Irene Fornes to Tony Kushner and Suzan-Lori Parks, students will explore plays which dare and defy audiences to look beneath the surface of middle-class life to find what lies urgent and unexpressed below. (Every two years)

**ENG 368. Contemporary Poetry: 1965 to Present (3 hours)**

A study of major poets writing in English in a range of forms since the mid-1960s. Major topics include postmodernism, postcolonialism, confessional poetry, the Beats, Black Mountain poetics, the Black Arts movement, New Formalism, feminist verse, translation, and innovations in form. (Every two years)

**ENG 369. Contemporary Fiction: 1965 to Present (3 hours)**

A study of major fiction writers writing in English since 1965 and of the forms, conventions, adaptations, and innovations of their work. Major topics include postmodernism, postcolonialism, absurdism, magical realism, minimalism, hyper-realism, "sudden" fiction, metafiction, regionalism, and the evolution of the American short story. (Every two years)

**ENG 371. Beginning Playwriting (3 hours)**

*(Same as THR 371)*

The goal of this course is to introduce the student to the conventions and techniques of playwriting. Students will complete exercises leading to the creation of an original one-act play. (Occasionally)

**ENG 372. Screenwriting (3 hours)**

The art, craft, and business of screenwriting from theoretical and practical perspectives. Topics include: the nature of screenplay formats and structures; creation and development of premise, plot, character, and action; scene writing; adaptation issues; place of the screenwriter in the collaborative process of film making; and marketing strategies. (Occasionally)

**ENG 378. Images of Women in Literature (3 hours)**

*(Same as WGS 378)*

A study of the literary representation of women, with emphasis on the lives and careers of women writers. Authors covered may include Austen, Bronte, Wharton, Woolf, Morrison, and others. (Every two years)

**ENG 380. Special Topics in English Literature (3 hours)**

A study of some significant topic in literature written in English not included in the regular departmental offerings. May be taken twice for credit in the English major. (Every year)

**ENG 382. Special Topics in Literature and Film (3 hours)**

A study of some significant topic in literature and film not included in the regular departmental offerings. May be taken twice for credit in the English major if the topic varies. (Every two years)

**ENG 480S. Seminar in Literature (3 hours)**

Prerequisites: senior standing.

A study of some significant topic in English or American literature not included in the regular departmental offerings. May not be repeated for credit. Required for the literature track of the English major. (Every semester)

**ENG 483. Advanced Playwriting Workshop (3 hours)**

Prerequisites: junior or senior standing; ENG/THR 371 and ENG 372.

A portfolio (two complete plays) approved by the instructor may substitute for ENG/THR 371 and/or ENG 372. Students will write and revise one play with assistance from readers' theater criticism conducted by classmates and will assemble a portfolio of three complete plays. Offered as needed for playwriting students unable to enroll in ENG 485 (Sams Seminar in Drama). (Occasionally)

**ENG 484. Directed Independent Reading (1-3 hours)**

Prerequisite: junior or senior status and consent of the instructor.

This course provides the student with the opportunity to do guided intensive reading in a literary field of his or her interest under the direction of the instructor selected. The student will be expected to meet regularly with the instructor and to present written evidence of his or her critical ability and aesthetic appreciation. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. Variable credit 1-3 hours, not to exceed 3 hours total. (Occasionally)

**ENG 485. The Ferrol Sams, Jr., Distinguished Chair of English Seminar in Fiction, Poetry, or Drama (3 hours)**

Prerequisite: successful completion of appropriate creative writing courses or by permission of the instructor.

This course will provide an opportunity for students to study advanced creative writing under an accomplished artist. (Every year)

**ENG 487. Advanced Creative Writing Workshop (3 hours)**

Prerequisites: junior or senior standing, ENG 310, 311, or 312.

The course follows a workshop format wherein students critique one another's work, hone their editing skills, and study the editorial standards of strong presses and practicing writers. The course also explores matters of form and researching markets for written work. (Every two years)

**ENG 488. Independent Study for Honors in English (3 hours)**

Open to qualified senior English majors and offered fall semester of each year. Working under the direction of a member of the English Department and with the approval of the chair, the student will complete by March 15 of his or her senior year an essay project of scholarly merit. Three hours credit will be awarded on satisfactory completion of the project, and an Honors designation will be entered in the student record. (Occasionally)

**ENG 498. Internship in Editing, Writing, or Research (1-3 hours)**

Prerequisite: declaration of an English major.

An internship of at least 15 weeks at an approved business, organization, or academic institution in which a student's on-the-job responsibilities pertain to editing, writing, or

literary or documentary research. The student will serve as an apprentice under professional supervision; in addition to performing assigned tasks, students will learn through observation, regular discussion with the supervisor and a Mercer professor, and written reflection. The course may be repeated for a total maximum of nine hours. Students will be graded on the S/U basis. This course does not count towards a major or minor in English. (Every semester)

## ENVIRONMENTAL BIOLOGY (ENB)

Linda Hensel, *Chair /Professor of Biology*  
Heather Bowman Cutway, *Associate Professor*  
Michael K. Moore, *Professor*

The Department of Biology offers a minor in Environmental Biology. This program is interdisciplinary, using principles of biology, chemistry, and environmental science to explore the natural world and environment. Successful students will gain exposure to the interconnectedness of these natural sciences and obtain a breadth of knowledge that will permit them to make informed decisions about environmental issues.

### Minor in Environmental Biology

*21 semester credit hours minimum in ENB*

- BIO 211. Introduction to Biology
- CHM 111. General Chemistry I
- ENB 150. Introduction to Environmental Science
- Three courses from:
  - BIO 315. Field Studies in Biology
  - BIO 370. Principles of Ecology
  - BIO 381. Urban Ecosystems
  - BIO 390 or BIO 490. Special Topics in Biology (if deemed appropriate by the chair)
  - BIO 440. Aquatic Biology
  - BIO 480. Conservation Biology
  - ENV 330. Introduction to Geographic Information Systems
- An approved Mercer on Mission experience class numbered 300 or higher
- MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)

### ENB 150. Introduction to Environmental Science (4 hours)

A study of the interrelationships of biological cycles and processes with the physical and geological cycles that drive terrestrial and aquatic ecosystems. Emphasis will be placed on understanding the form and function of the natural environment, modifications placed on natural systems by human activities, and current strategies to minimize human impacts on natural systems. A laboratory/field trip course. (Every year)

### ENB 198. Special Introductory Topics in Environmental Biology: (Subtitle) (1-4 hours)

Study of an introductory topic in Environmental Biology not covered in any of the departmental offerings. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. This course may not be applied to the Environmental Biology minor. (Occasionally)

# ENVIRONMENTAL STUDIES (ENV)

*(formerly Environmental Studies and Policy-ENP)*

Eimad Houry, *Chair /Professor of International and Global Studies*

Brian Rood, *Associate Professor of International and Global Studies*

Environmental Studies major and minor is offered by the Department of International and Global Studies. For information about this Department please see the INTERNATIONAL AND GLOBAL STUDIES portion of this catalog.

The Environmental Studies and Policy major is designed to provide students with the scholarly background and intellectual skills necessary to understand complex environmental problems and formulate decisions that are environmentally sound. The academic process is multidisciplinary, drawing upon the diversity of environmentally-related departments and disciplines throughout Mercer and allows a student to explore a wide variety of environmental issues including: the social and human environment, the physical environment, and the biological environment. The field crosses traditional disciplinary boundaries, as deeper understanding of environmental problems and solutions requires attention to a wide range of concepts and analytical methods spanning the natural and social sciences. The successful completion of the interdisciplinary ENV major leads to a B.A. degree.

## **Major in Environmental Studies**

*53 semester credit hours minimum*

Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.

- ENV 250. Principles of Sustainability
- GHS 200. Introduction to Health Sciences
- IGS 401. Senior Design
- STA 126. Introductory Statistics
- One Cultural systems course from:
  - ANT 101. Introduction to General Anthropology
  - GEO 111. Principles of Human Geography: Mapping Globalization's Landscape
- One Economic systems course from:
  - SEP 200. Introduction to Social Entrepreneurship: The Moral Imagination
  - ECN 150. Principles of Microeconomics
  - ECN 151. Principles of Macroeconomics
- One Foreign Language option from: (FRE/GER/LAT/SPN 111, 112, and 251 may be exempted by achieving a specific score on the Language Placement Test.
  - Chinese
    - CHN 111 and CHN 112. Beginning Chinese I and II
    - CHN 251. Intermediate Chinese
  - French
    - FRE 111 and FRE 112. Beginning French I and II
    - FRE 251. Intermediate French
  - German
    - GER 111 and GER 112. Beginning German I and II
    - GER 251. Intermediate German
  - Greek
    - GRK 111 and GRK 112. Beginning Greek I and II
    - GRK 251. Intermediate Greek
  - Spanish
    - SPN 111 and SPN 112. Beginning Spanish I and II
    - SPN 251. Intermediate Spanish :
- One Political systems course from:

<p>IAF 253. Introduction to International Relations POL 270. Introduction to Comparative Politics</p> <ul style="list-style-type: none"> <li>Seven courses from: (At least 6 hours must be in courses numbered 300 or above) <ul style="list-style-type: none"> <li>ECN 452. Environmental Economics</li> <li>ENB 150. Introduction to Environmental Science</li> <li>ENV 105. Geology</li> <li>ENV 110. Meteorology</li> <li>ENV 330. Introduction to Geographic Information Systems</li> <li>ENV 340. China: Environment and Industry</li> <li>ENV 344. Environmental Ethics</li> <li>ENV 350. Operations of Environmental Organizations</li> <li>GHS 300. Global Health Challenges</li> <li>GHS 320. Environmental Health</li> <li>IGS 198. Special Introductory Topics in International and Global Studies</li> <li>IGS 280. Special Intermediate Topics in Global Studies</li> <li>IGS 380. Special Advanced Topics in Global Studies</li> <li>IGS 402. Senior Project</li> <li>POL 345. Environmental Politics and Social Justice</li> <li>SOC 325. Urban Ecology (SOC 101 pre-requisite waived by Chair)</li> <li>SOC 360. Environmental Sociology (Prerequisite: SOC 101)</li> </ul> </li> <li>One Experiential Requirement: <ul style="list-style-type: none"> <li>Traditional term long study-abroad</li> <li>One Mercer on Mission trip with IGS (ENV, GHS, IAF and/or SEP) eligible courses approved by the IGS department Chair</li> <li>One faculty-led study abroad experience pre-approved by the IGS chair</li> </ul> </li> </ul>
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<p><b>Minor in Environmental Studies</b> <i>19 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>ENB 150. Introduction to Environmental Science</li> <li>ENV 250. Principles of Sustainability</li> <li>Four additional courses chosen from the ENV eligible courses listed above. <i>A minimum of two courses must be at the 300 level.</i></li> </ul>
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**ENV 105. Geology (4 hours)**  
An introductory course in geology, including a study of the structure and material of the earth's crust: the processes that have given the rocks and minerals their composition, structure, and distribution; the internal structure of the earth; the energy and forces responsible for earthquakes, volcanoes, and mountain-building; the forces that have otherwise shaped the landscape; and a brief history of life on earth as revealed in the fossil record. A lecture and laboratory course. (Every other year)

**ENV 110. Meteorology (4 hours)**  
An introductory, basically qualitative approach to the science of weather and climate. Includes the study of cloud types and their causes; air masses, their origin and movement; fronts, frontogenesis, and frontal weather; tornadoes, hurricanes, and other phenomena. A lecture and laboratory course. (Occasionally)

**ENV 250 (3 hours)/ENV 250R (4 hours). Principles of Sustainability**  
Prerequisite for ENV 250R: C or better in INT 101 or GBK 101.  
An exploration of the disciplined creation of long term inter-generational prosperity through the enhancement of human, natural, manufactured, and financial capital. Sustainability is concerned with how best to meet social and economic development objectives without compromising the future viability of natural and human systems.

Principles of sustainability encourage a style of behavior comfortable with challenges, new ideas and constant change. Class time may be spent in lecture, discussion, case studies, experiential exercises and practical workshops. In addition a group service learning project will enable students to apply theoretical learning to a real organization or community situation. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

### **ENV 330. Introduction to Geographic Information Systems (4 hours)**

Prerequisite: ENB 150 or CSC 125 or permission of the instructor.

The study of computer-based technology for creating geographic data, managing large quantities of digital data, integrating information from different sources, visualizing scenarios, and analyzing geographic data. The theoretical component of the course emphasizes the fundamentals of cartography and structure and editing of spatial data. Successful students will be able to apply this knowledge to demonstrate how GIS can be used to propose hypothetical solutions to various environmental problems. A lecture and laboratory course. (Every other year)

### **ENV 340. China: Environment and Industry (3 hours)**

The course is dedicated to examining contemporary expansion of industry in China and to assessing its impacts on the local and global environment and human health. Background of Chinese history and an overview of the fundamentals of Chinese culture, economy, and political structure are covered. The course allows students to assess the positive and negative impacts of industrialization on Chinese, European, and other societies. (Every Two Years)

### **ENV 344. Environmental Ethics (3 hours)**

Prerequisite: either one course in PHI or ENB 150. An examination of ethical issues and theories as they apply to environmental concerns, together with a survey of emerging environmental philosophies. (Occasionally)

### **ENV 350. Operations of Environmental Organizations (3 hours)**

Prerequisite: ENB 150 or SOC 101.

An examination of the creation, development, and operations of non-profit and "for profit" environmental organizations including concepts of federal and state certifications, quality assurance/quality control, management structure of large organizations, and defending your positions with credibility. A lecture/discussion course. (Every two years)

### **ENV 495. Senior Seminar in Environmental Studies (3 hours)**

Prerequisites: senior status and permission of instructor.

An interdisciplinary study of a contemporary topic not covered in depth in the curriculum. Majors will present papers on research and write a review of a significant topic in environmental studies and policy. A lecture/discussion course. (Every year)

## **EXPERIENTIAL LEARNING (EXP)**

Experiential learning promotes an understanding of academic material through active participation and reflection. These experiences substantially improve the learning of class material, build valuable skills, and have a positive impact on the student and the larger community. Fulfillment of the Experiential Learning Requirement must be approved and documented by a faculty or staff mentor, who will engage students in a reflection exercise that is appropriate to the discipline and nature of the experience. Upon successful completion of the experience (as defined by current guidelines adopted by the College) students will receive the appropriate EXP designation on their transcripts.



Students must fulfill the Experiential Learning Requirement in at least one of the following ways:

**EXP 401. Supervised Undergraduate Research (0 hours)**

Students will independently or in teams design and conduct a research project under the direction of appropriate faculty. This research should culminate in a final project that is appropriate for the discipline, as well as the nature and extent of the research. (Every Semester)

**EXP 402. Creative Activity in the Arts (0 hours)**

Students will participate in the creative process through the completion of a faculty approved public performance or exhibition in art, music, drama, or creative writing. (Every Semester)

**EXP 403. Service-Learning (0 hours)**

Students will complete a service experience connected to class material. Service-learning includes community service, community-based research, and advocacy experiences that reinforce course learning objectives. (Every Semester)

**EXP 404. Study Away Experience (0 hours)**

Students will encounter different cultures or subcultures as they engage in appropriate coursework. These international or domestic experiential learning opportunities can take the form of faculty-led study away programs (spring break and summer terms) or long-term study away programs (semester or academic year). All study away experiences must be approved through the Office of International Programs and have the support of an academic advisor. (Every Semester)

**EXP 405. Mercer On Mission (0 hours)**

Students will enroll in academic coursework and perform international service-learning projects at sites approved by the Mercer On Mission director. Students must be accepted in the program by the Mercer On Mission office. (Every Summer)

**EXP 406. Competitive Academic Teams (0 hours)**

Students will participate in a faculty approved competitive academic team requiring research, reasoning and argumentation. Examples include Mercer Debate Society, Model Arab League, and Binary Bears. (Every Semester)

**EXP 407. Internship (0 hours)**

Students will complete a faculty-approved internship, student teaching experience, or other equivalent opportunity working alongside professionals. (Every Semester)

**EXP 408. Student Mentors (0 hours)**

Students will serve as mentors to younger students. Mentors will receive training for undertaking their responsibilities, fulfill their assigned responsibilities, and engage in formal reflection on their work. Examples include work as a WRT preceptor, Peer Advisor, or Supplementary Instruction Leader. (Every Semester)

**EXP 490. Special Project (0 hours)**

Students will independently or in teams design and implement a special project that possesses significant components of experiential learning not covered by EXP 401-407. Such projects might include, but are not limited to, ROTC activities, advanced student leadership (for instance, in The Cluster or Student Government Association) and volunteer work. Students and their faculty sponsor will work together to develop an appropriate project. Special projects require advance approval by the College of Liberal Arts Engaged Learning Committee. (Every Semester)

# FILM STUDIES

Cynthia Gottshall, *Director/Professor of Journalism and Media Studies*

The Film Studies minor, offered by the Department of Journalism and Media Studies, is an interdisciplinary field of inquiry devoted to the analysis of cinema both as a unique art form in its own right and as a medium influenced and shaped by related fields such as literature and the visual arts. The goals of this program are to encourage serious consideration of film as texts, as an art form and as popular culture; to explore film as a medium of communication; and to examine the power of film in shaping attitudes, values, and our understanding of society and the world. Film Studies is a discipline distinct from filmmaking, which focuses on skills of film production rather than film analysis. The interdisciplinary minor is an opportunity to pursue interpretations of the artistic, cultural, and intellectual importance of film. The curriculum begins with Introduction to Film Studies, offers courses in a variety of interdisciplinary perspectives, and culminates in a Seminar involving research on a special topic in the study of film.

## Minor in Film Studies

*21 semester credit hours minimum*

- JMS 220. Introduction to Film Studies
  - JMS 225. Introduction to Non-Fiction Film
  - ENG 237. Literature and Film
  - JMS 405. Seminar in Film Studies
  - Three courses from:
    - ENG 382. Special Topics in Literature and Film
    - JMS 305. The Visual Story
    - JMS 315. Film Director
    - JMS 316. Film Genre
    - JMS 318. Queer Cinema
    - JMS 490. Special Topics in Journalism and Media
- Or a course approved by the Coordinator of the Film Studies Program in which film is the main object of study.

## FOREIGN LANGUAGES AND LITERATURES (FLL)

*Anna Weaver, Chair/Associate Professor*

Randy Harshbarger, *Associate Professor*

J. Fernando Palacios, *Associate Professor*

Achim Kopp, *Professor*

Jose Pino, *Assistant Professor*

Lydia Masanet, *Professor*

Edward J. Weintraut, *Professor*

Clara Mengolini, *Assistant Professor*

The Department of Foreign Languages and Literatures builds students' proficiency in the five areas necessary for communication: listening, speaking, reading, writing, and cultural competence in Chinese, French, German, Greek, Italian, Latin, and Spanish. It also strengthens students' understanding of the literature, history, customs, and culture of the peoples who used or are using those languages. Major and minor programs are offered in French, German, Latin, and Spanish.

**For information about our curriculum in foreign languages, please see the heading for Chinese, French, German, Greek, Italian, Latin, and Spanish.**

**FLL 195 (3 hours)/FLL 195R (4 hours). World Cultural Studies in English**

210 / MERCER UNIVERSITY

Prerequisite for FLL 195R: C or better in INT 101 or GBK 101.

A study of French, German, Hispanic, or Greco-Roman culture taught in English. Students will (1) examine the nature of the culture involved through analysis of and reflection on significant actions, ideas, and sources; (2) investigate how the culture under study helped shape the development of the West over centuries; and (3) be exposed to perspectives and forces that drive intercultural exchange. Does not count toward any foreign language major or minor. May be offered abroad. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Occasionally)

**FLL 467. Foreign Language Teaching Methodology I: (3 hours)**  
**Reading and Writing**

Prerequisites: admission to the teacher education program, EDU 256, and 357, and the equivalent of 251 in the appropriate language.

Evaluation of the objectives and methods involved in teaching the skills of reading and writing on the K-12 levels, including analysis of textbooks, consideration of special foreign language problems, and study of alternative methodologies and techniques of testing. Does not count toward any foreign language major or minor. (Occasionally)

**FLL 470. Foreign Language Teaching Methodology II: (3 hours)**  
**Speaking and Listening**

Prerequisites: admission to the teacher education program, EDU 256, and 357, and the equivalent of 251 in the appropriate language.

Evaluation of the objectives and methods involved in teaching the skills of speaking and listening on the K-12 levels, including analysis of textbooks, consideration of special foreign language problems, and study of alternative methodologies and techniques of testing. Does not count toward any foreign language major or minor. (Occasionally)

## **FRENCH (FRE)**

*Anna Weaver, Chair/Associate Professor of Foreign Language and Literature*

*Randy Harshbarger, Associate Professor*

The French major, minor, and courses are offered by the Department of Foreign Languages and Literatures. The Department of Foreign Languages and Literatures is affiliated with a study abroad program in France. The prerequisite is either successful completion of 112 or consent of department faculty. Students study at the Centre International d'Etudes Françaises in Angers, France. They may earn up to 15 hours of credit, up to 9 of which may count toward the major. No more than 6 credit hours may count toward the minor.

**NOTE: FRE 111, 112, 251, and 252 may be exempted by achieving a specific score on the French placement exam. Students who place into, and successfully complete, FRE 251 or above will receive an additional 4 hours of credit towards graduation.**

### **Major in French**

*32 semester credit hours minimum*

- FRE 111. Beginning French I
- FRE 112. Beginning French II
- FRE 251. Intermediate French I
- FRE 252. Intermediate French II
- FRE 301. French Composition and Conversation I

- FRE 302. French Composition and Conversation II
- One course from:
  - FRE 303. French Literature and Cultural Identity I
  - FRE 304. French Literature and Cultural Identity II
- Three additional FRE courses, two of which must be in courses numbered 300 or above. FRE 315. French Civilization is strongly advised.
- Successful completion of an exit examination.

Majors may attain Departmental Honors in French by meeting the following requirements: 1) apply for admission to the program by the end of the spring semester of the junior year; 2) select a director from the department faculty; 3) attain a minimum cumulative grade point average of 3.0; 4) attain a 3.75 grade point average in language courses; 5) enroll in FRE 495; 6) complete a special project in language, literature, methodology, or other approved area; 7) give a departmental honors presentation.

### **Minor in French**

*23 semester credit hours minimum*

- FRE 111. Beginning French I
- FRE 112. Beginning French II
- FRE 251. Intermediate French I
- FRE 252. Intermediate French II
- Nine additional FRE numbered 300 or above.

### **FRE 111-112. Beginning French I and II (4 hours each)**

Open to students with little or no previous instruction in French, this course sequence enables students to attain a basic competency in all language skills: listening, speaking, writing, reading, and culture. (Every semester)

### **FRE 153S-253S-353S French Studies Abroad (1-15 hours)**

Prerequisites: FRE 111 for FRE 153S, FRE 112 for FRE 253S, FRE 252 for FRE 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: French language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an onsite supervisor, students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Nine hours may count toward the major or 6 toward the minor. (Occasionally)

### **FRE 251. Intermediate French I (3 hours)**

Prerequisite: successful completion of or exemption from FRE 111-112.

Continued development of language skills leading to the ability to handle a limited variety of social situations, such as travel needs, biographical information, leisure activities, etc., including past and present frames of reference. The course includes discussion of appropriate aspects of French culture and literature. (Every fall)

### **FRE 252. Intermediate French II (3 hours)**

Prerequisite: completion of or exemption from FRE 251.

Continued development of the four language skills leading to the ability to handle an increased variety of social situations, including those calling for different levels of subjectivity (expression of opinion, emotions, wishes, etc.) and future and conditional frames of reference. The course includes discussion of appropriate aspects of French culture and literature. (Every spring)

**FRE 285. Intermediate Conversational Practice (1 hour)**

Prerequisite: FRE 251 or consent of instructor.

This course is designed for students who would like to maintain their proficiency in speaking and listening skills. Course content will include discussion of current topics from French-language newspapers, magazines, newsletters, videos, and films. One credit-hour per semester not to exceed four credit hours; does not count toward major or minor; non-optimal "Satisfactory-Unsatisfactory" grading. (Every year)

**FRE 301. French Composition and Conversation I (3 hours)**

Prerequisite: FRE 252 or consent of instructor.

Concentrated study of everyday French by means of class discussions and short compositions. Various grammatical difficulties will be studied. (Every fall)

**FRE 302. French Composition and Conversation II (3 hours)**

Prerequisite: FRE 301 or consent of instructor.

Continued work in oral comprehension as well as the study of a more abstract vocabulary and complex grammatical structures through the reading of short literary extracts. (Every spring)

**FRE 303. French Literature and Cultural Identity I (3 hours)**

Prerequisite: FRE 302.

Students will continue to improve their linguistic and cultural competence by examining some of the fundamental works that are essential to the development and understanding of French culture and society. Class discussion will focus on such early writings as *La Chanson de Roland* and *Les Lais de Marie de France* and may also address works of Rabelais, Montaigne, Corneille, Racine, Du Bellay, Molière, Mme. de Sévigné, Voltaire, Rousseau, and others. (Every two years)

**FRE 304. French Literature and Cultural Identity II (3 hours)**

Prerequisite: FRE 302.

Students will continue to improve their linguistic and cultural competence by examining some of the significant shifts in society and literature that resulted from the French revolution and that are essential to the development and understanding of French culture and society. Class discussion will focus on works of Chateaubriand, Lamartine, Hugo, Baudelaire, George Sand, Flaubert, Proust, Apollinaire, Camus, Sartre, and others. (Every two years)

**FRE 315. French Civilization (3 hours)**

Prerequisite: FRE 302.

A chronological overview of the most notable achievements, customs, and traditions in French history, art, architecture, and literature. Other distinctive features of contemporary France, such as cinema, music, geography, and politics, will be treated as well. (Every two years)

**FRE 317. French Literature and Culture of the 17th Century (3 hours)**

Prerequisite: FRE 302.

Advanced practice in the four communications skills through reading, discussing, and writing about major literary works and the cultural context out of which they grew in the seventeenth century in France. Emphasis on the theater of Corneille, Racine, and Molière, as well as the philosophy of Pascal and Descartes, along with other writers such as Mme de Sévigné, Mme. de LaFayette, La Fontaine, and La Rochefoucauld. Study of special social dynamics such as the *salon mondain* and court life at Versailles. (Occasionally)

**FRE 319. French Literature and Culture of the 19th Century (3 hours)**

Prerequisite: FRE 302.

Advanced practice in the four communications skills through reading, discussing, and writing about major literary works and the cultural context out of which they grew in the nineteenth century in France. Emphasis on such movements as Romanticism, Realism, Parnassian poetry, Symbolism, Positivism, and Naturalism. Study of such cultural phenomena as the growing gap between artist and public and the importance of social justice during this century. (Occasionally)

**FRE 320. French Literature and Culture Since 1900 (3 hours)**

Prerequisite: FRE 302.

Advanced practice in the four communications skills through reading, discussing, and writing about major literary works and the cultural context out of which they have grown in France and Francophonie since 1900. Movements such as Surrealism, the Renouveau Catholique, the Nouveau Roman, Theater of the Absurd, Existentialism, Feminism, and Postmodernism will be highlighted, as well as the works of less easily classified writers (Proust, Gide, Duras, Queneau, etc.). (Occasionally)

**FRE 385. Special Topics in French: (Subtitle) (1-3 hours)**

Prerequisite: consent of instructor.

Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for major or minor credit. (Occasionally)

**FRE 425. Seminar: (Subtitle) (3 hours)**

Prerequisite: FRE 302 or consent of the instructor.

A concentrated study of selected authors, literary movements, or topics in French life and culture. Topics will vary from year to year. May be repeated for major or minor credit. (Occasionally)

**FRE 480. Internship (1- 15 hours)**

Prerequisite: departmental approval.

A supervised program of field experience in which students make practical application of their skills in French in an approved establishment outside the University. The department as a whole must approve the student's project, which will be directed by an instructor and an on-site supervisor. No more than 3 hours may be counted toward a French major or minor. Students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. (Occasionally)

**FRE 485. Assistantship for French 111-112 (1 hour)**

Prerequisite: permission of the instructor.

Selected French majors or minors serve as assistants in FRE 111 or 112. Assistants attend 2-3 classes per week, study the assigned work, and help conduct classroom and lab activities. Assistants may review but will not evaluate students' work. Other duties will be determined by the instructor in consultation with the assistant. In addition, the assistant will be required to complete a written reflection on the experience. Does not count toward the major or minor. Mandatory S/U grading. May not be repeated. (Occasionally)

**FRE 490. Supervised Independent Study (1-3 hours)**

Prerequisite: consent of instructor.

An intensive reading program designed to examine in depth a specific theme or author in French language, literature, or culture. Students are required to engage in projects or

assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for major or minor credit. (Occasionally)

**FRE 495. Directed Independent Research (1-3 hours)**

Prerequisite: consent of the instructor.

This course is intended to provide students an opportunity to conduct supervised research in an area of their interest in French language, literature, or culture. It may be used to fulfill the course requirement for departmental honors. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

## **GEOGRAPHY (GEO)**

Eimad Houry, *Chair/Professor of International and Global Studies*

Geography courses are offered through the Department of International and Global Studies.

**GEO 111 (3 hours)/GEO 111R (4 hours). Principles of Human Geography: Mapping Globalization's Landscape**

Prerequisite for GEO 111R: C or better in INT 101 or GBK 101.

The purpose of this course is to introduce students to the breadth of the discipline by exploring four themes in the geography of globalization: the social/cultural construction of place, relative location, the cultural landscape, and urbanization. The course includes several critical applied research topics, including the production of place, the relationship between core and peripheral regions, the transformation of traditional cultural landscapes, and the impacts of urbanization in developed and developing economies. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**GEO 198. Special Introductory Topics in Geography (Subtitle) (3 hours)**

Study of an introductory topic in Geography not covered in any of the departmental offerings. (Occasionally)

**GEO 313. East Asia in Regional Context: China, Japan, and the Koreas (3 hours)**

The course examines modern developments in East Asia, namely China, Japan, and the Koreas. Major themes include urbanization; sub-regions and urban systems; political history, industrialization, migration, socio-ecological systems, and national relationships with globalization. Specific attention will be given to space, place, and culture throughout each theme. (Every Three Years)

## **GERMAN (GER)**

Anna Weaver, *Chair/Associate Professor of Foreign Languages and Literatures*

Edward J. Weintraut, *Professor*

The German major, minor, and courses are offered by the Department of Foreign Language and Literature. The Department of Foreign Languages and Literatures is affiliated with a study abroad program in Germany. The prerequisite is either successful completion of 112 or consent of department faculty. Students study at the Speak and Write Institute in Marburg, Germany or the University of Bamberg. Variable credit up to 15 hours, up to 9 of which may count toward the major. No more than 6 credit hours may count toward the minor.

NOTE: GER 111, 112, 251, and 252 may be exempted by achieving a specific score on the German placement exam. Students who place into, and successfully complete, GER 251 or above will receive an additional 4 hours of credit towards graduation.

### **Major in German**

*28 semester credit hours minimum*

- GER 111. Beginning German I
- GER 112. Beginning German II
- GER 251. Intermediate German I
- GER 252. Intermediate German II
- Five or more GER courses numbered 300 or above, totaling at least 14 hours.
- Successful completion of the Goethe-Zertifikat B1 examination with a passing grade

Majors may attain Departmental Honors in German by meeting the following requirements: 1) apply for admission to the program by the end of the spring semester of the junior year; 2) select a director from the department faculty; 3) attain a minimum cumulative grade point average of 3.0; 4) attain a 3.75 grade point average in language courses; 5) enroll in GER 495; 6) complete a special project in language, literature, methodology, or other approved area; 7) give a departmental honors presentation.

### **Minor in German**

*18 semester credit hours minimum*

- GER 111. Beginning German I
- GER 112. Beginning German II
- GER 251. Intermediate German I
- GER 252. Intermediate German II
- GER 311. Conversation and Composition
- Two additional GER courses numbered 300 or above

### **GER 111-112. Beginning German I and II (4 hours each)**

This course sequence is designed to help students cultivate a basic level of proficiency in all four language skills (reading, writing, speaking, and listening). By the end of this sequence, students should be able to communicate meaningfully with native speakers who are accustomed to dealing with non-native users of German. Emphasis is on basic needs in highly predictable, common everyday situations. (Every year)

### **GER 153S-253S-353S German Studies Abroad (1-15 hours)**

Prerequisites: GER 111 for GER 153S, GER 112 for GER 253S, GER 252 for GER 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: German language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an on-site supervisor, students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Nine hours may count toward the major or 6 toward the minor. (Occasionally)

### **GER 251-252. Intermediate German I and II (3 hours each)**

Prerequisite: GER 112 or exemption.

This sequence is designed to help students enhance their proficiency in all four language skills. By the end of the sequence, students should be able to communicate meaningfully with sympathetic native speakers. Emphasis is on an increasing variety of interactive



transactions in past, present, future, and hypothetical frames of reference, including those requiring expression of opinion, emotions, wishes, and reservations. (Every year)

**GER 285. Intermediate Conversational Practice (1 hour)**

Prerequisite: German 251 or consent of instructor.

This course is designed for students who would like to maintain their proficiency in speaking and listening skills. Course content will include discussion of current topics from German-language newspapers, magazines, newsletters, videos, and films. One credit-hour per semester not to exceed four credit hours; does not count toward major or minor; non-optional "Satisfactory-Unsatisfactory" grading. (Occasionally)

**GER 311. Conversation and Composition (3 hours)**

Prerequisite: GER 252 or consent of instructor.

Continued enhancement and refinement of the four language skills leading to the ability to perform effectively and meaningfully in an increased variety of social situations. Introduction to discourse strategies in speaking (e.g., interrupting speaker, asserting one's opinion, paraphrasing) and in writing (e.g., requesting information, applying for positions, refusing or accepting invitations). (Every year)

**GER 321. Contemporary German Society and Culture (3 hours)**

Prerequisite: GER 311 or consent of instructor.

On-going enhancement and refinement of skills in reading, writing, listening, and speaking. Class discussion will focus on a variety of issues affecting contemporary German society and culture (e.g., political, economic, sociological, psychological, religious). (Every three years)

**GER 351. German Literature, Culture, and Society I (3 hours)**

Prerequisite: GER 311.

On-going enhancement and refinement of skills in reading, writing, listening, and speaking. Class discussion will focus on excerpts from works written by authors such as Walther von der Vogelweide, Wolfram von Eschenbach, Martin Luther, Andreas Gryphius, Gotthold Ephraim Lessing, Johann Michael Lenz, Johann Wolfgang von Goethe, Friedrich von Schiller, Friedrich Hoelderlin, and Immanuel Kant. (Occasionally)

**GER 352. German Literature, Culture, and Society II (3 hours)**

Prerequisite: GER 311.

On-going enhancement and refinement of skills in reading, writing, listening, and speaking. Class discussion will focus on excerpts from works written by authors such as Johann Wolfgang von Goethe, Friedrich von Schiller, Novalis, Joseph von Eichendorff, Heinrich Heine, Arthur Schopenhauer, Friedrich Nietzsche, Theodor Fontane, Rainer Maria Rilke, and Bertolt Brecht. (Every two years)

**GER 353. German Literature, Culture, and Society III (3 hours)**

Prerequisite: GER 311.

On-going enhancement and refinement of skills in reading, writing, listening, and speaking. Class discussion will focus on works written by authors such as Bertolt Brecht, Friedrich Duerrenmatt, Heinrich Boell, Guenter Grass, Wolf Biermann, Christa Wolf, and Heiner Mueller. Special emphasis on issues attending post-unification Germany and the perennial German Question. (Every two years)

**GER 385. Special Topics in German: (Subtitle) (1-3 hours)**

Prerequisite: consent of the instructor.

Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for major or minor credit. (Occasionally)

**GER 411. Advanced Stylistics (2 hours)**

Prerequisites: GER 311 and two courses in German literature, culture, and society.

This course is designed to help students refine their abilities in all four skills and discuss with greater sophistication a wide variety of complex topics pertaining to contemporary German. (Occasionally)

**GER 425. Seminar: (Subtitle) (3 hours)**

Prerequisites: GER 311; one course from literature, society, and culture grouping; and consent of the instructor.

This course is designed to help students examine in depth a particular author, work, or issue in German literature, culture, or society. (Occasionally)

**GER 480. Internship (1- 15 hours)**

Prerequisite: departmental approval.

A supervised program of field experience in which students make practical application of their skills in German in an approved establishment outside the University. The department as a whole must approve the student's project, which will be directed by an instructor and an on-site supervisor. Students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. No more than 3 hours may be counted toward a German major or minor. (Occasionally)

**GER 485. Assistantship for German 111/112 (1 hour)**

Prerequisite: permission of the instructor.

Selected German majors or minors serve as assistants in GER 111 or 112. Assistants attend 2-3 classes per week, study the assigned work, and help conduct classroom and lab activities. Assistants may review but will not evaluate students' work. Other duties will be determined by the instructor in consultation with the assistant. In addition, the assistant will be required to complete a written reflection on the experience. Does not count toward the major or minor. Mandatory S/U grading. May not be repeated. (Occasionally)

**GER 490. Supervised Independent Study (1-3 hours)**

Prerequisite: consent of the instructor.

This course is designed to help students examine in depth a particular author, work, or issue in German language, literature, culture, or society. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for major or minor credit. (Occasionally)

**GER 495. Directed Independent Research (1-3 hours)**

Prerequisite: consent of the instructor

This course is intended to provide students an opportunity to conduct supervised research in an area of their interest in German language, literature, or culture. It may be used to fulfill the course requirement for departmental honors. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

# GLOBAL HEALTH STUDIES (GHS)

Eimad Houry, *Chair/Professor of International and Global Studies*  
Chinekwu Obidoa, *Assistant Professor of International and Global Studies*  
Amy Nichols-Belo, *Assistant Professor of International and Global Studies*

Global Health Studies is part of the International and Global Studies Department. For more information about that department please see the INTERNATIONAL AND GLOBAL STUDIES heading in this catalog.

The major in Global Health Sciences addresses the health of global populations and communities through instruction, service, and community-based research. The major in Global Health Studies is designed to expand and enrich undergraduate educational learning outcomes by incorporating health curricula into liberal education. It provides graduates with the skills to analyze the factors underlying domestic and international health challenges and to combine research and service experience with the ability to make difficult social choices, to devise solutions to individual and population-wide health problems, and to implement disease-prevention strategies. It is interdisciplinary in that it draws on fields such as international affairs, law, and the natural and social sciences giving due consideration to principles of human rights and cultural perspectives that abound in our multicultural country and world.

The successful completion of the interdisciplinary major in Global Health leads to a B.A. degree.

## Major in Global Health

*53 semester credit hours minimum*

Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.

- ENV 250. Principles of Sustainability
- GHS 200. Introduction to Health Sciences
- GHS 320. Environmental Health
- GHS 330. Epidemiology
- GHS 350. Global Health Policy
- IGS 401. Senior Design
- STA 126. Introductory Statistics
- One Cultural systems course from:
  - ANT 101. Introduction to General Anthropology
  - GEO 111. Principles of Human Geography: Mapping Globalization's Landscape
- One Foreign Language option from: FRE/GER/LAT/SPN may be exempted by achieving a specific score on the Language placement exam.
  - Chinese
    - CHN 111. and CHN 112. Beginning Chinese I and II
    - CHN 251. Intermediate Chinese
  - French
    - FRE 111. and FRE 112. Beginning French I and II
    - FRE 251. Intermediate French
  - German
    - GER 111. and GER 112. Beginning German I and II
    - GER 251. Intermediate German
  - Greek
    - GRK 111. and GRK 112. Beginning Greek I and II
    - GRK 251. Intermediate Greek
  - Latin
    - LAT 111. and LAT 112. Beginning Latin I and II
    - LAT 251. Intermediate Latin
  - Spanish

SPN 111. and SPN 112. Beginning Spanish I and II  
SPN 251. Intermediate Spanish

- One Economic systems course from:  
SEP 200. Introduction to Social Entrepreneurship: The Moral Imagination  
ECN 150. Principles of Microeconomics  
ECN 151. Principles of Macroeconomics
- One Political systems course from:  
IAF 253. Introduction to International Relations  
POL 270. Introduction to Comparative Politics
- Four courses from:  
GHS 300. Global Health Challenges  
GHS 310/ANT 310. Medical Anthropology  
GHS 345/WGS 345. Health and Gender  
GHS 355. Medical Geography  
GHS 365. International Public Health Interventions  
GHS 370/AFR 370. Health in Africa  
GHS 375/WGS 375. Maternal and Child Health  
IGS 198. Special Introductory Topics in Global Studies  
IGS 280. Special Intermediate Topics in Global Studies  
IGS 380. Special Advanced Topics in Global Studies  
IGS 402. Senior Project
- One Experiential Requirement:  
Traditional term long study-abroad  
One Mercer on Mission trip with IGS eligible courses (ENV, GHS, IAF and/or SEP) approved by the IGS department Chair  
One faculty-led study abroad experience pre-approved by the IGS chair

### **Minor in Global Health**

*18 semester credit hours minimum*

- GHS 200. Introduction to Health Sciences
- Five additional courses selected from the GHS eligible courses list above. A minimum of two courses must be at the 300 level or above.

### **GHS 101. Nutrition**

**(3 hours)**

This is an introductory course on human nutrition that emphasizes practical applications such as planning for normal nutrition through the life cycle, special needs of the elderly, children and pregnant women, sanitation of food, legislation, and labeling as it affects the food supply. The physiological, psychological and economic aspects of obtaining an adequate diet as they relate to the changing needs of an individual will be discussed in addition to the relationship of nutrients to health and fitness. Current nutritional issues and controversies and food patterns of cultures and religions may also be discussed. (Every semester)

### **GHS 200 (3 hours)/GHS 200R (4 hours). Introduction to Global Health**

Prerequisite for GHS 200R: C or better in INT 101 or GBK 101.

An interdisciplinary introduction to Global Health and International Health. The course examines the global burden of disease and the complex social, economic, political, environmental, and biological factors that structure the origins, consequences, and treatments of disease. This course emphasizes concrete and culturally-sensitive approaches to improving global health. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**GHS 300. Global Health Challenges (3 hours)**

Prerequisite: GHS 200.

An interdisciplinary and in-depth exploration of contemporary and historical problems in global health. Particular focus will be placed on theorizing global health disparities, analyzing specific case studies, and developing appropriate solutions to complex issues. This course may include a service-learning component. (Every two years)

**GHS 310. Medical Anthropology (3 hours)**

*Same as ANT 310.*

Prerequisite: GHS 200 and ANT 101, or instructor Permission.

An anthropological and cross-cultural approach to understanding lived experiences of disease, sociocultural factors which influence health and well-being, and differing forms of healing practice. Course case studies will demonstrate sociocultural, biocultural, and critical approaches to medical anthropology. (Every two years)

**GHS 320. Environmental Health (3 hours)**

Prerequisite: GHS 200.

An overview of environmental health from local to global, addressing fundamental topics and current debates. This course examines the collective impact of the environment (natural and man-made) on human health. Students will learn about regulatory and social approaches for responding to environmental threats to human health. This course may include a service-learning component. (Every year)

**GHS 330. Epidemiology (3 hours)**

Prerequisites: STA 126 and GHS 200.

A survey of the concepts, methods, and applications of epidemiology with particular focus on global health. The course stresses study design, biostatistical analysis, and application to surveillance, prevention, and health policy design. (Every year, fall semester)

**GHS 345. Health and Gender (3 hours)**

*(Same as WGS 345)*

Prerequisites: GHS 200 or WGS 180.

An interdisciplinary examination of the gendered dimensions of health in the global context. The course will explore such topics as sexual and gender identity, gender-based violence, sexuality-transmitted infections, pregnancy prevention, and infertility. (Every two years)

**GHS 350. Global Health Policy (3 hours)**

Prerequisite: GHS 320 or GHS 330, or Instructor Permission.

This course introduces students to global health policy. It examines the process of developing and implementing global health policy, and introduces a framework for understanding the social, political and economic dimensions of key global health policies. Students will develop skills in policy analysis, policy brief development, and policy evaluation through the exploration of a variety of contemporary global health policy case studies. (Every year)

**GHS 355. Medical Geography (3 hours)**

Prerequisite: GHS 200 or GEO 111.

Medical geography is the study of the geographic distribution of health, disease & illness and their determinants. Students will be introduced to basic geographic concepts and techniques used to investigate a variety of health-related issues. Using theoretical frameworks in the fields of spatial and social epidemiology, students will learn about how place/location functions as a major determinant of health. Students will learn how to

apply Geographic Information Systems (GIS) to global health problems. (Every two years)

**GHS 365. International Public Health Interventions (3 hours)**

Prerequisites: GHS 200 and a 300-level GHS course.

This course seeks to equip students with relevant skills necessary for responding to public health challenges in international settings. Students will be introduced to the frameworks, principles and strategies for developing, implementing and evaluating international public health programs and interventions. Using a hands-on-problem and solution-based approach, students will acquire practical and technical skills to conceptualize and design community and population based public health interventions that can be applied to a variety of health problems such as: disaster and emergency response, nutrition, child wellbeing, HIV/AIDS, and reproductive health. (Every two years)

**GHS 370. Health in Africa (3 hours)**

*Same as AFR 370*

Prerequisite: GHS 200.

An interdisciplinary examination of health on the African continent. This course will examine such topics as disease burden, globalization, traditional healing systems, and the roles of history, culture, politics, and economics in shaping African health. Drawing from practical case studies from different countries, students will learn about how these multiple determinants of health intersect in shaping health and wellbeing in the continent. (Every two years)

**GHS 375. Maternal and Child Health (3 hours)**

*(Same as WGS 375)*

Prerequisite: GHS 200.

An exploration of maternal, neonatal, and child morbidity and mortality in the global context, with emphasis on conditions in developing nations. This course will focus on the sociocultural, political, and economic causes of poor maternal and child health, while introducing students to approaches in MCH health prevention, promotion, and program design. (Every two years)

## GRAPHIC DESIGN

Gary Blackburn, *Director/Professor of Art*

Craig Coleman, *Associate Professor*

The Graphics Design major is offered through the Department of Art.

### Major in Graphic Design

*57 semester credit hours minimum*

This track fulfills the CLA Additional Depth of Understanding requirement.

- One course from
  - ART 106. History of Art I
  - ART 107. History of Art II
- ART 115. Drawing Fundamentals
- One course from:
  - ART 116. Fundamentals of Design and Color
  - ART 116C. Fundamentals of Design and Color
- ART 225. Painting
- ART 254. Beginning Digital Imaging
- ART 331. Illustration

- ART 332. Typography
- ART 333. Layout Design
- ART 367. Modern Art History
- ART 432. Advanced Typography
- ART 433. Advanced Layout Design
- ART 475. Problems in Criticism
- PHO 230. The Art of Photography: Pinhole
- PHO 425. Digital Photography
- ECN 150. Principles of Microeconomics
- MKT 361. Principles of Marketing
- MKT 417. Advertising
- MGT 363. Principles of Management
- One course from:
  - JMS 370. Public Relations
  - An additional course in ACC, MKT, or MGT.
- A major project consisting of a graduation exhibition undertaken during the senior year. The major project must be of sufficient quality to merit the approval of the art faculty; lacking this, the student may be required to continue work in the Art Department until his/her project is satisfactory. Full tuition will be charged for any semester of such extra work. With the consent of the student, the art faculty may make a selection of outstanding work from the graduation exhibition to be retained as a part of the permanent collection of the University without compensation to the student. Any art work may be retained for exhibition over a period not to exceed two years.

Majors may attain Departmental Honors by fulfilling the following requirements: 1) earn an overall grade point average of 3.50; 2) earn a 3.50 grade point average in all art courses; and 3) complete with-distinction a major project consisting of a graduation exhibition or a research paper during the senior year.

### **Minor in Graphic Design**

*18 semester credit hours minimum*

- ART 115. Drawing Fundamentals
- One course from:
  - ART 116. Fundamentals of Design and Color
  - ART 116C. Fundamentals of Design and Color
- ART 331. Illustration
- ART 332. Typography
- ART 333. Layout Design
- One course from:
  - ART 432. Advanced Typography
  - ART 433. Advanced Layout Design

## **GREAT BOOKS PROGRAM (GBK)**

Kathryn Kloepper, *Director/Professor of Foreign Languages and Literatures*

The Great Books curriculum is one of two general education programs in the College of Liberal Arts. The eight courses emphasize thoughtful inquiry, are discussion-based, and are reading and writing intensive. Through the engagement of primary literary, political, religious, philosophical, and scientific texts in the Western tradition, students can enhance their skills in disciplined thinking and writing, deepen their moral and ethical reflectiveness, and develop their understanding of how the seminal ideas of the past have formed our present world and selves. The Great Books thus provide both a ground and a goal for the specialized disciplines in which students major. The faculty of the

College believe that careful study of the primary texts of Western thought and belief in small study groups guided by committed and rigorous instructors from varying academic disciplines is a valid means to a good general education.

Students choosing the Great Books Program for their general education requirements must take seven courses: GBK 101, 202, 203, 304, 305, 306, and 407. All courses require substantial written work and may require attendance at additional lectures and events. Repeated failure to prepare for classes will result in a failing grade and dismissal from the curriculum.

GBK 101 satisfies the INT 101 requirement. This allows a student to sample the Great Books curriculum before choosing between the two programs in general education. Any Great Books course may be taken for elective credit, if space is available. Engineering students may use courses from the Great Books Program to satisfy general education requirements and should coordinate specific course choices with their engineering advisor and the Director of Great Books.

GBK 101 may be repeated only during the sophomore year.

Inquiries about the Great Books Program should be addressed to the Director of Great Books.

### **GBK 101. Understanding Self and Others: Among Gods and Heroes (4 hours)**

Through a shared first-year experience, students will examine representations of and reflections on the self in order to develop as individuals in relationship to others. As the introductory course in the Great Books Program, selfhood will be explored through the prism of foundational works of the ancient Greeks including works by Homer, Aeschylus, Sophocles, Thucydides, and Plato. Writing instruction and written work for this course will further develop students' understanding of writing as a means of discovering and expressing ideas across domains of knowledge. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. GBK 101 fulfills the requirement of INT 101 for students in the Great Books Program. (Every year, fall semester)

### **GBK 202. Classical Cultures (4 hours)**

Prerequisite: a grade of C or better in GBK 101.

Through readings from such authors as Plato, Euclid, Aristotle, and Virgil students will reflect upon and discuss some of the most seminal ideas of Western culture and examine ways in which Greco-Roman thought has shaped the Western world. Writing instruction and written work for this course will further develop students' understanding of writing as a means of discovering and expressing ideas across domains of knowledge. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given to developing the practical skill of writing as specified in the Writing Instruction section of the catalog. GBK 202 fulfills the WRT 120 requirement for students in the Great Books Program. (Every year, spring semester)

### **GBK 203. The Hebrew and Christian Traditions (4 hours)**

Prerequisite: a grade of C or better in GBK 202.

Readings in several books of the Old and New Testaments as well as selections from Augustine and Aquinas. Writing instruction and written work for this course will further develop students' understanding of writing as a means of discovering and expressing ideas across domains of knowledge. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given to developing the practical skill of writing as specified in the Writing Instruction section of the catalog. GBK



203 meets the requirement for the third Writing Instruction course for students in the Great Books Program. (Every year)

**GBK 304. Order and Ingenuity (3 hours)**

Prerequisite: GBK 203 or approval of the program director.

Readings from such authors as Dante, Chaucer, Machiavelli, Cervantes, Galileo, and Montaigne. (Every year)

**GBK 305. The Modern Worldview (3 hours)**

Prerequisite: GBK 304 or approval of the program director.

Readings from such authors as Shakespeare, Bacon, Descartes, Pascal, Hobbes, Newton, Locke, Hume, and Milton. (Every year)

**GBK 306. Reason and Revolution (3 hours)**

Prerequisite: GBK 304 or approval of the program director.

Readings from such authors as Rousseau, Goethe, Smith, Jefferson, Madison, Hamilton, Wollstonecraft, Kant, Tocqueville, Marx, Engels, Emerson, and Darwin. (Every year)

**GBK 407. The Age of Ambivalence (3 hours)**

Prerequisites: GBK 305 or 306, or approval of the program director.

Readings from such authors as Dostoevsky, Yeats, Mendel, Freud, Weber, and Nietzsche. (Every year)

**GBK 495. Special Topics: (Subtitle) (3 hours)**

Prerequisites: GBK 101 and at least junior status or approval of the program director.

A study of texts, themes, or authors not covered in the regular offerings or an intensive study of a major work. Topics offered recently include "Writings of Jane Austen," "Histories," "Goethe: Poet and Scientist," and "Faulkner and the South." (Every year)

## GREEK (GRK)

*Anna Weaver, Chair/Associate Professor of Foreign Languages and Literatures*

The Greek courses are offered by the Department of Foreign Languages and Literatures.

Students who place into, and successfully complete, GRK 251 or above will receive an additional 3 hours of credit towards graduation.

**GRK 111-112. Beginning Greek I and II (3 hours each)**

Open to students with little or no previous instruction in Greek, this sequence enables students to attain a fundamental competency in Hellenistic Greek grammar and to build a basic Greek vocabulary drawn from the Greek New Testament. The courses focus on the mastery of fundamental elements of Greek grammar and vocabulary, the use of Greek language tools, and the translation of selected readings from the Greek New Testament. (Every year)

**GRK 153S-253S-353S. Greek Studies Abroad (1-15 hours)**

Prerequisites: GRK 111 for GRK 153S, GRK 112 for GER 253S, GRK 251 for GER 353S,

or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Greek language, literature, civilization, culture, history, and archaeology. Under the direction of a faculty member and/or an on-site supervisor, students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. (Occasionally)

**GRK 251. Intermediate Greek****(3 hours)**

Prerequisite: successful completion or exemption from GRK 111-112.

This course is designed to further students' competency in Hellenistic Greek grammar and vocabulary through an intensive study of selected texts from the Greek New Testament. Attention will also be given to the history of the Greek language and to classical, Hellenistic, and Byzantine Greek culture and literature. (Every year)

**GRK 385. Special Topics in Greek: (Subtitle)****(3 hours)**

Prerequisite: consent of instructor.

This course focuses on the translation of Greek texts, which may include selections from Homer, the Septuagint, the New Testament, Josephus, Philo, or Pausanias. May be repeated. (Every year)

**HISTORY (HIS)**Robert Good, *Chair/Associate Professor of History*Jamie H. Cockfield, *Professor*Sarah E. Gardner, *Professor*Wallace L. Daniel, *Professor*John Thomas Scott, *Professor*Abigail P. Dowling, *Assistant Professor*Doug Thompson, *Associate Professor*

The History curriculum develops an appreciation of the past both for the perspective it affords and for the ways that studying history can promote critical thought, effective communication, and responsible citizenship. The history major thus provides an appropriate background for graduate and professional school and many kinds of non-academic employment. The curriculum exposes majors to both the breadth and depth of historical inquiry. Successful majors will be able to communicate knowledge of specific pre-modern European, modern European, and American historical eras and fields. They will also be proficient in historical research methods and in historical argumentation, both written and oral argumentation, both written and oral.

**Major in History***33 semester credit hours minimum*

- HIS 110. Essentials of Western Civilization  
Majors are strongly recommended to take HIS 115. Western Civilization: Enrichment when enrolled in HIS 110.
- One American History course from:
  - HIS 145. American Film as Art and History
  - HIS 160. Biblical Texts and American History
  - HIS 165. American Transformations of its European Heritage
  - HIS 176. American Founding Principles
- HIS 210. The Twentieth Century World
- HIS 295. The Historian's Craft
- HIS 395. Studies in Historiography
- HIS 495. Research Seminar in History
- One Pre-Modern and Early Modern Eras course:
  - HIS 301. Ancient History: The Near East and Greece
  - HIS 302. Ancient History: Rome
  - HIS 310. The Middle Ages
  - HIS 315. Early Modern Europe
  - HIS 320. Medieval England
  - HIS 321. Early Modern Britain
  - HIS 345. Colonial Americas in a Transatlantic World
- One Modern Europe course:
  - HIS 317. Europe in the Nineteenth Century

- HIS 318. Twentieth Century Europe
  - HIS 322. Modern Britain
  - HIS 325. Revolution and Its Legacy in France
  - HIS 327. The Rise of Modern Russia
  - HIS 328. The Russian Empire and the Soviet Regime
  - HIS 330. The First and Second World Wars
  - HIS 332. An Intellectual History of Modern Europe
  - One United States courses:
    - HIS 350. United States in the Founding Era, 1763-1815
    - HIS 351. United States in the Industrial Era, 1815-1940
    - HIS 356. The Civil War and Reconstruction
    - HIS 359. United States in the Global Era, 1940-2001
    - HIS 361. The Old South
    - HIS 362. The New South
    - HIS 363. African American History
    - HIS 365. History of Georgia
    - HIS 370. An Intellectual History of America
    - HIS 377. U.S. Women's History, Colonial Era to the Present
- Only eight hours of credit in 100-level courses may be applied towards the major, and only six hours of credit in HIS 481, 491, and 499 may be applied toward the major.

Students who major in history may attain Departmental Honors by 1) earning a grade of B+ or better in HIS 495 and 2) by attaining a grade point average of 3.75 in history courses and 3.5 overall.

### **Secondary Teacher Certification Program in History**

Teacher certification in history (6-12) is available to history majors. Students planning to teach history in secondary school should notify their advisor and contact the secondary education advisor in Tift College of Education. Required courses in education include EDUC 210, 220, 256, 283, 357, 398, 399, 406, 430, 469, 476, 485, and 492. Please consult the TIFT COLLEGE OF EDUCATION section of this catalog for more detail.

### **Minor in History**

*15 semester credit hour minimum*

- One option from:
  - HIS 395 plus any two courses numbered 300 or higher.
  - Three courses from two different categories:
    - Pre-Modern and Early Modern Eras courses:
      - HIS 301. Ancient History: The Near East and Greece
      - HIS 302. Ancient History
      - HIS 310. The Middle Ages
      - HIS 315. Early Modern Europe
      - HIS 320. Medieval England
      - HIS 321. Early Modern Britain
      - HIS 345. Colonial Americas in a Transatlantic World
    - Modern Europe courses:
      - HIS 317. Europe in the Nineteenth Century
      - HIS 318. Twentieth Century Europe
      - HIS 322. Modern Britain
      - HIS 325. Revolution and Its Legacy in France
      - HIS 327. The Rise of Modern Russia
      - HIS 328. The Russian Empire and the Soviet Regime
      - HIS 330. The First and Second World Wars
      - HIS 332. An Intellectual History of Modern Europe
    - United States courses:
      - HIS 350. United States in the Founding Era, 1763-1815

HIS 351. United States in the Industrial Era, 1815-1940  
HIS 356. The Civil War and Reconstruction  
HIS 359. United States in the Global Era, 1940-2001  
HIS 361. The Old South  
HIS 362. The New South  
HIS 363. African American History  
HIS 365. History of Georgia  
HIS 370. An Intellectual History of America  
HIS 377. U.S. Women's History, Colonial Era to the Present

- Two additional HIS courses

### **HIS 110 (3 hours)/HIS 110R (4 hours). Essentials of Western Civilization**

Prerequisite for HIS 110R: C or better in INT 101 or GBK 101.

A study of Western Civilization's development during the ancient, medieval, and modern eras. Connections between religion, politics, and culture are stressed, as is the growth since the 1700s of citizens' rights and consumerism. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every Semester)

### **HIS 115. Western Civilization: Enrichment (1 hour)**

A problem-based study of how historians have defined and interpreted the West's development, distinctiveness, and global significance. Majors are strongly encouraged to take HIS 115 when enrolled in HIS 110. (Occasionally)

### **HIS 120. Introductory Topics in History: (Subtitle) (1-3 hours)**

A rotating-topic module course designed for majors and non-majors alike. European, American, and global topics will be offered. Domestic or foreign travel may be required. Students may take different topics of the course twice and earn up to four hours (total) for credit towards graduation. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week every hour of credit. (Occasionally)

### **HIS 145 (3 hours)/HIS 145R (4 hours). American Film as Art and History**

Prerequisite for HIS 145R: C or better in INT 101 or GBK 101.

A study of films oriented around a common historical theme. This course will emphasize the study of films for their place in the history of the time, and for their reflection of and influence on American culture from their time of crafting through the late 20th century. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every Year)

### **HIS 160 (3 hours)/HIS 160R (4 hours). Biblical Texts and American History**

Prerequisite for HIS 160R: C or better in INT 101 .

A study of the interplay between the Abrahamic texts and the development of American culture. Textual examinations will reflect upon their original setting and their American application. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every Year)

### **HIS 165 (3 hours)/HIS 165 R (4 hours). American Transformations of its European Heritage**

Prerequisite for HIS 165R: C or better in INT 101 or GBK 101.

A topical examination of America's transformations of the major elements of its European heritage from the sixteenth to the twentieth centuries. The course focuses on a single area of heritage and transformation on a rotating basis. Specific topics include civic rights, public health, religion, justice, war and diplomacy, laws and constitutions, and race and ethnicity. May only be taken once for credit towards graduation. The four-hour,

R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **HIS 176 (3 hours)/HIS 176 R (4 hours). American Founding Principles**

*(Same as PHI 176 and POL 176)*

Prerequisite for HIS 176R: C or better in INT 101 or GBK 101.

This course will study the major intellectual currents and ideas that informed the creation of the American republic. It will be divided into two main parts. First, the course ranges across the Western tradition in order to elucidate the elements most important to the American Founders. These elements include the classical traditions of Greece and Rome, the modern Enlightenment tradition, the Protestant tradition, and the British republican tradition. Second, the course examines the American Founding itself, focusing on the major issues and debates (from 1765-1800) that shaped the institutions and character of the regime. Throughout, emphasis will be placed on the discussion of primary texts and documents. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

### **HIS 210. The Twentieth Century World (3 hours)**

Prerequisites: none. HIS 110 is recommended.

A history of world affairs from about 1900 through 2001, stressing the decline of the West's technical and geopolitical dominance and various global reactions to the spread of the West's liberal consumerism. (Every year)

### **HIS 224. Sub-Saharan Africa to Independence (3 hours)**

*(Same as AFR 224)*

A study of sub-Saharan Africa before and during imperialism, addressing the spread of Islam, the trans-Atlantic slave trade, and the effects upon Africans of European trade, conquest, and administration. (Every two years)

### **HIS 295. The Historian's Craft (3 hours)**

Prerequisites: HIS 110 or either HIS 160 or 165, and sophomore standing.

An introduction to the basic vocabulary, source materials, research and writing methods, and historiographical issues in the discipline of history, with an emphasis on analytical and writing skills. The course is required for majors, who are strongly urged to enroll as sophomores. (Every year)

### **HIS 301. Ancient History: The Near East and Greece (3 hours)**

A study of the rise of civilization in the Near East, its flowering in Greece, and its merging into a Mediterranean culture. (Every two years)

### **HIS 302. Ancient History: Rome (3 hours)**

A study of the rise of Rome in the Italian peninsula, Roman hegemony over the ancient world, and the empire's final dissolution. (Every two years)

### **HIS 310. The Middle Ages (3 hours)**

A survey of the medieval world: the rise of Christianity and the Germanic West; the apogee of medieval civilization with Gothic architecture, scholasticism, and the chivalric tradition; and the late medieval impact of technology, commerce, and the nation-state. (Every two years)

### **HIS 315. Early Modern Europe (3 hours)**

A comparative study of the intellectual, religious, political, and social changes in Europe from the fourteenth to the eighteenth centuries. Topics include the development of Renaissance thought, conflicts over religion and devotion during the Reformation, the

growth of the monarchical state and conflicts between absolutism and constitutionalism, the birth of Europe's colonial empires, and the rise of rationalism. (Every two years)

**HIS 317. Europe in the Nineteenth Century (3 hours)**

A general history of Western and Central Europe in the century after the Congress of Vienna, emphasizing the politics and diplomacy of the major European states. (Every two years)

**HIS 318. Twentieth Century Europe (3 hours)**

A general history of continental Europe in the twentieth century, emphasizing totalitarianism's threats to liberal institutions and ideals and its awkward place in various national memories. Also addressed are Europeans' loss of global empires and the growth of the European Union. (Every two years)

**HIS 320. Medieval England (3 hours)**

The development of England under the Norman and Plantagenet dynasties (1066-1485) with emphasis on evolving political, social, and economic institutions. (Every two years)

**HIS 321. Early Modern Britain (3 hours)**

A study of the peoples of the British Isles from the close of the Middle Ages through the eighteenth century. Topics include the development of distinct religious, cultural and national identities in Britain, Britain's constitutional conflicts, the quest for a colonial empire, and the origins of the Industrial Revolution. (Every two years)

**HIS 322. Modern Britain (3 hours)**

A comparative study of the peoples of the British Isles since the eighteenth century with emphases on the Industrial Revolution and the expansion and subsequent collapse of Britain's empire. (Every two years)

**HIS 325. Revolution and Its Legacy in France (3 hours)**

A detailed study of the French Revolution, followed by a broader study of how the revolution's liberal, egalitarian, secular, and assimilationist ideals have defined and often polarized public life in France since 1789. (Every two years)

**HIS 327. The Rise of Modern Russia (3 hours)**

A history of the political, social, economic, religious, and intellectual development of Kievan and Muscovite Russia and the formation and ascendancy of the Russian Empire to 1855. (Every two years)

**HIS 328. The Russian Empire and the Soviet Regime (3 hours)**

Russian history since 1856 with emphases on social, political, and diplomatic developments, the Russian Revolution, and the rise of the Soviet state. (Every two years)

**HIS 330. The First and Second World Wars (3 hours)**

An examination of the technologies, military campaigns, war aims of the belligerents, and development of strategy and tactics during and between the world wars of the twentieth century. (Every year)

**HIS 332. An Intellectual History of Modern Europe (3 hours)**

A study of the Western identity in its rational, romantic, and existential forms. Close attention is given to the relation of ideas to social change since the Renaissance. (Occasionally)

**HIS 333. Russian History Study Tour (3 hours)**

Prerequisite: one HIS course or permission of the instructor.

A study tour to historic and cultural points of interest in Moscow, St. Petersburg, and one other Russian city. Seminars, to be conducted both abroad and on campus, may include such topics as the history of the Kremlin; post-Cold War Russian society; Peter the Great and the westernization of Russia, and the like. Several papers will be required. The travel component of this course may be offered during May Term or between fall and spring terms. If the latter, students will officially enroll in and complete the work for the course during the following spring term. (Occasionally)

**HIS 340. Critical Themes in Western Civilization: (Subtitle) (3 hours)**

A team-taught course addressing crucial themes that transcend conventionally defined fields of Western history, typically by pertaining to two or more continents. (Occasionally)

**HIS 345. Colonial Americas in a Transatlantic World (3 hours)**

A comparative study of the European Atlantic colonies from the age of Columbus to the end of the colonial era. The course focuses primarily on the Spanish, French, and British colonies and examines patterns of exploration, colonization, and settlement; developments in government, religion, and economics; and interactions of differing races, ethnicities, and nationalities. (Every two years)

**HIS 350. The United States in the Founding Era, 1763-1815 (3 hours)**

A study of the formation and establishment of the United States in the years of the American Revolution and the Early Republic. (Every two years)

**HIS 351. The United States in the Industrial Era, 1815-1940 (3 hours)**

A study of the history of United States from the beginnings of the Market Industrial Revolution to the end of the Great Depression. (Every two years)

**HIS 356. The Civil War and Reconstruction (3 hours)**

*(Same as AFR 356)*

A study of the causes of the American Civil War, the major military campaigns and engagements, and the problems of the nation after the war. (Every two years)

**HIS 359. The United States in the Global Era, 1940-2001 (3 hours)**

A study of the history of the United States from the beginnings of World War II to 9/11. (Every two years)

**HIS 361. The Old South (3 hours)**

*(Same as AFR 361)*

The study of the American South from the beginnings of European settlement to the Civil War. Slavery, the development of southern culture, and other topics are emphasized. (Every two years)

**HIS 362. The New South (3 hours)**

*(Same as AFR 362)*

A study of the American South from Reconstruction to the present. Race relations, the evolution of southern culture, and other topics are emphasized. (Every two years)

**HIS 363. African American History (3 hours)**

*(Same as AFR 363)*

An overview of the African American experience with emphasis on the following topics: life under slavery; conditions among free blacks during the antebellum period; actions of blacks during the Civil War and Reconstruction; reactions of blacks to the rise of virulent

white racism after Reconstruction; and the roots, achievements, and transformation of the civil rights movement. (Every two years)

**HIS 365. History of Georgia (3 hours)**

A political, economic, social, and cultural survey of Georgia from its founding to the present. (Every summer)

**HIS 370. An Intellectual History of America (3 hours)**

A study of the main economic, political, religious, and social ideas that have shaped American history from its European origins to the present. (Every two years)

**HIS 377. U.S. Women's History, Colonial Era to the Present (3 hours)**

*(Same as WGS 377)*

A study of the meaning and place of women in U.S. society from the colonial era to the present through major secondary works and selected primary documents in the field. Students address major themes in U.S. women's history, including family, sexuality, work, and reform, within the broader context of American history. In addition, this course addresses the historiography, implications, methodologies, and future directions of the discipline. (Every two years)

Prerequisites: HIS 110, 160 or 165, and 295 for history majors; two 100-level history courses for history minors; instructor permission for all others.

A comparative study of classic and contemporary works of history, emphasizing the different priorities, assumptions, and approaches of Western historians from antiquity to the present. (Every year)

**HIS 395. Studies in Historiography (3 hours)**

Prerequisites: HIS 110, 160 or 165, and 295 for history majors; two 100-level history courses for history minors; instructor permission for all others.

A comparative study of classic and contemporary works of history, emphasizing the different priorities, assumptions, and approaches of Western historians from antiquity to the present. (Every year)

**HIS 401. Internship in Public History (1-3 hours)**

Prerequisites: HIS 145, 160, or 165 plus HIS 295, third or fourth year standing.

A research-oriented internship on a topic of local or regional historical interest undertaken in conjunction with a community partner organization, culminating in a project appropriate to the topic addressed and/or the needs of the cooperating community partner organization. Hours earned in HIS 401 do not count towards the minimum credit requirements for the 33-hour major or the 15-hour minor. Students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. May be repeated for up to 9 credit hours towards graduation. Graded S/U. (Occasionally)

**HIS 481. Seminar on Selected Topics in American History (3 hours)**

A seminar involving reading, discussion, and independent research on a specific topic in American history. (Occasionally)

**HIS 491. Seminar on Selected Topics of European History (3 hours)**

A seminar involving reading, discussion, and independent research on a specific topic in European history. (Occasionally)

**HIS 495. Research Seminar in History (3 hours)**

Prerequisite: HIS 295.

A course restricted to students majoring in history. Emphasizing intensive research conducted by the individual student and directed by instructors, the seminar enables



students to compare historical methods and perspectives, examine specific historical problems, and sharpen their skills as researchers and writers. (Every fall)

**HIS 499. Supervised Independent Research (3 hours)**

Prerequisite: junior or senior status and consent of the instructor.

Intensive reading on a selected topic in an area of special interest to the student. The program of study must be agreed upon with the instructor and cleared with the chair of the department in advance of registration. (Occasionally)

**INFORMATION SCIENCE AND TECHNOLOGY (IST)**

David L. Cozart, Chair/Professor of Computer Science

The Computer Science Department offers majors in Information Science and Technology that leads to either the Bachelor of Science or the Bachelor of Arts degree. A minor is also offered. Information Science and Technology (IST) is an academic discipline with theoretical foundations rooted in computer science, mathematics, and other disciplines. IST focuses on the integration of the latest technology to solve real-world problems for the end user.

The IST major that leads to the B.S. degree provides students with a broad IST core that includes an introduction to programming, databases, networks, operating systems, and web design. Students also complete the two integrative courses, IST 317 and IST 351; two of the following advanced electives that include IST 311, 321, 349, 417, 471, 472, or 485; and the senior design course, IST 470. A highlight of the degree is the requirement of four one-hour experiential courses which give students hands-on opportunities to apply core concepts while working with real world problems. IST B.S. majors are also required to complete a statistics course (either STA 126 or Mat 320) and one technical communication course, TCO 341. An internship is available as an option within the major.

The IST major leading to B.A. degree is appropriate for students who have an interest in IST but wish to pursue another major (or minor) course of study as well. This program is especially attractive to students who wish to study both mathematics and computer science, or for students who wish to focus on computer applications in business, education, the arts, or other areas.

<p><b>Major in Information Science and Technology that leads to a B.S. degree</b>  <i>42 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• CSC 204. Programming I</li> <li>• IST 126. Introduction to Information Science and Technology</li> <li>• IST 220. Introduction to Databases</li> <li>• IST 221. Introduction to Networks</li> <li>• IST 222. Introduction to Operating Systems</li> <li>• IST 276. Introduction to Internet Programming</li> <li>• IST 301. Experiential Learning repeated <b>four times</b>. Each IST 300 course carries 1 hour of credit and a subtitle. Students must take IST 300 four times with at least three different subtitles.</li> <li>• IST 317. Information Assurance and Security</li> </ul>	<p><b>Major in Information Science and Technology that leads to the B. A degree</b>  <i>34 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• CSC 204. Programming I</li> <li>• IST 126. Introduction to Information Science and Technology</li> <li>• IST 220. Introduction to Databases</li> <li>• IST 221. Introduction to Networks</li> <li>• IST 222. Introduction to Operating Systems</li> <li>• IST 276. Introduction to Internet Programming</li> <li>• IST 301. Experiential Learning repeated <b>four times</b> (Students must take IST 301 four times with at least three different subtitles.)</li> <li>• Four courses from: TCO 341. Technical</li> </ul>
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<ul style="list-style-type: none"> <li>• IST 351. Dynamic Content Delivery</li> <li>• Two courses from: <ul style="list-style-type: none"> <li>IST 311. Scripting Languages</li> <li>IST 321. Networks II</li> <li>IST 349. Management Information Systems</li> <li>IST 417. Server Systems Security and Administration</li> <li>IST 471. Senior Project Design II</li> <li>IST 472. Information Technology Internship</li> <li>IST 485. Topics in Information Science and Technology (3 hours of credit)</li> </ul> </li> <li>• IST 470. Senior Project Design I</li> <li>• One course from: <ul style="list-style-type: none"> <li>STA 126. Elementary Statistical Methods</li> <li>MAT 320. Probability and Mathematical Statistics</li> </ul> </li> <li>• TCO 341. Technical Communication</li> <li>• Successfully prepare and deliver departmentally-approved presentation.</li> </ul>	<p>Communication</p> <ul style="list-style-type: none"> <li>IST 311. Scripting Languages</li> <li>IST 317. Information Assurance and Security</li> <li>IST 321. Networks II</li> <li>IST 349. Management Information Systems</li> <li>IST 351. Dynamic Content Delivery</li> <li>IST 417. Server Systems Security and Administration</li> <li>IST 470. Senior Project Design I</li> <li>IST 471. Senior Project Design II</li> <li>IST 472. Information Technology Internship</li> <li>IST 485. Topics in Information Science and Technology (3 hours of credit)</li> </ul>
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<p><b>Minor in Information Science and Technology</b></p> <p><i>15 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• IST 126. Introduction to Information Science and Technology</li> <li>• IST 301. Experiential Learning repeated at least three times</li> <li>• Nine additional hours of IST coursework with at least six hours in courses numbered 310 or above.</li> </ul>
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**IST 126. Introduction to Information Science and Technology (3 hours)**

This course serves as a broad introduction to information technology concepts. Topics to be covered include an introduction to database systems, networking, operating systems, and web development. Security, societal issues, and cloud concepts will be included throughout. (Every year)

**IST 198. Special Introductory Topics in Information and Science Technology: (Subtitle) (3 hours)**

Study of an introductory topic in Information Science and Technology not covered in any of the departmental offerings. This course may not be applied to the Information Science and Technology major or minor. (Occasionally)

**IST 220. Introduction to Databases (3 hours)**

Prerequisite: IST 126.

This course introduces relational database concepts and basic SQL skills. A commercial DBMS will be used to give students practical experience. Topics to be covered include relational data modeling, database design and implementation, data retrieval and modification, user and privilege management, common database building blocks, and state of the art data management techniques. (Every two years)

**IST 221. Introduction to Networks (3 hours)**

Prerequisite: IST 126.

This course serves as an introduction to network fundamentals. Course will include practical experience in network design and implementation. Topics to be covered include networking terminology, network theory, standards bodies, network models and cabling techniques. (Every two years)

**IST 222. Introduction to Operating Systems (3 hours)**

Prerequisite: IST 126.

This course serves as an introduction to multiple computer operating systems from the administrator's point of view. Course will include practical experience in operating system administration and use. Topics to be covered include system administration, system security, scripting, event tracking, virtualization, scalability, troubleshooting and resource sharing. (Every two years)

**IST 276. Introduction to Internet Programming (3 hours)**

Prerequisite: IST 126

This course provides the foundational skills required for internet programming. Topics to be covered include hypertext markup language, cascading style sheets, and JavaScript. (Every two years)

**IST 285. Topics in Information Science and Technology: (1-4 hours)  
(Subtitle)**

Prerequisite: consent of the instructor.

An intensive study of some significant topic in Information Science and Technology not otherwise covered in departmental course offerings. Students are required to engage in projects of assignments requiring at least one contact hour per week for every hour, or equivalent, of credit. May be repeated with different topics, but total credit may not exceed 8 hours. (Occasionally)

**IST 301. Experiential Learning: (Subtitle) (1 hour)**

Prerequisite: IST 126 and permission of instructor.

Students will engage in real world projects related to information science and technology. They will have scheduled meetings to share and reflect on their experiences. All students will maintain a log of their activities and prepare a final report on their project. Graded S/U. May be repeated, but total credit may not exceed 8 hours. (Every semester)

**IST 311. Scripting Languages (3 hours)**

Prerequisites: IST 222 or CSC 205

This course serves as a survey of computer scripting languages and techniques for various computing environments. Topics to be covered include an overview of scripting languages, scripting for system administration, and scripting for applications. (Every two years)

**IST 317. Information Assurance and Security (3 hours)**

Prerequisite: IST 221 and IST 222.

An introduction to the various technical and administrative aspects of Information Assurance and Security. This course provides the foundation for understanding the key issues associated with protecting information assets, for determining the levels of protection required to protect an information system and for responding to security incidents. Students will gain experience designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. (Every two years)

**IST 321. Networks II (3 hours)**

Prerequisite: IST 221

A detailed examination of the techniques, tools, and technologies used to implement, maintain and secure an organization's computer network. The course will focus on the evaluation, selection, deployment, and administration of various type networks and network devices. Topics include routing and switching, IP addressing techniques, path selection, and standard network protocols. (Every two years)

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

(Same as BUS 349 and IDM 470)

Prerequisites: IST 220; or EGR 126; or CSC 125 or IST 126, and ACC 205, MKT 361, and MGT 363; or consent of the instructor.

A study of management information systems and the impact these systems have on management decision making. The emphasis of this course is on data collection techniques, information flow within an organization, techniques of problem analysis, and design and implementation of a system. (Every year)

**IST 351. Dynamic Content Delivery (3 hours)**

Prerequisite: IST 220 and IST 276.

This course explores the techniques used for server-side and client-side delivery of dynamic Internet content along with design, implementation, and maintenance of database systems used in web development. Topics to be covered include server-side web programming and fundamentals, database design and tuning, database security, and the configuration of client/server and Web environments. (Every two years)

**IST 398. Internship in Information Science and Technology (1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three onsite hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Information Science and Technology. Graded S/U. (Every year)

**IST 417. Server Systems Security and Administration (3 hours)**

Prerequisite: IST 317

This course is an exploration of server system security and vulnerabilities, including server architectures and operating systems, and server administration. It provides the detailed technical coverage necessary to administer and protect information and servers by presenting the knowledge of server platform computer hardware components, server network devices and interfaces, as well as the structure and usage of common server operating system software from an information security perspective. Ongoing maintenance and operational issues of servers will also be included. (Every two years)

**IST 470. Senior Project Design I (3 hours)**

Prerequisite: completion of at least 6 hours of IST courses numbered 310 or above.

This course is the capstone in information science and technology. It includes a study of current techniques for specification, design, implementation, documentation, and testing of technology systems. Additional topics include business, professional, ethical, and social concerns of technology. Students will work in teams on a major project that integrates previous IST coursework. (Every year)

**IST 471. Senior Project Design II (3 hours)**

Prerequisite: IST 470.

This course provides the student with the opportunity for expanded development of projects created within IST 470. (Occasionally)

**IST 472. Information Technology Internship (3 hours)**

Prerequisite: IST 470.

This course is implemented as a directed internship within the local Information Technology community. Students will gain valuable hands-on experience with the knowledge learned during their academic career. Graded S/U. (Occasionally)

**IST 485. Topics in Information Science and Technology: (1-4 hours)  
(Subtitle)**

Prerequisite: consent of the instructor.

An intensive study of some significant topic in Information Science and Technology not otherwise covered in departmental course offerings. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different topics, but total credit may not exceed 8 hours. (Occasionally)

## **INTEGRATIVE STUDIES (INT)**

Andy Digh, *Director of INT 101/Associate Professor of Computer Science*

Margaret Symington, *Director of INT 201/Professor of Mathematics*

Tanya Sharon, *Director of INT 301/Associate Professor of Psychology*

Integrative Studies is a three-course sequence of integrative, interdisciplinary courses, developmentally structured to span the first three years of study. These courses are designed to integrate the practical skills of writing, critical thinking, communication, and quantitative, qualitative, and critical analysis with content knowledge and perspectives attained through both disciplinary and interdisciplinary courses. Such integration allows for and encourages practical approaches to topical societal issues. Students will also gain an appreciation for the value of life-long education in both self-discovery and the appreciation of others. Students in these courses will engage in the critical evaluation of materials and perspectives representing the varied approaches of the four different domains (natural sciences, social sciences, the humanities, and the arts). Integrative courses will have a general topical focus, which may be fulfilled through the investigation of a relevant societal issue. Entering students must enroll in INT 101 or GBK 101 during their first semester of study. Transfer students with more than 30 hours of college credit and evidence of equivalent course work at another University may have this requirement waived by the CLA Dean's Office. Students are eligible to enroll in INT 201 after having obtained 24 hours of college credit and having successfully completed (with a grade of C or better) both INT 101 and a course with an R designation. Students must attempt INT 201 prior to obtaining 65 hours of college credit. INT 301 MUST be taken after a student has completed 50 hours of college credit and has successfully completed INT 201. INT 101 and GBK 101 may be repeated only during the sophomore year. INT courses are not eligible for the S/U grading option.

**INT 101. Understanding Self and Others (4 hours)**

Through a shared first-year experience, students will examine representations of and reflections on the self in order to develop as individuals in relationship to others. Subject matter will confront students' conceptions of selfhood, their relationships with others, the moral and ethical values that guide them, and the influences that shape the formation of

identities. Course content and assignments will be reflective of how the self and its relation to others has been imagined and defined by writers, thinkers, artists, and scholars representing the four domains of natural science, social science, humanities, and the arts. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. (Every Year)

**GBK 101. Understanding Self and Others: Among Gods and Heroes (4 hours)**

See the full description of this course in the Great Books Program section of this catalog. Successful completion of GBK 101 may serve as a substitution for INT 101 in completing the Integrative Track of the CLA Foundational Studies Program. (Every Year, Fall Semester)

**INT 201. Building Community (4 hours)**

Prerequisite: a grade of C or better in a course with an R designation.

Students will study issues and problems in creating and preserving public good in communities and nations. Students will explore the use of civil, effective communication to address complex and contentious issues. Course content and assignments will reflect an examination of the relationship between citizenship and inclusive human communities by examining the works of writers, thinkers, artists and scholars representing the four domains of natural science, social science, humanities, and the arts. As a Writing Instruction course, substantial attention, in terms of both instruction and course work, will be given towards developing the practical skill of writing as specified in the Writing Instruction section of the catalog. (Every Semester)

**INT 301. Engaging the World (3 hours)**

Prerequisite: INT 201.

Through an exploration of global issues, students will examine the interconnectedness of a global society, while learning to respect the diversity of international voices on contemporary issues. The role and impact of global citizenry will be examined through the works of writers, thinkers, artists, and scholars representing the four domains of natural science, social science, humanities, and the arts. Substantial attention will be given to the practical skills of written, verbal and visual communications. Individual sections may be subtitled to reflect a particular perspective. (Every Semester)

## **INTERNATIONAL AFFAIRS (IAF)**

*Eimad Houry, Chair/Professor of International and Global Studies*

International Affairs (IAF) is an interdisciplinary major designed to provide Mercer students with the basic tools and information required to develop an appreciation for an increasingly interdependent and complex global environment. All courses in this program have an international focus with emphasis on the interplay between domestic and international conditions. This major would allow students to: gain an understanding about, and appreciation for, other cultures and global issues, actors and trends; prepare for international careers or graduate specialized training in international studies; enrich the Mercer experience and curriculum by emphasizing international issues; and fulfill the additional depth requirement.

Successful completion of the interdisciplinary IAF leads to a B.A. degree.

## Major in International Affairs

*57 semester credit hours minimum*

Successful completion of this major fulfills the CLA Additional Depth of Understanding requirement.

- ENV 250. Principles of Sustainability
- GHS 200. Introduction to Health Sciences
- IGS 401. Senior Design
- STA 126. Introductory Statistics
- Cultural systems course from:
  - ANT 101. Introduction to General Anthropology
  - GEO 111. Principles of Human Geography: Mapping Globalization's Landscape
- One Foreign Language option from: FRE/GER/LAT/SPN may be exempted by achieving a specific score on the Language placement exam. Any IAF student wishing to study a foreign language not currently offered at Mercer should consult the director of the program for available options.
  - Chinese
    - CHN 111. and CHN 112. Beginning Chinese I and II
    - CHN 251. Intermediate Chinese
  - French
    - FRE 111. and FRE 112. Beginning French I and II
    - FRE 251. Intermediate French
  - German
    - GER 111. and GER 112. Beginning German I and II
    - GER 251. Intermediate German
  - Greek
    - GRK 111. and GRK 112. Beginning Greek I and II
    - GRK 251. Intermediate Greek
  - Latin
    - LAT 111. and LAT 112. Beginning Latin I and II
    - LAT 251. Intermediate Latin
  - Spanish
    - SPN 111. and SPN 112. Beginning Spanish I and II
    - SPN 251. Intermediate Spanish
- One Economic systems course from:
  - SEP 200. Introduction to Social Entrepreneurship: The Moral Imagination
  - ECN 150. Introduction to Microeconomics
  - ECN 151. Introduction to Macroeconomics
- One Political systems course
  - IAF 253. Introduction to International Relations
  - POL 270. Introduction to Comparative Politics
- Eight International Affairs courses from four areas:
  - A course (or course with a specific subtitle) may not be used to fulfill the block requirement of multiple blocks.
  - Two Regional Studies course from two different disciplines
    - ART 368. Baroque Age
    - HIS 210. The Twentieth Century World
    - HIS 318. Twentieth Century Europe
    - HIS 322. Modern Britain
    - HIS 324. Sub-Saharan Africa to Independence
    - IGS 198. Special Introductory Topics in International and Global Studies
    - IGS 280. Special Intermediate Topics in Global Studies
    - IGS 380. Special Advanced Topics in Global Studies
    - IGS 402. Senior Project
    - POL 310. Western European Political Systems
    - POL 312. Politics of Developing Nations
    - POL 313. Middle East Politics
    - POL 392. Special Topics in International and Comparative Issues
  - Two Economic Relations and Development courses from two different disciplines:

<p>ECN 301. Money, Credit, and Banking  ECN 441. International Economics  GHS 300. Global Health Challenges  GHS 350. Global Health Policy  IGS 198. Special Introductory Topics in International and Global Studies  IGS 280. Special Intermediate Topics in Global Studies  IGS 380. Special Advanced Topics in Global Studies  IGS 402. Senior Project  POL 345. Environmental Politics and Social Justice  POL 356. The Politics of International Economic Relations  POL 392. Special Topics in International and Comparative Issues</p> <p>Two International Peace and Security course from:</p> <p>IGS 198. Special Introductory Topics in International and Global Studies  IGS 280. Special Intermediate Topics in Global Studies.  IGS 398. Internship in International and Global Studies  IGS 402. Senior Project  POL 353. U.S. National Security Policy  POL 354. Principles of International Law  POL 355. International Conflict and Security  POL 392. Special Topics in International and Comparative Issues</p> <p>Two Cultural, Religious and Social Affairs courses from two different disciplines:</p> <p>CHR 356. Eastern Religions  CHR 357. Western Religions  IGS 198. Special Introductory Topics in International and Global Studies  IGS 280. Special Intermediate Topics in Global Studies  IGS 380. Special Advanced Topics in Global Studies  IGS 402. Senior Project  SOC 321. Globalization and Society (SOC 101 prerequisite waived)  SOC 340. Sociology of Religion (SOC 101 prerequisite waived)  POL 392. Special Topics in International and Comparative Issues  WGS 314. Women in Developing Countries</p> <ul style="list-style-type: none"> <li>• One Experiential Requirement: <ul style="list-style-type: none"> <li>Traditional term long study-abroad</li> <li>One Mercer on Mission trip with IGS eligible courses (ENV, GHS, IAF and/or SEP) approved by the IGS department Chair</li> <li>One faculty-led study abroad experience pre-approved by the IGS chair</li> </ul> </li> </ul>
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<p><b>Minor in International Affairs</b>  <i>18 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• IAF 253. Introduction to International Business</li> <li>• GEO 111. Principles of Human Geography: Mapping Globalization's Landscape</li> <li>• Four additional courses, one from each of the four IAF Areas listed above.  A minimum of two of these courses must be at the 300 level.</li> <li>• Successful participation in one of the following: <ul style="list-style-type: none"> <li>Model United Nations,</li> <li>Model League of Arab States</li> <li>A global awareness project on campus approved by the IAF director</li> </ul> </li> </ul>
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**IAF 253 (3 hours)/IAF 253R (4 hours). Introduction to International Relations**

*(Same as POL 253)*

Prerequisite for IAF 253R: C or better in INT 101 or GBK 101.

The course surveys the diplomatic, military, economic, legal, and organizational theories and variables that shape our understanding of relations between countries. Special emphasis is placed on contemporary world problems such as the environment, human



rights, conflict, population, and poverty. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**IAF 381. Special Topics in Area Studies: (Subtitle) (3 hours)**

Topics Vary. May be repeated as topics change. (Occasionally)

**IAF 382. Special Topics in International Economic Relations: (Subtitle) (3 hours)**

Topics vary. May be repeated as topics change.

**IAF 383. Special Topics in International Peace and Security: (Subtitle) (3 hours)**

Topics Vary. May be repeated as topics change. (Occasionally)

**IAF 384. Special Topics in Cross-Cultural Studies: (Subtitle) (3 hours)**

Topics Vary. May be repeated as topics change. (Occasionally)

**IAF 400. Senior Project in International Affairs (3 hours)**

Prerequisites: POL/IAF 253 and senior status, or consent of director. Supervised independent study, with an emphasis on the correlation of different approaches to international affairs. (Every year)

## **INTERNATIONAL AND GLOBAL STUDIES (IGS)**

Eimad Houry, *Chair/Professor of International and Global Studies*

Thomas Glennon, *Professor*

Chinekwu Obidoa, *Assistant Professor*

Amy Nichols-Belo, *Assistant Professor*

Brian Rood, *Associate Professor*

The International and Global Studies (IGS) department offers a rigorous curriculum that provides students with a broad survey of the most important dynamics of global issues and concerns. Courses are organized into five thematic tracks but with common experiences that foster the creation of learning and a collaborative community that applies an interdisciplinary approach to problem solving. The tracks are:

- Major and Minor in Environmental Studies (ENV)
- Major and Minor in Global Health Studies (GHS)
- Major and Minor In International Affairs (IAF)
- Minor in Social Entrepreneurship (SEP)
- Minor in Asian Studies
- Minor in Anthropology

All programs combine academic and practical experiences to produce capable and engaged graduates. The common goals of these distinctly interdisciplinary and integrative curricula are: 1) To prepare students to work for the different types of international organizations involved in global issues, such as corporations, non-profits and government agencies; 2) To prepare and encourage students to apply to, and gain admission into, some of the most selective graduate study programs; 3) To encourage students to take a more active and engaged approach in understanding the implications of international events and conditions; 4) To encourage students to develop original and creative initiatives that are intended to raise the standard of living both at home and abroad; 5) To expose students to the growing complexities of global relations and the processes that guide them.

## **Experiential Learning:**

Experiential learning is a pedagogical emphasis of all the programs. IGS students fulfill experiential learning requirements through an exciting combination of offerings that include internships, study/travel abroad, and field research. Experiential learning in the form of study abroad or internships fosters cultural sensitivity and appreciation for global diversity.

## **Research and Innovation:**

IGS students work together on complex issues that demand a comprehensive approach that considers the varied dimensions of global, domestic and intermestic challenges. Projects will require extensive research and must be original to the discipline. These projects are administered by the faculty and can generate a range of products, from the traditional research thesis that can be presented at professional academic conferences, to practical and creative initiatives intended to deal with a specific set of challenges. The combination of internships, study abroad, service and engaged learning, critical evaluation and applied work will equip IGS students with the knowledge and skills required to become caring, and committed leaders in a globally interconnected society.

## **Departmental Honors**

The Department of International and Global Studies encourages its students to deepen their knowledge of the field through its departmental honors program. Eligible students will have the opportunity to explore various topics and problems in international studies that are of particular interest to them, to work more closely with departmental faculty, and to develop skills in research and thesis preparation.

Requirements for the program are as follows:

- 1) a student must be a declared major in ENV, GHS and/or IAF;
- 2) a cumulative grade point average of at least 3.3;
- 3) a cumulative major grade point average of at least 3.5;
- 4) a thesis that is approved by a faculty member of the department, with a grade of at least B. This is achieved by enrolling in IGS 402. The thesis is expected to be an extended, original, coherent work of scholarship on an issue of relevance in the field of international studies

### **IGS 180. Special Introductory Topics in Global Studies: (3 hours)** **(Subtitle)**

Prerequisite: Permission of Department Chair.

Study of an introductory topic not normally offered through regularly scheduled courses. Topics will be announced in advance. The department chair must approve the use of this course to satisfy major and minor requirements in the IGS department. Course cannot be used more than once in a single IGS major or minor. (Occasionally)

### **IGS 198. Special Introductory Topics in International and (3 hours)** **Global Studies: (Subtitle)**

Study of an introductory topic in International and Global Studies not covered in any of the departmental offerings. This course may be applied to the International and Global Studies majors or minors. (Occasionally)

**IGS 280. Special Intermediate Topics in Global Studies: (Subtitle) (3 hours)**

Prerequisite: Permission of Department Chair.

Study of an intermediate level topic not normally offered through regularly scheduled courses. Topics will be announced in advance. The department chair must approve the use of this course to satisfy major and minor requirements in the IGS department. (Occasionally)

**IGS 380. Special Advanced Topics in Global Studies: (Subtitle) (3 hours)**

Prerequisite: Permission of Department Chair.

Study of an advanced level topic not normally offered through regularly scheduled courses. Topics will be announced in advance. The department chair must approve the use of this course to satisfy major and minor requirements in the IGS department. (Occasionally)

**IGS 390. Colloquium (1-3 hours)**

Prerequisite: instructor's permission.

Small-group seminars that address current problems, each focusing on one specific question and producing a joint task force report. Restricted to majors/minors in programs housed in the IGS department. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

**IGS 398. Internship in International and Global Studies (1-12 hours)**

An intensive practicum at an approved business, organization or academic institution, located domestically or abroad. Junior and senior level IGS students, under the supervision of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussion with the on-site supervisor and faculty member, and written reflection. Internship hours are purely elective hours and do not satisfy the requirements of any of the majors or minors offered in IGS. Pre-approval of internship and department chair signature are required to enroll in course. This course cannot be repeated for more than a total of 12 hours. Graded S/U. (Every year)

**IGS 401. Senior Design (3 hours)**

Prerequisite: senior standing and instructor's permission

The first in a two part course sequence that equips students with the oral, written and research techniques required to carry out an innovative project. (Every year)

**IGS 402. Senior Project (3 hours)**

Pre-requisite IGS 401.

Each student will successfully complete a comprehensive research project utilizing recognized research methodology. Students will present and defend projects with peers and the instructor. (Every year)

**IGS 493. Independent Study (3 hours)**

Prerequisite: Permission of Department Chair.

Reading and discussion of selected works of major importance in interdisciplinary international and global studies. Restricted to majors/minors in programs housed in the IGS department.

**IGS 496. Independent Research (3 hours)**

Prerequisite: Permission of Department Chair.

Independent research and writing under supervision of a faculty member. Restricted to majors/minors in programs housed in the IGS department.

## INTERNATIONAL STUDY ABROAD (ISA)

The College of Liberal Arts offers a number of courses in support of University-wide curricular and co-curricular programs. Many of these courses are offered in conjunction with other Mercer University units. The co-curricular course in International Study Abroad (ISA) is one of those programs. The course offering for this program is coordinated by the Associate Deans' Office in the College of Liberal Arts.

The Office of International Programs offers a variety of programs to facilitate foreign educational experiences. These programs include semester-long and year-long exchange and transient programs, faculty-led programs and Mercer on Mission programs. Mercer University is committed to helping students take full advantage of opportunities to pursue their vocation and gain true understanding of globalization and the major cultural, political, and economic differences among modern societies through studying abroad. Mercer's commitment is reflected in the offering of a cross-cultural preparation course to all students planning a year, semester, or short term experience abroad intended to help students establish an awareness of their own cultural identity, as well as to give them the necessary tools to analyze and reflect upon a foreign culture, and to help them set and reach academic, personal, and vocational goals in relation to their experience abroad. This course is mandatory for all students planning a semester or year abroad and recommended for students participating in a faculty-led or Mercer on Mission experience abroad, and it is graded independently of coursework done abroad.

### **ISA 101. Cross-Cultural Orientation (1 hour)**

Corequisite: acceptance into Mercer University's Study Abroad program through the Office of International Programs.

Students explore personal learning objectives, participate in cross-cultural competency training activities, reflect on culture-crossing focused readings and experiences, and commit to an evaluative method for determining the level of success reached at completion of term abroad. ISA courses are jointly offered by the College of Liberal Arts and the Office of International Programs. (Every semester)

## ITALIAN (ITA)

*Anna Weaver, Chair/Associate Professor of Foreign Languages and Literatures*

*Randall Harshbarger, Associate Professor*

The Italian course is offered by the Department of Foreign Languages and Literatures.

### **ITA 101. Accelerated Elementary Italian (1 hour)**

Prerequisite: at least two years' study in high school (or a full year in college) of French, Spanish, or Latin, or consent of the instructor.

This course stresses fundamental Italian pronunciation, reading and listening skills. Grammar is not systematically covered but taught only as needed for developing the aforementioned skills. Although this course is designed especially for students who have already studied another Romance language, those who have a particular interest in and aptitude for foreign language are also welcome. (Every two years)

# JOURNALISM (JMS)

Cynthia Gottshall, *Chair/Professor of Journalism and Media Studies*

James E. Black, *Associate Professor*

John J. Chalfa, *Associate Professor*

Debbie Blankenship, *Newsroom Manager and Visiting Assistant Professor of Journalism*

Laura Fong, *Visiting Assistant Professor of Journalism*

Tim Regan-Porter, *Visiting Assistant Professor and Director of the Center for Collaborative Journalism*

Adam Ragusea, *Visiting Assistant Professor and Journalist in Residence*

The mission of the Department of Journalism and Media Studies is to offer students a liberal arts perspective on the study of media and journalistic storytelling by exploring the flow of content across multiple media forms and platforms including print and broadcast journalism, film, video, radio, television, and web- and mobile-based digital media. The Journalism program, in conjunction with the Center for Collaborative Journalism, focuses on meeting community news and information needs, gaining structured practical experience with guidance from working experts in the field, and incorporating subject matter expertise into journalistic work.

All Journalism and Media Studies courses with a required Lab component are taught in the department's Digital Media Lab using Apple Macintosh computers. Students who wish to use their own computers should purchase a Macintosh with the department's recommended software applications.

The Department of Journalism and Media Studies offers a major and minor in Journalism, a major and minor in Media Studies, and a minor in Film Studies.

In order to earn departmental honors in Journalism, a Journalism major must meet the following requirements: 1) a minimum overall grade point average of 3.5; 2) achieve a grade point average of 3.5 in the Journalism major; 3) complete JMS 430; 4) submit a portfolio of journalistic work by March 15 of the senior year to be juried by journalism professors and working journalists. The portfolio must be judged "outstanding" to receive honors.

## Major in Journalism

*38 semester credit hours minimum hours*

- JMS 105. Journalistic Insight Into the Community
- JMS 120. Journalism and Media Boot Camp
- JMS 150. News Writing for Converged Media
- JMS 230. Digital Storytelling
- JMS 260. Civic and Community Journalism
- JMS 302. Hacking the Media
- JMS 440. Advanced Practicum and Specialized Readings
- Two courses from:
  - JMS 375. Journalism History
  - JMS 400. Media Ethics
  - JMS 401. Media Law
- Three courses from:
  - JMS 305. The Visual Story
  - JMS 320. Data Journalism
  - JMS 324. Investigative Reporting
  - JMS 335. Curating News and Information
  - JMS 351. Field Production
  - JMS 352. Studio Production

- JMS 362. Documentary Storytelling
- JMS 370. Public Relations
- JMS 385. Media Entrepreneurship
- JMS 430. Enterprise Journalism
- Four hours of JMS 290.

### **Minor in Journalism**

*18 semester credit hours minimum*

- JMS 120. Journalism and Media Boot Camp
- JMS 150. News Writing for Converged Media
- JMS 230. Digital Storytelling
- JMS 260. Civic and Community Journalism
- JMS 290. Journalism/Media Practicum
- Two courses from:
  - JMS 302. Hacking the Media
  - JMS 320. Data Journalism
  - JMS 324. Investigative Reporting
  - JMS 335. Curating News and Information
  - JMS 351. Field Production
  - JMS 352. Studio Production
  - JMS 362. Documentary Storytelling
  - JMS 385. Media Entrepreneurship
  - JMS 430. Enterprise Journalism

### **JMS 101 (3 hours)/JMS 101R (4 hours). Media in Society**

Prerequisite for JMS 101R: C or better in INT 101 or GBK 101.

A survey of contemporary media with a focus on developing media literacy, and understanding media industries and the consequences of media messages on individuals, society, and culture. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **JMS 105. Journalistic Insight into the Community (2 hours)**

This course uses Macon as a case study on how to better understand a community from a journalistic perspective. Topics will include how journalists perceive and cover the community, including local government, business, nonprofits, health care and housing. The course will also apply multiple lenses to understand the factors that contribute to community development. Learning will result, in part, from guest speakers who are actively involved with the Macon community and field trips to local agencies and governmental offices. Students interested in the journalism major are encouraged to enroll in JMS 105 and JMS 120 during the same semester. (Every year)

### **JMS 120. Journalism and Media Boot Camp (2 hours)**

Journalism and Media Boot camp provides students essential preparation for journalistic writing and multimedia production in a fast-paced, deadline-driven environment. The goal is to provide journalism and media studies majors with foundational skills needed for future classes, and to provide non-majors with the skills and concepts needed to work with the Center for Collaborative Journalism. Students will learn basic journalism and media ethics, AP style, inverted pyramid style, video and still photography, and audio production. Students interested in the journalism major are encouraged to enroll in JMS 105 and JMS 120 during the same semester. Lab required. (Every year)

**JMS 150. News Writing for Converged Media (3 hours)**

Prerequisite: JMS 120.

An introduction to writing news in a professional environment and to the forms journalism takes in a converged, digital age. Special emphasis is given to introduce the student to what is news and how it is found, fact gathering, story structure, and collecting information from primary and secondary sources. Lab Required. (Every semester)

**JMS 198. Special Introductory Topics in Journalism, Film Studies, or Media Studies (Subtitle) (3 hours)**

Study of an introductory topic in Journalism, Film Studies, or Media Studies not covered in any of the departmental offerings. This course may not be applied to the Journalism, Media Studies, or Film Studies majors or minors. (Occasionally)

**JMS 220 (3 hours)/JMS 220R (4 hours). Introduction to Film Studies**

Prerequisite for JMS 220R: C or better in INT 101 or GBK 101.

The course offers an introduction to the broad field of film studies including formal analysis, genre studies, film history, film criticism and film theory. Film screenings will be required. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every Year)

**JMS 225 (3 hours)/JMS 225R (4 hours). Introduction to Nonfiction Film**

Prerequisite for JMS 225R: C or better in INT 101 or GBK 101.

This course offers a conceptual overview of the forms, strategies, structures and conventions of nonfiction film and video. The course focuses on social and political documentaries, personal essay films, digital stories, news documentaries, and narrative nonfiction techniques. Film screening will be required. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**JMS 230. Digital Storytelling (3 hours)**

This course will explore digital storytelling as a contemporary form of narrative nonfiction storytelling. Students will learn how to shape and tell stories across multiple platforms and formats using current digital technologies. They will learn how to craft engaging stories that combine digital audio, photography, video, narration, and interactive graphics. Lab required. (Every year)

**JMS 240 (3 hours)/JMS 240R (4 hours). Contemporary Issues and Media**

Prerequisite for JMS 240R: C or better in INT 101 or GBK 101.

This course examines the way that contemporary issues are shaped and manipulated by the media through framing and agenda setting. The course uses basic theoretical principles from both mass media and journalism studies to provide students with the ability to think and write critically and speak persuasively about the issues currently in the news. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**JMS 260. Civic and Community Journalism (3 hours)**

Prerequisite: JMS 105.

This course will emphasize news gathering techniques used in print, broadcast, and online journalism. The course will require students to apply their understanding of the key elements of civic journalism including: public listening techniques, advocacy vs. objectivity, framing, citizen involvement, problem solving, and coordination of media efforts. Lab activities complement classroom activities. (Every semester)

**JMS 290. Journalism/Media Practicum (1 hour)**

Prerequisite: JMS 120.

Practical experience working in approved media organization. May be repeated for up to 8 credit hours; only four hours may count for the Journalism major and only one hour may count for the Journalism minor. Graded on an S/U basis. Four credit hours are required for Journalism majors; one credit hour is required for Journalism minors. Does not count towards major or minor in Media Studies. (Every semester)

**JMS 301. Media Criticism (3 hours)**

This course examines media texts as cultural artifacts from a variety of critical and theoretical perspectives. We will focus on film, television, and New Media in our examination of the meanings, pleasures, and practices of one of the most widespread sign systems of our time. The approaches/methods will include: semiotics, auteur theory, genre theory, feminist theories, cultural studies, postmodernism, and cybercriticism. (Every year)

**JMS 302. Hacking the Media (3 hours)**

The goal is to equip journalism and media studies students with foundational technical knowledge and enable them to construct a wide variety of digital solutions for news and information dissemination. Such solutions may include interactive timelines, quizzes and games, data visualizations, interactive videos and slideshows. Students will learn to use tools and APIs from major media organizations. Lab required. (Every two years)

**JMS 305. The Visual Story (3 hours)**

The course is concerned with the relationship between story/script structure and visual structure in creating film, TV, and digital media. Concepts and principles covered in the course can be used in the preparation, production, and editing of motion pictures, television shows, short films, documentaries, commercials, and other digital platforms, be they live action, animated, or computer generated. Lab required. (Every two years)

**JMS 310. Race, Gender and Media (3 hours)**

(Same as AFR 310 and WGS 310)

This course will critically examine the role of the media in enabling, facilitating, or challenging the social constructions of race and gender in our society. We will consider the mass media to be one among many other social institutions such as religion, education, and family, which strongly influence our everyday notions of race and gender. The course will address a variety of entertainment and news content in print and electronic media. (Every two years)

**JMS 315. Film Director: (Subtitle) (3 hours)**

In-depth study of a selected film director. Director study will analyze and evaluate a director's dominant themes, creative content, historical context, and cinematic style. (Every year)

**JMS 316. Film Genre: (Subtitle) (3 hours)**

In-depth study of a selected film genre. Genre study will be an analysis and discussion of specific generic conventions, historical shifts from within the genre, and theoretical foundations. Potential genres include; Science Fiction, American Screen, Comedy, Film Noir, Horror Film, Westerns, and Animation. (Every year)

**JMS 318. Queer Cinema (3 hours)**

(Same as WGS 318)

The course offers an overview of the aesthetic hallmarks, political impulses and critical, responses that distinguish queer cinema as a unique, important tradition. Queer authorship, reading practices, and the queerness inherent in mainstream genres will be



explored. The work of lesbian and gay filmmakers working in avant-garde and underground venues will also be discussed moving towards a consideration of the New Queer Cinema movement. (Every two years)

**JMS 320. Data Journalism (3 hours)**

Prerequisite: JMS 302

This course prepares students to gather, analyze and present data in the public interest. Students will learn how to identify, obtain and evaluate useful documents and other sources of data; clean, analyze and extract meaningful information from large data sets; prepare data for public consumption, including telling stories based on data, producing visualizations of relevant data, and making it possible for consumers to interact with the data. Lab required. (Every two years)

**JMS 324. Investigative Reporting (3 hours)**

Prerequisite: JMS 260.

This course focuses on investigative reporting with an emphasis on in-depth newsgathering techniques to prepare students for reporting public affairs in print, broadcast, and online media. Depth reporting encompasses coverage of local, state, national government, courts and criminal justice, campaigns and elections, business and economics, education, science and health, religion, and sports. Lab Required. (Every year)

**JMS 335. Curating News and Information (3 hours)**

In this class, students will explore new and evolving curation and aggregation theory and practice. The focus is on curating and creating content and organizing an online platform for publishing that content. Students will examine content curation tools as well as content sharing tools, with the goal of providing journalists, web authors, and digital media professionals with the experience and understanding needed to perform as news and information curators. Lab required. (Every year)

**JMS 340. Digital Audio (3 hours)**

This course covers the fundamentals of audio recording and mixing, and post-production sound. Topics include physical & perceptual acoustics, basic electricity, analog & digital recording principles, console operation, microphone selection & placement, and sound engineering in live and studio situations. No previous musical background or recording experience required. Lab Required. (Every year)

**JMS 351. Field Production (3 hours)**

An introduction to the principles and procedures of single-camera video production with focus on the competent use of equipment and technique in the field and in post-production. Students will master videography, lighting, sound recording, and editing of field projects, including news packages, video features, public service announcements, short documentaries, and other types of nonfiction stories. Lab required. (Every year)

**JMS 352. Studio Production (3 Hours)**

Students will develop a working knowledge of broadcast studio operations and production as well as the process involved in creating a news magazine format television program. The focus will be on the competent use of production studio equipment, broadcast anchoring, and booth direction. The goal of the class is to create student programming for WMUB. Lab required. Prerequisite: JMS 351. Field Production. (Every year)

**JMS 362. Documentary Storytelling (3 hours)**

An advanced production course covering nonfiction formats. The course explores directing the documentary video with an emphasis on the analysis of nonfiction films; and writing, planning, directing, and editing class projects. The class will examine the documentary filmmaker's role, responsibilities, and methods of working in all phases of pre-production, production, and post-production. Lab Required. (Every two years)

**JMS 365. Storytelling and Social Change (3 hours)**

Prerequisite: JMS 230 or 362.

An advanced theory and production class focusing on media storytelling as an agent for civic engagement and positive social change. Students will view and analyze prominent examples of documentary and narrative storytelling while preparing to assist local agencies in producing social advocacy videos that promote organizations or social causes. These service learning production projects make up a significant component of the course. Lab required. (Every two years)

**JMS 370. Public Relations (3 hours)**

This course will address the theory and practice of public relations, how public relations operates in organizations, its impact on publics and its functions in society. Students will study the professional development of the field; concepts, issues, and principles in the practice; and models and theories guiding the practice. There will be an emphasis on case studies, lectures, and experimentation with major public relations tools and practices. (Every year)

**JMS 372. Screenwriting (3 hours)**

An introduction to writing for the screen, this course focuses on the conventions and craft of narrative storytelling. Students work individually and as part of a creative team to tell stories for the screen in terms of action and characters. Short individual writing exercises receive peer analysis and review in a workshop setting. Students will analyze produced films and scripts and will provide a final screen play of their own that adheres to the conventions of narrative storytelling and dramatic structure. Lab required. (Every two years)

**JMS 375. Journalism History (3 hours)**

This course is designed to examine journalism from the first crude hand presses and wooden types, through the Colonial and Revolutionary eras in America, the pioneer and western settlement eras, the Civil War, the expansion West, the time of Yellow journalism, the rise of the magazine, the rise of the radio, the rise of television, the coming of computer technology, corporate ownership, the vast media conglomerates that have emerged in the last decades, and other areas that define journalism today. (Every two years)

**JMS 385. Media Entrepreneurship (3 hours)**

This course examines the Internet's disruption of traditional media business models, the fundamentals of starting and promoting new media ventures, the nature of innovation, and the successful promotion and branding of journalists and media. Students will study successful and failed media businesses via case studies, develop ideas for media businesses, and launch their own digital media startup experiment(s). Students are strongly encouraged to take JMS 302 prior to enrolling in this course. Lab required. (Every two years)

**JMS 398. Internship in Journalism and Media (1-9 hours)**

Prerequisite: junior or senior status and consent of instructor

An internship of at least three on-site hours per week for every hour of credit for least 15 weeks with an approved media outlet or related organization or agency. The student will serve as an apprentice under professional supervision with regular consultation with his/her Journalism/Media Studies professor at Mercer. May be repeated for a total maximum of 9 hours. Graded on S/U basis. Three hours required for major in Media Studies; does not count toward major or minor in Journalism. (Every semester)

**JMS 400. Media Ethics (3 hours)**

This course examines the process of ethical decision making in professional media communication and the principles on which ethical decisions are based. Through readings, case studies, class discussions and presentations, students will examine the role of ethics in different journalism and mass communication contexts, including reporting, digital storytelling, blogging, advertising, and public relations. (Every two years)

**JMS 401. Media Law (3 hours)**

This course is designed to give students an understanding of the legal environment that affects mass communication professionals, including journalists, public relations practitioners and advertising professionals. The course examines the historical development of the notion of free expression, explores the legal limitations on expression, and seeks to develop a framework for evaluating the fluid legal landscape that communicators face. (Every two years)

**JMS 405. Seminar in Film Studies (3 hours)**

Seminar on a figure, theme, style, movement or theory in film studies, with practice in the methods of research in film studies. Open to seniors enrolled in the interdisciplinary minor in film studies and to others with approval of the Coordinator of Film Studies. Emphasis on individualized work, which may include reports, a longer research project, or a research essay. (Every two years)

**JMS 430. Enterprise Journalism (3 hours)**

Prerequisite JMS 150 and JMS 260. Senior standing.

This course is an advanced news reporting and writing course exploring the important connection between communities and their print and broadcast media. Students will better understand the media's role in a democracy empowering people to engage in public life. Special emphasis is placed on news judgment, responsibility to the community and covering the community through creative partnerships. Through cooperative learning projects and research, students will use a model of civic journalism to develop a project for the community. (Every year)

**JMS 440. Specialized Reporting (3 hours)**

Prerequisite: Senior standing.

This course provides an individualized experience where students execute focused journalism in their subject-matter field of expertise (from their second major, minor or journalistic specialty). Students will read exemplary journalistic texts (newspaper and magazine stories, documentaries, and TV and radio reports) in their field and produce multiple journalistic works in that domain. (Every year)

**JMS 490. Special Topics in Journalism and Media: (Subtitle) (3 hours)**

A study of some significant topic in journalism or mass communication, which is not available through regular course offerings. May be taken twice, with different topics, for a maximum of six hours credit. (Occasionally)

**JMS 495. Directed Independent Study in Journalism and Media: (Subtitle) (3 hours)**

Prerequisite: junior or senior status and consent of the instructor.

Intensive reading on a selected topic in an area of special interest to the student. The program of study must be agreed upon with the instructor and cleared with the chair of the department in advance of registration. May be repeated with different projects/topics, but total credit may not exceed 6 hours. (Occasionally)

## LATIN (LAT)

*Anna Weaver, Chair/Associate Professor of Foreign Languages and Literatures*  
*Achim Kopp, Professor of Foreign Languages and Literatures*

The Latin major, minor, and courses are offered by the Department of Foreign Languages and Literatures. Majors are encouraged to take courses in related areas, such as ancient history, ancient art, and ancient philosophy.

**NOTE: LAT 111, 112, and 251 may be exempted by achieving a specific score on the Latin placement exam. Students who place into, and successfully complete LAT 251 or above will receive an additional 3 hours of credit towards graduation.**

### Major in Latin

*27 semester credit hours*

- LAT 111. Beginning Latin I
- LAT 112. Beginning Latin II
- LAT 251. Intermediate Latin
- Five LAT courses numbered 300 or above.
- One course from:
  - CLA 101. Epic, Lyric, and Tragedy
  - CLA 102. Comedy and Satire
- Successful completion of an exit examination

Majors may attain Departmental Honors in Latin by meeting the following requirements: 1) apply for admission to the program by the end of the spring semester of the junior year; 2) select a director from the department faculty; 3) attain a minimum cumulative grade point average of 3.0; 4) attain a 3.75 grade point average in language courses; 5) enroll in LAT 495; 6) complete a special project in language, literature, methodology, or other approved area; 7) give a departmental honors presentation.

### Minor in Latin

*18 semester credit hours minimum*

- LAT 111. Beginning Latin I
- LAT 112. Beginning Latin II
- LAT 251. Intermediate Latin
- 9 additional LAT hours in courses numbered 300 or above.

### LAT 111-112. Beginning Latin I and II (3 hours each)

Open to students with little or no previous instruction in Latin, this sequence enables participants to attain a fundamental competency in Latin grammar and to build a basic Latin vocabulary. Close readings of basic texts, including translations from Latin to English and vice versa, will be stressed. In addition to offering an introduction to Roman

civilization and literature, this sequence will familiarize students with Latin elements in the English language and with the sound of Latin. (Every year)

**LAT 153S-253S-353S Latin Studies Abroad (1-15 hours)**

Prerequisites: LAT 111 for LAT 153S, LAT 112 for LAT 253S, LAT 251 for LAT 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Latin language, Roman literature, civilization, culture, history, and archaeology. Under the direction of a faculty member and/or an on-site supervisor, students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Nine hours may count toward the major or 6 toward the minor. (Occasionally)

**LAT 251. Intermediate Latin (3 hours)**

Prerequisite: successful completion of or exemption from LAT 111-112.

This course is designed to further students' competency in Latin grammar and vocabulary. By making the transition from textbook selections to brief excerpts from a variety of Golden Age authors (e.g., Cicero, Caesar, Catullus, Vergil, Livy, and Ovid), students will practice translating and interpreting original literary texts. (Every year)

**LAT 300. Republican Prose (3 hours)**

An overview of the development of prose in the Republican era, with emphasis on the works of Cicero, Caesar, and Sallust. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 310. Imperial Prose (3 hours)**

An overview of the development of prose in the Imperial era, with emphasis on the works of Livy, Tacitus, Seneca, Pliny the Younger, and Petronius. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 320. Comedy (3 hours)**

Besides providing an overview of the development of the Roman comedy, this course offers students close reading of selected comedies by Plautus and Terence, two early Roman writers endowed with timeless wit. In some instances comparisons will be made with adaptations by modern authors. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 330. Philosophical Texts (3 hours)**

A comparison of the two leading philosophical schools in ancient Rome: Stoicism and Epicureanism. Authors to be studied include Cicero, Seneca, and Lucretius. While the former two emphasize virtue and duty in an individual's dealing with fellow human beings and the gods, the latter attempts to free the Romans' minds from superstition. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 340. Vergil (3 hours)**

While introducing students to Vergil's smaller works, i.e., the *Eclagues and the Georgics*, this course focuses on the author's greatest work, the *Aeneid*, the Roman national epic. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 350. Ovid (3 hours)**

While offering an overview of all of Ovid's works, the course will focus on the *Metamorphoses*. Reading and interpreting these legends of transformations will familiarize students with important topics from Greek and Roman mythology. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 360. Lyric Poetry (3 hours)**

An overview of the development of Roman lyric poetry. Selected authors for close readings include Catullus, Horace, Tibullus, and Propertius. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 370. Satire (3 hours)**

A survey of the development of Roman satire, with readings from Horace, Persius, Juvenal, and Martial. In addition to literary, cultural, and historical material, the further development of students' competency in Latin grammar and vocabulary will be stressed. (Every three years)

**LAT 485. Assistantship for Latin 111-112 (1 hour)**

Prerequisite: permission of the instructor.

Selected Latin majors or minors serve as assistants in LAT 111 or 112. Assistants attend two to three classes per week, study the assigned work, and help conduct classroom and lab activities. Assistants may review but will not evaluate students' work. Other duties will be determined by the instructor in consultation with the assistant. In addition, the assistant will be required to complete a written reflection on the experience. Does not count toward the major or minor. Mandatory S/U grading. May not be repeated. (Occasionally)

**LAT 490. Supervised Independent Study (1-3 hours)**

Prerequisite: consent of the instructor.

An in-depth study of a particular author, work, or issue in Latin language, Roman literature or Roman culture. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for major or minor credit. (Occasionally)

**LAT 495. Directed Independent Research (1-3 hours)**

Prerequisite: consent of the instructor

This course is intended to provide students an opportunity to conduct supervised research in an area of their interest in Latin language, Roman literature, or Roman culture. It may be used to fulfill the course requirement for departmental honors. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

## **LAW AND PUBLIC POLICY (LPP)**

Lori Johnson, *Director/Associate Professor of Political Science*

The Political Science Department offers a major in Law and Public Policy that allows students to combine law and public policy classes, with an emphasis on ethics. Many students are concerned about important challenges that face our society in the future such as climate change, availability of health care, budget deficits or the prevalence of terrorism. When courts, executives, agencies, or legislatures are involved in trying to address such social problems, we call what they do "public policy."

Students who major in Law and Public Policy will develop the skills in analysis, critical thinking, problem-solving, oral communication, writing and research needed to address these kinds of public policy issues. The major is not a “pre-law track” in the sense that students considering law school are required to take any of these courses. This major is, however, particularly well-suited for students who intend to pursue professional or career interests in policy-related fields such as law, government, public administration, health care or work with non-governmental organizations and non-profit groups.

The completion of the interdisciplinary major in Law and Public Policy leads to the B.A. degree.

### **Major in Law and Public Policy**

*45 semester credit hours minimum*

Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.

- One course from
  - ECN 150. Principles of Microeconomics
  - ECN 151. Principles of Macroeconomics
- LPP 244. Law, Public Policy, and Ethics
- LPP 400. Practicum Seminar
- LPP 401. Research Seminar
- PHI 180. Logic and Language
- PHI 195. Introduction to Ethics
- POL 101. American Government
- POL 295. Research Methods
- POL 337. U.S. Legal System
- One course from:
  - POL 348. Constitutional Law: Federalism and Separation of Power
  - POL 349. Constitutional Law: Civil Rights and Liberties
- One Law course from:
  - BUS 346. Legal, Ethical and Regulatory Environment of Business
  - ECN 437. Law and Economics (Prerequisites: ECN 150 and 151)
  - JMS 401. Media Law
  - LPP 390. Special Topics in Law
  - PHI 235. Philosophy of Law
  - PHI 237/WGS 237. Gender, Philosophy, and Law
  - POL 332. Women, Law and Politics
  - POL 348. Constitutional Law: Federalism and Separation of Powers (if not taken as one of the selections from above)
  - POL 349. Constitutional Law: Civil Rights and Liberties (if not taken as one of the selections from above)
  - POL 354. International Law (Prerequisite: POL/IAF 253)
  - SOC 367. Law and Society (Prerequisite: SOC 101 or CRJ 260)
- One Public Policy course from:
  - ENV 305. Environmental Policy
  - GHS 350. Global Health Policy (Prerequisite: GHS 320 or 330)
  - LPP 391. Special Topics in Policy
  - POL 314/WGS 314. Women in Developing Countries (Prerequisite: POL/IAF 253)
  - POL 335. Congress and the Legislative Process
  - POL 345/SOC 345. Environmental Politics and Social Justice
  - POL 351. American Foreign Policy
  - POL 352. U.S. National Security Policy
  - POL 355. International Conflict and Security (Prerequisite: POL/IAF 253)
  - POL 356. The Politics of International Economic Relations (Prerequisite: POL/IAF 253)

SOC 295/AFR 295. Social Inequality: Ethnic Minorities

- One Ethics course from:
  - CHR 330. Approaches to Christian Ethics
  - CHR 335. Christian Ethics in America
  - ENV 344. Environmental Ethics
  - JMS 400. Media Ethics
  - LPP 392. Special Topics in Ethics
  - PHI 295. Applied Topics in Ethics
  - PHI 393. Advanced Topics in Ethics
- Two additional courses from the Law, Public Policy or Ethics course sets.

**Minor in Law and Public Policy**

*18 semester credit hours minimum*

- LPP 244. Law, Public Policy, and Ethics
- POL 337. U.S. Legal System
- One Law course from:
  - BUS 346. Legal, Ethical and Regulatory Environment of Business
  - ECN 437. Law and Economics (Prerequisites: ECN 150 and 15)
  - JMS 401. Media Law
  - LPP 390. Special Topics in Law
  - PHI 235. Philosophy of Law
  - PHI 237/WGS 237. Gender, Philosophy, and Law
  - POL 332. Women, Law and Politics
  - POL 348. Constitutional Law: Federalism and Separation of Powers (if not taken as one of the selections from above)
  - POL 349. Constitutional Law: Civil Rights and Liberties (if not taken as one of the selections from above)
  - POL 354. International Law (Prerequisite: POL/IAF 253)
  - SOC 367. Law and Society (Prerequisite: SOC 101 or CRJ 260)
- One Public Policy course from:
  - ENV 305. Environmental Policy
  - GHS 350. Global Health Policy (Prerequisite: GHS 320 or 330)
  - LPP 391. Special Topics in Policy
  - POL 314/WGS 314. Women in Developing Countries (Prerequisite: POL/IAF 253)
  - POL 335. Congress and the Legislative Process
  - POL 345/SOC 345. Environmental Politics and Social Justice
  - POL 351. American Foreign Policy
  - POL 352. U.S. National Security Policy
  - POL 355. International Conflict and Security (Prerequisite: POL/IAF 253)
  - POL 356. The Politics of International Economic Relations (Prerequisite: POL/IAF 253)
  - SOC 295/AFR 295. Social Inequality: Ethnic Minorities
- One Ethics course from:
  - CHR 330. Approaches to Christian Ethics
  - CHR 335. Christian Ethics in America
  - ENV 344. Environmental Ethics
  - JMS 400. Media Ethics
  - LPP 392. Special Topics in Ethics
  - PHI 295. Applied Topics in Ethics
  - PHI 393. Advanced Topics in Ethics
- One additional course from the Law, Public Policy, or Ethics course sets.



**LPP 198. Special Introductory Topics in Law and Public Policy: (Subtitle) (3 hours)**

Study of an introductory topic in Law and Public Policy not covered in any of the departmental offerings. This course may not be applied to the Law and Public Policy major or minor. (Occasionally)

**LPP 244. Law, Public Policy, and Ethics (3 hours)**

This course provides an introduction to the interrelationship between law, public policy and ethics. By in-depth examination of a series of case studies, it provides an opportunity for exploration of the legal, political and ethical challenges raised by various public policy questions. (Every year)

**LPP 290. Intercollegiate Mock Trial (1 hour)**

Prerequisite: consent of the instructor.

Academic credit for those who actively participate in intercollegiate mock trial competitions. May be repeated for up to 4 hours of credit. Graded S/U. (Every semester)

**LPP 390. Special Topics in Law: (Subtitle) (3 hours)**

A study of a significant topic in law that is not available through other regular department offerings. May be repeated with different topics.

**LPP 391. Special Topics in Public Policy: (Subtitle) (3 hours)**

A study of a significant topic in Public Policy that is not available through other regular department offerings. May be repeated with different topics.

**LPP 392. Special Topics in Ethics: (Subtitle) (3 hours)**

A study of a significant topic in Ethics that is not available through other regular department offerings. May be repeated with different topics.

**LPP 398. Internship in Law and Public Policy (1-3 hours)**

Prerequisites: junior or senior status

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Law and Public Policy. Graded S/U. (Every year)

**LPP 400. Practicum Seminar (3 hours)**

Prerequisites: LPP 244, POL 337.

An approved service learning project or practicum experience with an elected official, governmental agency, non-profit organization, law firm or other institution. Junior or Senior level students, under the direction of the LPP Director and an on-site supervisor, are required to engage in projects or assignments requiring at least nine on-site hours per week. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection on the legal, policy and ethical questions raised by their experiences. In addition, students may be required to attend training events, workshops or weekly seminars. (Every year)

**LPP 401. Research Seminar (3 hours)**

Prerequisite: LPP 400

In the second course of this two-semester sequence, students will complete a major research project (20-30 page paper) related to their internship or service learning project.

The project will include policy analysis, legal research and examination of the ethical dimension of an issue they encountered in their service learning project or internship, resulting in a paper suit. (Every year)

## **LEARNING SKILLS (LSK)**

The College of Liberal Arts offers a number of courses in support of University-wide curricular and co-curricular programs. Many of these courses are offered in conjunction with other Mercer University units. The co-curricular Learning Skills (LSK) program is one of these. The course offerings for this programs is coordinated by the Associate Deans' Office in the College of Liberal Arts.

Students interested in improving their college study skills or gaining leadership experience guiding other students in their attainment of college study skills are encouraged to enroll.

### **LSK 185-186. College Study Skills (1 hour)**

The purpose of this course is to enable students to improve their college study skills. The course is highly individualized, with topics such as time management, note taking, test taking, and improving concentration. The two courses may be taken in any sequence. Students taking a second course will continue to develop skills acquired the previous semester. Each course offers one hour of credit, may not be retaken for additional credit, and is graded S/U. LSK courses are jointly offered by the College of Liberal Arts and the Academic Resource Center. (Every semester)

### **LSK 187. College Success, Career Planning, and Life Skills for Athletes**

The purpose of this course is to develop college athletes' life skills so that they might create successful approaches to their academic, personal, career, social, and athletic commitments. Exercises on goal setting and selecting an academic major will be followed by career exploration and resume writing practice. Further activities will include personal and social exercises and guidance on NCAA compliance as a means to achieving athletic excellence. LSK courses are jointly offered by the College of Liberal Arts and the Academic Resource Center. (Every year)

### **LSK 201. Preparing Supplemental Instruction Mentors for Leadership (1 hour)**

Prerequisite: Selection as a Supplemental Instruction Mentor for the Supplemental Instruction Program.

The purpose of this course is to prepare Supplemental Instruction (SI) Mentors to guide junior SI Leaders in their roles. It will include instruction on how to conduct SI observations at SI sessions and to provide feedback on SI mentees' performance. SI mentors will also learn new SI strategies that they can apply in their own SI sessions and teach to the SI Leader mentees. Additionally, SI Mentors will contribute material to the Team SI Leader training and will reflect on their experience in the course. Supplemental instruction is a program where peer leaders attend classes in which they have already succeeded and then conduct study sessions three times per week for students currently enrolled in the course. SI Leaders help students improve their study skills and process material in a group setting with a peer leader; help students both learn the material and learn how to study for exams; and reinforce the idea that serious study requires an ongoing inquiry. The SI Leaders models self-testing and time management. Just as SI Leaders serve as model students, SI Mentors serve as model SI Leaders. This course is graded S/U and can be taken only once. LSK courses are jointly offered by the College of Liberal Arts and the Academic Resource Center. (Every Year)

## MANAGEMENT (MGT)

For description of the program of study in this area, and of the courses offered, see the section EUGENE W. STETSON SCHOOL OF BUSINESS AND ECONOMICS in this catalog.

## MARKETING (MKT)

For description of the program of study in this area, and of the courses offered, see the section EUGENE W. STETSON SCHOOL OF BUSINESS AND ECONOMICS in this catalog.

## MATHEMATICS (MAT)

Kedrick Hartfield, *Chair/Professor of Mathematics*

Jeffrey K. Denny, *Professor*

Timothy Ferdinands, *Visiting Asst. Professor*

Curtis D. Herink, *Professor*

Keith E. Howard, *Professor*

Yuanting Li, *Visiting Assistant Professor*

Hope McIlwain, *Associate Professor*

Kedar Nepal, *Assistant Professor*

David G. Nelson, *Professor*

Jeffrey Pullen, *Assistant Professor*

Margaret Symington, *Professor*

Nathan Walter, *Visiting Assistant Professor*

Carolyn Yackel, *Associate Professor*

The Department offers mathematics majors leading to a Bachelor of Arts or a Bachelor of Science degree. It also offers a minor in Mathematics and a minor in Statistics.

### Major in Mathematics leading to a B.S. degree

48 semester credit hour minimum

- CSC 204. Programming I
- MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)
- MAT 191. Calculus I
- MAT 192. Calculus II
- MAT 260. Introduction to Abstract Math
- MAT 293. Multivariable Calculus
- MAT 340. Linear Algebra
- Three courses from:
  - MAT 461. Abstract Algebra I
  - MAT 462. Abstract Algebra II
  - MAT 481. Real Analysis I
  - MAT 482. Real Analysis II
- MAT 499. Senior Seminar in Mathematics
- PHY 161. General Physics I
- PHY 162. General Physics II
- Three additional courses numbered 320 or above.

The Department recommends that those students planning to pursue graduate study in mathematics select their mathematics electives from MAT 320,

### Major in Mathematics major leading to a B.A. degree

34 semester credit hours minimum

- CSC 204. Programming I
- MAT 133. Precalculus (may be exempted by achieving a specific score on the Math Index or Math Placement Test)
- MAT 191. Calculus I
- MAT 192. Calculus II
- MAT 260. Introduction to Abstract Math
- MAT 293. Multivariable Calculus
- MAT 340. Linear Algebra
- One option from:
  - MAT 461-462. Abstract Algebra I and II
  - MAT 481-482. Real Analysis I and II
- Two additional courses numbered 320 or above.
- MAT 499. Senior Seminar in Mathematics

<p>330, 335, 350, 462, and 482. The Department recommends that those students planning a career in applied mathematics choose their mathematics electives from MAT 320, 330, and 335. In addition, MAT 225. Topics in Discrete Mathematics is highly recommended.</p>	
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Those students planning to pursue a doctoral degree are also strongly advised to take GER 111-112 or FRE 111-112.

Majors may attain Departmental Honors in mathematics by meeting the following requirements: 1) apply for honors during the second semester of the junior year; 2) attain a grade point average of 3.50 in the mathematics courses applied toward the major; 3) enroll in MAT 402 and complete a research paper under the direction of a faculty member in the department; 4) present the results of the research in colloquium; (5) receive departmental approval for the entire project.

### Secondary Teacher Certification Program in Mathematics

Teacher certification in mathematics (6-12) is available to mathematics majors who complete MAT 320 and 350. (MAT 225 is recommended.) Students planning to teach mathematics in secondary school should notify their advisor and contact the secondary education advisor in Tift College of Education. Required courses in education include EDUC 210, 220, 256, 283, 357, 398, 399, 406, 456, 469, 476, 485, and 492. Please consult the TIFT COLLEGE OF EDUCATION section of this catalog for more details.

<p><b>Minor in Mathematics</b></p> <p><i>17 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• Choose one course from: (Either may be exempted by achieving a specific score on the Math Index or Math Placement Test. <ul style="list-style-type: none"> <li>MAT 131. College Algebra: Functions and Graphs</li> <li>MAT 133. Precalculus</li> </ul> </li> <li>• MAT 191. Calculus I</li> <li>• MAT 192. Calculus II</li> <li>• One option from: <ul style="list-style-type: none"> <li>Option (a): <ul style="list-style-type: none"> <li>MAT 260. Introduction to Abstract Mathematics</li> <li>Two additional courses numbered 320 or above</li> </ul> </li> <li>Option (b) <ul style="list-style-type: none"> <li>MAT 225. Topics in Discrete Mathematics</li> <li>MAT 340. Linear Algebra</li> <li>One additional course numbered 320 or above.</li> </ul> </li> </ul> </li> </ul>
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### **MAT 095. Intermediate Algebra (3 hours)**

Credit earned in MAT 095 does not count toward the minimum number of hours required for graduation. An introductory course in algebra which includes the study of the fundamental algebraic operations, factoring, algebraic fractions, equations and inequalities, exponents and radicals. (Every semester)

### **MAT 104 (3 hours)/MAT 104R (4 hours). Mathematical Ideas**

Prerequisite for MAT 104R: C or better in INT 101 or GBK 101.

An introduction to mathematical ideas that teaches rigorous, precise, effective thinking. Topics will include classical proofs (e.g., Infinitude of Primes, Pythagorean Theorem, Platonic Solids), real world manifestations (e.g., basic probability, codes, Fibonacci numbers, risk), abstractions (e.g., infinite sets, fourth dimension, graph theory, knots),

and patterns (e.g., symmetry, fractals). The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**MAT 198. Special Introductory Topics in Mathematics: (1-4 Hours)**  
**(Subtitle)**

Study of an introductory topic in Mathematics not covered in any of the departmental offerings. Students are required to engaged in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. This course may be applied to the Mathematics major or minor. (Occasionally)

**MAT 121. Concepts in Calculus (3 hours)**

Prerequisite: MAT 095 or a satisfactory score on the Math Index or the mathematics placement exam.

The course emphasizes the concepts in differential and integral calculus and applications of those concepts. The material is made accessible to students with a limited mathematical background by restricting attention to a simple class of functions—polynomial functions in most cases and rational functions where appropriate. (Occasionally)

**MAT 131. College Algebra: Functions and Graphs (3 hour)**

Prerequisite: MAT 095 or a satisfactory score on the Math Index or the mathematics placement exam.

Topics include graphs and functions (linear, quadratic, polynomial, rational, exponential, and logarithmic). Credit cannot be earned in both MAT 131 and MAT 133. (Every semester)

**MAT 133. Precalculus (4 hours)**

Prerequisite: a grade of C or better in MAT 095 or a satisfactory score on the Math Index or the mathematics placement exam.

Topics include graphs, functions (linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric), and trigonometric identities. Credit cannot be earned in both MAT 131 and MAT 133. (Every semester)

**MAT 141. Calculus for the Social Sciences (3 hours)**

Prerequisite: MAT 131, 133 or a satisfactory score on the Math Index or the mathematics placement exam.

.Students who have not completed MAT 133 and who plan to register for this course should take the mathematics placement exam. A high score on this exam will meet the prerequisite for the course. A study of the derivative of algebraic, exponential, and logarithmic functions and an introduction to integration. Business applications are stressed. Both MAT 141 and 191 can be taken, but credit will be granted for only one, which is to be determined by written permission from the Mathematics Department. Students who plan to major in mathematics, chemistry, computer science, or physics should take MAT 191. (Every semester)

**MAT 191. Calculus I (4 hours)**

Prerequisite: a grade of C or better in MAT 133 or a satisfactory score on the Math Index or the mathematics placement exam.

Students who have not completed MAT 133 and who plan to register for this course should take the mathematics placement exam. A high score on the exam will meet the prerequisite for the course. Topics include: A study of functions involving limits, continuity, derivatives, and antiderivatives; the definite integral and Fundamental Theorem of Calculus. Both MAT 141 and 191 can be taken, but credit will be granted for

only one, which is to be determined by written permission from the Mathematics Department. (Every semester)

**MAT 192. Calculus II (4 hours)**

Prerequisites: a grade of C or better in MAT 191 or consent of the instructor.

Topics include: Methods of numerical integration, applications of the definite integral, techniques of antidifferentiation, improper integrals, infinite series, differential equations, and polar coordinates. (Every semester)

**MAT 198. Special Introductory Topics in Mathematics (1-4 hours)**  
**(Subtitle)**

Study of an introductory topic in Mathematics not covered in any of the departmental offerings. This course may be applied to the Mathematics major or minor. (Occasionally)

**MAT 225. Topics in Discrete Mathematics: (Subtitle) (4 hours)**

Prerequisite: MAT 191.

Topics include sets, functions, Boolean algebra, elementary graph theory, techniques of counting, and methods of proof (including induction and contradiction). (Every semester)

**MAT 260. Introduction to Abstract Mathematics (3 hours)**

Prerequisite: MAT 192.

A course designed to facilitate the transition to mathematics courses in which the student is expected to prove theorems. Topics include sets, logic, methods of proof, relations, and number systems. (Every fall semester)

**MAT 293. Multivariable Calculus (3 hours)**

Prerequisite: MAT 192.

Topics include vector calculus; limits and continuity of functions of several variables; partial derivatives and applications; multiple integrals and applications. (Every semester)

**MAT 320. Probability and Mathematical Statistics (3 hours)**

Prerequisite: MAT 192.

Concepts and basic properties of some special probability distributions, independence, moment generating functions, sampling distributions of statistics, limiting distributions. (Every spring)

**MAT 330. Introduction to Differential Equations (3 hours)**

Prerequisite: MAT 192.

A study of ordinary differential equations using qualitative, numerical and analytic approaches. Topics include first-order differential equations, second-order linear differential equations, systems of differential equations, Laplace transformations and applications. (Every semester)

**MAT 335. Numerical Methods (3 hours)**

*(Same as CSC 335)*

Prerequisites: MAT 192 and ability to write programs in a high-level computer language.

A study of numerical methods for the solution of mathematical problems and computer application of those methods. Topics will include: methods such as the bisection algorithm and fixed point iteration for the solution of equations with a single variable, interpolation and polynomial approximation, numerical differentiation and integration, solution of systems of linear equations, and least squares approximation. Offered infrequently. (Every two years)

**MAT 340. Linear Algebra** (3 hours)

Prerequisites: MAT 225 or 260, or consent of instructor.

An introduction to the algebraic structure of vector spaces; the theory of matrices; the application of matrices to the study of vector spaces; systems of linear equations and linear transformations. (Every spring semester)

**MAT 345. Applied Mathematical Modeling** (3 hours)

Prerequisite: MAT 330 or permission of the instructor.

This course focuses on mathematical modeling of phenomena from biology, chemistry, engineering, medicine, and physics. Students learn the tools and techniques of modeling using differential equations, matrix algebra, and statistics and learn to formulate a variety of models. Students engage cooperatively and individually in the formulation of mathematical models and in the techniques of investigating those models. Several major projects throughout the semester give the students experience in applying the tools and formulation of models. Class sessions consist of lectures and hands-on experimentation with projects using several computational tools. (Every two years)

**MAT 350. College Geometry** (3 hours)

Prerequisite: MAT 340.

A rigorous study of the properties of Euclidean geometry, with special attention to incidence and metric properties, and introduction to elementary properties of non-Euclidean geometries. Offered infrequently. (Every two years)

**MAT 390. Topics in Mathematics: (Subtitle)** (1-3 hours)

Credit will be determined based on the particular topic studied. A student may receive hours awarded as one, two, or three, and no more than three hours per course will be awarded, and total hours given will not exceed six. When credit in the proposed course is given, the topic studied will be stated as a subtitle. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

**MAT 398. Internship in Mathematics** (1-3 hours)

Prerequisites: junior or senior status

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Mathematics. Graded S/U. (Every year)

**MAT 401. Directed Independent Study** (1-3 hours)

Prerequisite: consent of instructor.

This course is intended to provide the student with the opportunity to study independently in an area of interest. Arrangement with the department chair and the instructor is required. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

**MAT 402. Directed Independent Research** (1-3 hours)

Prerequisite: consent of instructor.

This course is intended to provide the student with the opportunity to do supervised research in an area of interest. Arrangement with the department chair and instructor is

required. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

**MAT 461-462. Abstract Algebra I and II (3 hours)**

Prerequisite: MAT 340.

A study of groups, rings, and fields. Topics will include homomorphisms of groups and rings, quotient structures, polynomial rings, and extension fields. (Every two years)

**MAT 481-482. Real Analysis I and II (3 hours)**

Prerequisites: MAT 293 and 340.

A rigorous introduction to the system of real numbers; a study of the consequences of continuity, differentiability, integrability, and the elementary topology of the real numbers. (Every two years)

**MAT 499. Senior Seminar in Mathematics (1 hour)**

A course designed to help students take a broad view of their mathematics education and to synthesize the disparate components of this education. Students will be expected to organize and deliver a mathematical presentation. (Every fall semester)

**MEDIA STUDIES**

Cynthia Gottshall, *Chair/Professor of Journalism and Media Studies*

John Chalfa, *Associate Professor*

Media Studies emphasizes 21st Century media literacies with a focus on critical consumption and creative production of mediated stories and texts. Media Studies is part of the Department of Journalism and Media Studies. Please see that section of this catalog for more information about the department and course descriptions.

<p><b>Major in Media Studies</b>  <i>33 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• JMS 220. Introduction to Film Studies</li> <li>• JMS 225. Introduction to Nonfiction Films</li> <li>• JMS 230. Digital Storytelling</li> <li>• JMS 301. Media Criticism</li> <li>• JMS 305. The Visual Story</li> <li>• 3 credit hours of JMS 398. Internship</li> <li>• Five JMS courses from:  <small>(at least 12 hours must be in courses numbered 300 or above)</small> <ul style="list-style-type: none"> <li>JMS 240. Contemporary Issues and Media</li> <li>JMS 302. Hacking the Media</li> <li>JMS 310. Race, Gender, and Media</li> <li>JMS 315. Film Director</li> <li>JMS 316. Film Genre</li> <li>JMS 318. Queer Cinema</li> <li>JMS 335. Curating News and Information</li> <li>JMS 340. Digital Audio</li> <li>JMS 351. Field Production</li> <li>JMS 352. Studio Production</li> <li>JMS 362. Documentary Storytelling</li> <li>JMS 365. Storytelling and Social Change</li> </ul> </li> </ul>	<p><b>Minor in Media Studies</b>  <i>18 semester credit hours</i></p> <ul style="list-style-type: none"> <li>• JMS 101. Media in Society</li> <li>• JMS 230. Digital Storytelling</li> <li>• Four JMS courses from  <small>(At least nine hours of courses must be at the 300 level or above):</small> <ul style="list-style-type: none"> <li>JMS 220. Introduction to Film Studies</li> <li>JMS 225. Introduction to Nonfiction Films</li> <li>JMS 240. Contemporary Issues and Media</li> <li>JMS 301. Media Criticism</li> <li>JMS 302. Hacking the Media</li> <li>JMS 305. The Visual Story</li> <li>JMS 310. Race, Gender, and Media</li> <li>JMS 315. Film Director</li> <li>JMS 316. Film Genre</li> <li>JMS 318. Queer Cinema</li> <li>JMS 340. Digital Audio</li> <li>JMS 335. Curating News and Information</li> <li>JMS 351. Field Production</li> <li>JMS 352. Studio Production</li> <li>JMS 362. Documentary Storytelling</li> <li>JMS 365. Storytelling and Social</li> </ul> </li> </ul>
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<p>JMS 370. Public Relations  JMS 372. Screenwriting  JMS 375. Journalism History  JMS 385. Media Entrepreneurship  JMS 400. Media Ethics  JMS 401. Media Law  JMS 405. Seminar in Film Studies  JMS 490. Special Topics in Journalism and Media  JMS 495. Directed Independent Study in Journalism and Media  JMS 290 does not count towards the major.</p>	<p>Change  JMS 370. Public Relations  JMS 372. Screenwriting  JMS 375. Journalism History  JMS 385. Media Entrepreneurship  JMS 400. Media Ethics  JMS 401. Media Law  JMS 405. Seminar in Film Studies  JMS 490. Special Topics in Journalism and Media  JMS 495. Directed Independent Study in Journalism and Media  JMS 290 does not count towards the minor.</p>
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In order to earn departmental honors in Media Studies, a Media Studies major must meet the following requirements: 1) a minimum overall grade point average of 3.5 and 2) achieve a grade point average of 3.5 in the Media Studies major.

## **THE MERCER SERVICE SCHOLARS PROGRAM (MSS)**

*Chris Grant, Director/Associate Professor of Political Science*

The Mercer Service Scholars (MSS) program serves as a track within the University Honors program. Each year a cohort of academically talented and service-oriented students are selected for the Mercer Service Scholars (MSS) program. MSS participants also are required to be engaged in both the campus community as leaders and to perform service activities across their time in the program. Each year an annual retreat is offered for all MSS students. Two additional hallmarks of the program are the Mercer On Mission component that comes between the sophomore and junior years and the culminating project. The particular Mercer On Mission experience is built around the cohort and limited to MSS participants. The culminating project is a unique showcase of an individual's (or a team's) service and leadership. It should demonstrate planning, implementation, and evaluation skills and be actionable.

The program has 3 phases:

Phase 1: Year 1

Selected students are enrolled as a cohort in a specially designated first year experience. This year includes curricular and co-curricular programming with the cohort participating in a major service project, as well as leadership training.

Phase 2: Years 2 & 3

Students take the MSS sequence of courses as a cohort including the summer Mercer On Mission experience. During these years students log a report on community service and leadership activities.

Phase 3: Year 4

Culminating projects are designed, implemented, and evaluated by students either working individually or in teams. These projects may be direct service or indirect service endeavors including community-based research. Students are encouraged to work inside of their majors in developing their senior projects.

By completing the Mercer Service Scholar Program a student receives an enhanced experience in leadership and service. Selection for the program is based on applicant having already demonstrated high levels of achievement in academic work as well as an advanced level of social consciousness evidenced through their record of engagement on campus and in the community. The program offers participants unique service opportunities that provide a value-added aspect to their Mercer education. By receiving training and participating in diverse experiences students should develop skills needed to be highly effective leaders in any career trajectory. In particular students completing the program are encouraged to consider applying for national scholarships or careers in public service.

MSS participants are expected to maintain a 3.5 GPA and to be involved in both campus and community activities. Formal reviews of individual MSS participants come at the end of the third and sixth semesters of their career at Mercer. Successful completion of the program results is noted on a participant's transcript.

### **MSS 111. Service and Society—Community (1 hour)**

A course designed to introduce Mercer Service Scholars to the service ethos at Mercer and the Macon Community. Students will examine the many service opportunities available at Mercer and explore Macon with attention to the impact Mercer has had on this community over its history. Emphasis is placed on bringing forward a new generation of leaders to continue the tradition of student service. All students enrolled will participate in service-learning. (Every Fall)

### **MSS 112. Service and Society—Leadership (1 hour)**

A continuation of MSS 111, this course places emphasis on understanding and developing an individual leadership style. Students are exposed to theories of leadership with particular focus on the literature of Servant Leadership. Students are also challenged to be leaders both on campus and in the community. All students enrolled will participate in service-learning. (Every Spring)

### **MSS 222. Global Awareness and Project Development (2 hours)**

A seminar focused on a specific locale to prepare participants for an applied experience. Students will engage in learning about culture, traditions, and issues of the location as well as gaining perspective on needs assessment. The course is specifically reserved for students admitted to the Mercer Service Scholars Program. (Every year)

### **MSS 331. Service and Leadership in a Global Context (3 hours)**

Pre-requisite: MSS 222.

This course provides students with both a theoretical and hands on approach to service and leadership in an international setting—usually in the developing world. Emphases include understanding the equality of humans, social and environmental challenges of development, and feasibility of solutions. The course is specifically reserved for students admitted to the Mercer Service Scholars Program. (Every year)

### **MSS 332. Service and Leadership—Action and Vocation (3 hours)**

Pre-requisite: MSS 331.

A project-focused seminar that allows students to develop ideas that generate from their experiences in Servant Leadership in a Global Context. Students will explore planning and evaluation techniques that will enhance their skills in developing actionable projects. Further, students will explore vocational issues related to their experiences abroad. The course is specifically reserved for students admitted to the Mercer Service Scholars Program. (Every year)

# MILITARY SCIENCE (MIL)

Major Cynthia Warren, *Chair*

Military Science offers basic and advanced courses that can lead to a minor in the College of Liberal Arts, participation in the Reserve Officer Training Corps (ROTC), and/or a commission in the United States Army, the Army National Guard, or the U.S. Army Reserves. These courses include weekly leadership labs and physical training, plus one three- or four-day field training exercise per semester for junior and senior scholarship students. Participation in the commissioning portion of the ROTC program is not required for enrollment in military science courses.

Any Mercer University student can complete the minor in military science with no military service obligation. The military science minor consists of the following courses, totaling 17 hours: MIL 101, 102, 201, 202, 301, 302, and either MIL 401 or HIS 330.

Military Science offers both a four year and a two year ROTC program option. The ROTC four-year program includes at least 20 hours of course work, begins in the freshman year, and is divided into basic and advanced courses. A two-year ROTC program is available for students who make the decision to join ROTC after the freshman year. This requires attendance at a summer Leaders Training Course (LTC) at Fort Knox, Kentucky, between the sophomore and junior years and completion of 12 hours to include MIL 301, 302, 401, 402. Participants in the commissioning portion of the ROTC program must also take HIS 330. Students in the ROTC programs may elect to compete for two, three, and four-year United States Army scholarships.

	MIL minor	4 year ROTC program	2 year ROTC program
Non-Commissioning and Commissioning	MIL 101	MIL 101	LTC
	MIL 102	MIL 102	
	MIL 201	MIL 201	
	MIL 202	MIL 202	
	MIL 301	MIL 301	MIL 301
	MIL 302	MIL 302	MIL 302
	MIL 401 or HIS 330	MIL 401	MIL 401
		MIL 402	MIL 402
Commissioning		HIS 330	HIS 330

## Basic Courses

### **MIL 101. Introduction to the Army I (2 hours)**

An introduction to the fundamental organization of the United States Army, Army Reserve and Army National Guard. Also included is an explanation of customs and traditions of military service, an introduction to basic first aid techniques, orienteering and general military subjects. Increased self-confidence is gained through team study and activities in Basic Drill, Physical Fitness as well as small unit operations in both classroom and outdoor environments. One hour class and a required Leadership Lab plus optional participation in a three physical training program. Participation in weekend training exercises is also optional. May not be taken on S/U basis. (Every fall semester)

**MIL 102. Introduction to the Army II****(2 hours)**

A continuation of Introduction to the Army I, this course continues with an understanding of the role of the Officer, Non Commissioned Officer and Warrant Officer in today's Army. Learn and apply the basic principles of effective leadership in both a classroom and laboratory environment and through interaction with upper division ROTC cadets. Classes in general military subjects continue, to include leadership development. One hour class and a required Leadership Lab plus optional participation in a three physical training periods per week. Participation in weekend training exercises is also optional. May not be taken on S/U basis. (Every spring semester)

**MIL 201. Leadership I****(2 hours)**

Prerequisite: Sophomore standing

Explore the leadership process through the study and application of ethics-based leadership skills that contribute to the building of effective teams/groups. Develop skills in oral presentation, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn the fundamentals of the ROTC Leadership Assessment Program. Two hours and a required Leadership Lab plus optional participation in a thrice-weekly physical training program. Participation in weekend training exercises is also optional. May not be taken on S/U basis. (Every fall semester)

**MIL 202. Leadership II****(2 hours)**

Prerequisite: Sophomore standing

Introduction to individual and team aspects of military tactics in small unit operations. Includes the use of effective communication skills, making safety assessments, tactical movement techniques, planning for team safety and security and method for pre-execution checks. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required Leadership Lab plus optional participation in a thrice-weekly physical training program. Participation in weekend training exercises is also optional. May not be taken on S/U basis. (Every spring semester)

**Advanced Courses****MIL 301. Tactics I****(3 hours)**

Prerequisite: MIL 202

The study of principles, methods and techniques used by successful leaders. Practical exercises in leadership, drill, command, and communications. Emphasis on physical fitness, squad operations and leadership. May not be taken on S/U basis. (Every fall semester)

**MIL 302. Tactics II****(3 hours)**

Prerequisite: MIL 301

Study of and practical exercises in the application of small unit tactics and the practical applications of leadership. Study of principles, methods, and techniques used by successful leaders. General study of military history, and its application to modern tactics and leadership. May not be taken on S/U basis. (Every spring semester)

**MIL 401. Command and Staff Functions****(3 hours)**

Prerequisite: MIL 302

Comprehensive studies of the procedures, policies, and functions of Army staffs and commanders.

This continues the study of leadership as it applies to the military system, and introduces military ethics, military justice and Army training doctrine. May not be taken on S/U basis. (Every fall semester)

**MIL 402. Transition to Lieutenant (3 hours)**

Prerequisite: MIL 302

This course is a comprehensive study of the primary duties of a junior Army officer. Course of instruction focuses on those skills needed by the new 2nd Lieutenant to assume their role in the Army leadership system. May not be taken on S/U basis. (Every spring semester)

**Additional Courses**

**MIL 451. Advanced Theory of Military Leadership I (1 hour)**

Prerequisite: MIL 402

An independent study of military leadership at senior level echelons and the development of the US Army from its primitive origin to the present. Available only to MS V cadets who continue to receive ROTC scholarship after the completion of the advanced course. (Occasionally)

**MIL 452. Advanced Theory of Military Leadership II (1 hour)**

Prerequisite: MIL 451

An independent study to define the role of the military in the year 2030. Research the likely missions the United States Military will confront. Available only to MS V cadets who continue to receive ROTC scholarship after the completion of the advanced course. (Occasionally)

## MUSIC (MUS)

For description of the programs of study in this area, and of courses offered, see the section TOWNSEND SCHOOL OF MUSIC in this catalog

## NEUROSCIENCE

William J. Jenkins, *Director/Associate Professor of Psychology*

The Departments of Biology and Psychology collaboratively offer the interdisciplinary major in Neuroscience to allow students to explore the intersection of psychology and biology. Successful completion of the Neuroscience major leads to a B.S. degree and also fulfills the CLA Additional Depth of Understanding requirement. Courses in this major require students to explore neuroscience from the cellular, systems, and behavioral levels. The required courses will also foster skills in critical thinking, science writing, research, and oral communication. The program will help prepare students who plan to pursue a graduate program in neuroscience or related programs, a health-related profession, or a career in science education.

### Major in Neuroscience

*73 credit hours minimum*

*Successful completion of this major fulfills the CLA Additional Depth of Understanding requirement.*

- BIO 211. Introduction to Biology I
- BIO 212. Introduction to Biology II
- BIO 310. Genetics
- BIO 435. Neurobiology
- One option from:

CHM 111 and CHM 112. General Chemistry I and II

CHM 115. Advanced General Chemistry (students who successfully complete this option will only need 70 hours minimum)

- CHM 221. Organic Chemistry I
- CHM 222. Organic Chemistry II
- MAT 191. Calculus I
- NEU 400. Capstone Seminar in Neuroscience
- PSY 101. Introduction to Psychology
- PSY 210. Biopsychology
- PSY 306. Research Methods and Statistics I
- PSY 307. Research Methods and Statistics II
- Two courses from:
  - BIO 361. The Biology of Sex and Gender
  - PSY 205. Psychology of Learning
  - PSY 212. Drugs and Behavior
  - PSY 215. Cognitive Psychology
  - PSY 221. Health Psychology
  - PSY 225. Sensation & Perception
  - An approved PSY 285. Special Topics
- Two courses from:
  - BIO 301. Vertebrate Zoology
  - BIO 325. Comparative Animal Physiology
  - BIO 410. Molecular Genetics
  - BIO 450 and 450L. Development with lab
  - PSY 312. Animal Behavior
  - An approved PSY 385: Special Topics
- One course from:
  - BMB 465. Biochemistry I
  - PSY 414. Hormones & Behavior
  - An approved BIO 390. Special Topics in Biology
  - An approved BIO 490. Advanced Topics in Biology
  - An approved PSY 485. Special Topics in Psychology
  - At least three hours of approved BIO 499. Senior Research in Biology
  - At least three hours of approved PSY 495. Directed Independent Research
  - An approved 490 a and b: Empirical Project in Psychology I and II
  - An approved 496 a and b: Honors Project in Psychology I and II

Students may attain honors in Neuroscience by fulfilling the following requirements:

1) discuss the possibility of honors with the student's academic advisor so that the student can be assigned to a faculty advisor in either Biology or Psychology by the end of the semester in which the student accumulates 90 semester credit hours, and keep this advisor informed of progress towards satisfying the honors requirements; 2) complete the degree in Neuroscience with grade point averages of 3.50 or above in above courses required for the major and of 3.25 or above overall; 3) complete at least 4 semester hours of approved research (BIO 499, PSY 490, PSY 495, or PSY 496) with a grade point average of 3.00 or above; and 4) write a research paper of publishable quality on an approved topic, using the format of a peer-reviewed journal chosen by the honors advisor.

#### **NEU 400. Capstone Seminar in Neuroscience**

**(1 hour)**

Prerequisite: senior status and either BIO 435 or PSY 210.

This capstone seminar will focus on current developments across the field of neuroscience. Students are required to read, analyze, present, and discuss primary literature. (Every year)

# PHILOSOPHY (PHI)

Creighton Rosental, *Chair/Associate Professor of Philosophy*

Kevin Honeycutt, *Assistant Professor*

Rosalind Simson, *Associate Professor*

David Ritchie, *Professor*

Charlotte Thomas, *Professor*

Philosophy is a part of nearly every area of study. Many of the great intellectual movements, theories, and belief systems in our society owe something to philosophy. Subjects covered by philosophy courses include aspects of many other disciplines: ethics (applied and theoretical), logic, the nature and scope of human knowledge, art, film, literature, politics, law, gender, medicine, mind and body, and religion. Students explore these areas by reading classic works of philosophy that constitute some of the most important works in the Western intellectual heritage, but may also study views expressed by virtually any culture, ethnic group, or worldview, including ideas extracted from today's news. Philosophy is both personal and communal; each student must seek his or her own understanding and perspective, but learning comes through communication of ideas, critical analysis, and making your case to others.

## Major in Philosophy

*31 semester credit hours minimum*

- PHI 195. Introduction to Ethics
- PHI 280. Formal Logic
- PHI 301. Junior Seminar
- PHI 302. Thesis Research and Development
- PHI 311. History of Philosophy I: Ancient Greek Philosophy
- PHI 314. History of Philosophy IV: Early Modern Philosophy
- PHI 401. Senior Seminar
- One course from:
  - PHI 312. History of Philosophy II: Hellenistic and Early Medieval Philosophy
  - PHI 313. History of Philosophy III: Scholastic and Humanistic Philosophy
  - PHI 315. History of Philosophy V: Kant and the Nineteenth Century
  - PHI 316. History of Philosophy VI: Late Nineteenth and Early Twentieth Century
- One course from:
  - PHI 360. Great Philosophers
  - PHI 390. Special Topics in Philosophy
  - PHI 393. Advanced Topics in Ethics
- Three additional PHI courses.
- Successful completion of a senior essay. Majors will begin working on their essay in PHI 301, will work closely with an advisor in PHI 302, and will complete the essay at the end of PHI 401. Majors will orally defend their essay in the semester before they graduate.

Majors may attain Departmental Honors in philosophy by meeting the following requirements: 1) maintain an overall 3.5 grade point average in philosophy; 2) complete satisfactorily one of the following courses: 360, 390, or 393; 3) have the senior essay evaluated as "excellent" by all members of the Department.

## Minor in Philosophy

*15 semester credit hours*

- One course from
  - PHI 311. History of Philosophy I: Ancient Greek Philosophy
  - PHI 314. History of Philosophy IV: Early Modern Philosophy
- One additional PHI course numbered 300 or above

- Three additional PHI courses

### **PHI 176 (3 hours)/PHI 176R (4 hours). American Founding Principles**

*(Same as HIS 176 and POL176)*

Prerequisite for PHI 176R: C or better in INT 101 or GBK 101

This course will study the major intellectual currents and ideas that informed the creation of the American republic. It will be divided into two main parts. First, the course ranges across the Western tradition in order to elucidate the elements most important to the American Founders. These elements include the classical traditions of Greece and Rome, the modern Enlightenment tradition, the Protestant tradition, and the British republican tradition. Second, the course examines the American Founding itself, focusing on the major issues and debates (from 1765-1800) that shaped the institutions and character of the regime. Throughout, emphasis will be placed on the discussion of primary texts and documents. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

### **PHI 180 (3 hours)/PHI 180R (4 hours). Logic and Language**

Prerequisite for PHI 180R: C or better in INT 101 or GBK 101.

A study of the principles used in distinguishing correct from incorrect reasoning, employing both formal and informal methods. Special emphasis will be placed upon the application of these principles to everyday language and reasoning. Topics to be studied include: informal fallacies, definitions, categorical propositions and syllogisms, elementary truth functional logic, truth and validity, and induction. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

### **PHI 190 (3 hours)/PHI 190R (4 hours) . Introduction to Philosophy**

Prerequisite for PHI 190R: C or better in INT 101 or GBK 101.

An introduction to reading, writing, and thinking about the important issues and intellectual figures in the history of Western thought. The Western tradition of philosophical thought will define the subject matter of the course: Major elements of the Western tradition are understood in terms of important theories and ideas; "development of the West" is parsed in terms of the evolution and influence of those ideas; the influence of ideas from past cultures on later thinkers from disparate environments is carefully studied; and the influence of past thinkers in shaping the students' own self-understanding and perspective will be explored. Emphasis will be placed on the cultivation of a philosophical attitude and the development of the arts of conceptual analysis and synthesis. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

### **PHI 195 (3 hours)/PHI 195R (4 hours). Introduction to Ethics**

Prerequisite for PHI 195R: C or better in INT 101 or GBK 101.

A study of the principal ethical traditions and theories of Western culture and their application to contemporary moral issues and social problems. This course provides a solid basis for anyone who wants training in the rational analysis of difficult and complex moral issues and decisions. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

### **PHI 198. Special Introductory Topics in Philosophy (Subtitle) (3 hours)**

Study of an introductory topic in Philosophy not covered in any of the departmental offerings. This course may be applied to the Philosophy major or minor. (Occasionally)



### **PHI 230 (3 hours)/PHI 230R (4 hours). Political Philosophy**

Prerequisite for PHI 230R: C or better in INT 101 or GBK 101.

Provides an introductory examination of fundamental political issues in Western intellectual history, such as the contrast of individual rights versus political authority; freedom and equality; the origin and purpose of political institutions; and whether the human race demonstrates political progress over time. The course is executed via historical study of influential philosophical texts. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

### **PHI 235. Philosophy of Law (3 hours)**

This course introduces students to legal reasoning and the various theories regarding law and legal systems. In addition to discussing the traditional schools of jurisprudence, we will examine particular issues in legal theory such as obligation (social and economic), paternalism and the role of the judiciary. (Every two years)

### **PHI 237 (3 hours)/PHI 237R (4 hours). Gender, Philosophy, and Law**

*(Same as WGS 285)*

Prerequisite for PHI 237R: C or better in INT 101 or GBK 101.

This course will examine two basic questions: 1) What does it mean for a society to treat men and women justly? 2) How close do American society and the American legal system come to this ideal? The course will consider these questions through readings in philosophy, social science, and law on topics such as: wage disparities between men and women; marriage, divorce, and child welfare; pregnancy, abortion, and reproductive technologies; and rape, prostitution, and pornography. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

### **PHI 240 (3 hours)/PHI 240R (4 hours). Philosophy of Religion**

Prerequisite for PHI 107R: C or better in INT 101 or GBK 101.

A study of some of the major philosophical and theological issues that arise in the careful application of reason to the philosophical study of religion. The course examines important issues grounded within direct scriptural readings of the Judeo-Christian Heritage from a philosophical perspective and grounds those issues in religious scripture. Topics will be discussed and considered guided by reason, using the methods of philosophical theology giving particular emphasis to relevance in relation to the students' own religious experiences and beliefs. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

### **PHI 247. Eastern Philosophy (3 hours)**

A study of some of the major traditions of Eastern Philosophy. This course attempts to introduce students to the rich breadth and remarkable depth of some of the oldest philosophical schools of thought extant. The philosophies of India, in particular, may be traced back to poetic scriptural traditions originating in the 3rd millennium; and these traditions continue to inform lively contemporary schools of Indian philosophical thought. The humanism of Confucius and the schools of Chinese Philosophy that take their bearings from his ancient wisdom are both rich in their own terms and illuminating for students immersed in the intellectual traditions of the west. Readings will vary. No background in Western or Eastern philosophy presumed. (Every two years)

### **PHI 250. Mind, Brain and Behavior (3 hours)**

This course is an introductory survey in topics in the philosophy of mind. Topics that will be covered in the course include theories of the nature of mind (dualism, behaviorism, functionalism, etc.), theories of personal identity, and puzzles and problems relating to role and nature of consciousness. Other topics may include philosophical treatments of:

mental causation, perception, mental content and/or artificial or non-human intelligence.  
(Every two years)

### **PHI 260 (3 hours)/PHI 260R (4 hours). Philosophy of the Arts**

Prerequisite for PHI 260R: C or better in INT 101 or GBK 101.

This course is a survey of the philosophy of the arts. Subjects may include, but are not limited to the nature of beauty, art as representation, aesthetics and the aesthetic experience, art and ethics, art as evoking or expressing emotions, the formal qualities of art, the relation between form and content, the intention of the artist, the art world, art in context, and the nature of the art object. Any of the arts may be studied, including but not limited to music, fine art, folk art, public art, film, architecture, dance, and performance. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement.  
(Every two years)

### **PHI 265 (3 hours)/PHI 265R (4 hours). Philosophy and Film**

Prerequisite for PHI 265R: C or better in INT 101 or GBK 101.

An introduction to philosophy and creative visual art through study of the discursive and aesthetic aspects of film. The course combines film criticism and appreciation with philosophical analysis in order to articulate the philosophical dimensions of art objects and the specific way film functions as a philosophical artistic medium. Materials of study include philosophical texts and seminal examples of both domestic and international film. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement.  
(Every two years)

### **PHI 267. Philosophy and Literature (3 hours)**

An examination of the relationship between philosophy and literature, including reading classic and contemporary literary texts as philosophy, and reading representative philosophical texts as literature. Commonalities and distinctions between these two modes of discourse, as well as their historical influence on one another, will be considered. (Every two years)

### **PHI 269 (3 hours)/PHI 269R (4 hours). Human Nature and Art: (Location)**

Prerequisite for PHI 269R: C or better in INT 101 or GBK 101.

This summer course is a study of the changing notions of the human condition in the Western tradition as discerned in great works of visual art and architecture studied in situ. Students in the course experience directly the works of art and architecture in question, since the course is only taught as a part of a study abroad program. (May be repeated once for credit if offered in a different location). The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Occasional)

### **PHI 280. Formal Logic (3 hours)**

Prerequisite: One course in philosophy or; six semester hours in mathematics or computer science. This course is a formal study of inference. Subject matter may include the syllogism, modal logic, consequences, truth functions, and quantification theory. Recommended, but not required: PHI 180. (Offered two years out of every three)

### **PHI 290. Special Topics in Philosophy (3 hours)**

A study of some significant topic in philosophy. Suitable for students with no background in philosophy. May be repeated with a different topic. (Occasional)

### **PHI 295. Topics in Applied Ethics (3 hours)**

Prerequisite: PHI 195.

A study of some topic or topics in applied ethics, this course builds off of theoretical ethics studied in PHI 195. Topics that may be offered are diverse, but may include: bioethics, business ethics; ethics, law, and international affairs; decision theory;

environmental ethics; professional ethics; and leadership and organizational ethics. May be repeated with a different topic. (Every year)

**PHI 301. Junior Seminar (1 hour)**

Prerequisite: one course in philosophy, Junior status, declared major in philosophy  
This course is a workshop in philosophical skill development, including essay writing, thesis and argumentation development, critical thinking, and presentation. Students will work together, with faculty, and with seniors from the Senior Seminar (see PHI 401) to complete at least one advanced philosophical project by the end of the semester. Junior seminar also will involve preparing for and attending talks by guest lecturers and/or attending off-campus philosophy-related events. By the end of the course, students will have selected a topic for senior essay and been assigned a faculty advisor for PHI 302. (Every fall semester)

**PHI 302. Thesis Research and Development (1 hour)**

Prerequisite: PHI 301  
At the end of PHI 301, each student will have selected a topic for their senior essay and will be paired with an appropriate faculty member to serve as advisor. In PHI 302, students will work with their advisors in researching and developing the main elements of the senior essay. During the course, students will deliver a public oral presentation of their essay to the philosophy department. (Every spring semester)

**PHI 311. History of Philosophy I: Ancient Greek Philosophy (3 hours)**

Prerequisite: one course in philosophy.  
A survey of ancient Greek philosophy, including the pre-Socratics, Plato, and Aristotle. (Every fall semester)

**PHI 312. History of Philosophy II: Hellenistic and Early Medieval (3 hours)**

Prerequisite or Corequisite: PHI 311 or GBK 202.  
A survey of Hellenistic and early Medieval philosophy, which can include the Epicurean, Stoic, Skeptical, and Neo-Platonist schools of the Hellenistic world, as well as early Christian thinkers such as Augustine, Boethius, and Anselm. (Every three years)

**PHI 313. History of Philosophy III: Scholastic and Humanistic (3 hours)**

Prerequisite or Corequisite: PHI 311 or GBK 202, or GBK 203, or GBK 204.  
A survey of late Medieval philosophy, which can include Islamic, Jewish, and Christian philosophers (Averroes, Maimonides, Aquinas, Ockham), and the rise of humanism, possibly including new approaches to ethics and politics (Machiavelli, Montaigne) and new approaches to nature (Bacon, Galileo). (Every three years)

**PHI 314. History of Philosophy IV: Early Modern Philosophy (3 hours)**

Prerequisite: One course in philosophy.  
A survey of early modern philosophy, including figures such as Descartes, Hobbes, Spinoza, Locke, Leibniz, Berkeley, Hume, and Rousseau. (Every spring semester)

**PHI 315. History of Philosophy V: Kant and the 19<sup>th</sup> Century (3 hours)**

Prerequisite or Corequisite: PHI 314 or GBK 305.  
A survey of Kant and nineteenth century philosophy, including figures such as Hegel, Schopenhauer, Marx, Mill, and Nietzsche. (Every three years)

**PHI 316. History of Philosophy VI: Late 19<sup>th</sup> and Early 20<sup>th</sup> Century (3 hours)**

Prerequisite or Corequisite: PHI 314 or GBK 305, GBK 306, or GBK 407.  
A survey of late nineteenth and early twentieth century philosophy, which can include the schools of existentialism, phenomenology, pragmatism, and analytic philosophy.

Possible figures to be covered include Peirce, James, Husserl, Dewey, Russell, Wittgenstein, Heidegger, and Sartre. (Every three years)

**PHI 325. Existentialism and Phenomenology (3 hours)**

Prerequisite: One course in philosophy.

A study of the major themes of existentialism and phenomenology with some attention to their historical roots in the nineteenth century. (Every two years)

**PHI 360. Great Philosophers (3 hours)**

Prerequisite: PHI 311.

An intensive study of the works of one or more major figures or schools from the history of philosophy. The course is designed to acquaint the student with the principles of philosophical research, as well as to provide an extensive knowledge of the philosopher(s) selected. The philosopher(s) selected will appear in the annual schedule of courses and be recorded on the student's transcript. The course may be taken twice with the consent of the instructor, for a maximum of 6 semester hours credit. (Occasional)

**PHI 390. Special Topics in Philosophy: (Subtitle) (3 hours)**

Prerequisite: One course in philosophy and junior or senior status; or consent of the instructor.

An intensive study of some significant topic in philosophy, not otherwise covered in departmental course offerings. May be repeated once for credit. (Occasional)

**PHI 393. Advanced Topics in Ethics: (Subtitle) (3 hours)**

Prerequisite: PHI 195

An intensive examination of the relation of philosophic ethics to human morality. Questions to be examined may include: the history and development of morality as a distinct form of judgment and action; the scope, authority, and force of moral obligation; the role of reason and justification in moral choice and action; the impact of ethical theories and practice on human choice, value, and meaning; and the relation of morality to human psychology and evolutionary biology. (Occasional)

**PHI 398. Internship in Philosophy (1-3 hours)**

Prerequisites: junior or senior status

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Philosophy. Graded S/U. (Occasionally)

**PHI 401. Senior Seminar (2 hours)**

Prerequisite: PHI 302, PHI 311, and two additional Philosophy courses, Senior status, declared major in philosophy

This course is a workshop in philosophical skill development, including essay writing, thesis and argumentation development, critical thinking, and presentation. Students will work together, with faculty, and with juniors from the Junior Seminar (see PHI 301) to complete their senior essay in philosophy. Senior seminar also will involve preparing for and attending talks by guest lecturers and/or attending off-campus philosophy-related events. (Every fall semester)

**PHI 420. Directed Independent Research****(1-3 hours)**

Prerequisite: One course in philosophy, junior or senior status, and consent of the instructor.

This course is intended to provide the student with the opportunities to do guided reading in a field of interest. At least one substantial paper is required, and the student must have the project approved by the end of the third week of the semester. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. The course is available each semester. Credit not to exceed 3 hours total. (By special arrangement)

## PHILOSOPHY, POLITICS AND ECONOMICS

Charlotte Thomas, Director/ Professor

The Philosophy, Politics, and Economics (PPE) major offers students an interdisciplinary approach to the study of topics, texts, and concerns that exist at the intersection of these three fields (e.g., theories of justice, rights, freedom, individual liberty, property, etc.) The program creates an intentional constellation of courses in these three disciplines that is designed to enrich the students' experience of each discipline and offer a breadth of study not available in any one disciplinary major.

Besides providing a framework within which students interested in these three disciplines can develop a sense of their interrelations, the program will facilitate the development of a better perspective of the boundaries and scope of these disciplinary approaches. For example, in economics coursework a student will learn the principles of markets and how they display the effects of various incentive structures. The same student, in her political science coursework may begin to understand the political context in which such markets operate. And, from philosophy, the PPE student would learn some of the long, rich tradition of theories that ground both political and economic approaches to understanding the human condition, as well as explore the ethical implications of political and economic action.

Successful completion of the PPE major leads to a BA degree.

### **Major in PHILOSOPHY, POLITICS AND ECONOMICS**

*39 semester credit hours*

Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.

- One course from
  - ECN 150. Principles of Microeconomics
  - ECN 151. Principles of Macroeconomics
- ECN 477. History of Economic Thought
- One course from:
  - ECN 437. Law and Economics
  - ECN 438. Public Finance
  - ECN 441. International Economics
- One course from:
  - PHI 190. Introduction to Philosophy
  - PHI 195. Introduction to Ethics
- PHI 230. Political Philosophy
- One course from:
  - PHI 311. History of Philosophy I: Ancient Greek Philosophy
  - PHI 314. History of Philosophy IV: Early Modern Philosophy
- One course from:
  - POL 101. Introduction to American Government
  - POL 253. Introduction to International Relations
- POL 200. Introduction to Political Theory

- One course from:  
POL 373. American Political Thought  
POL 378. Modern Political Thought
- Three additional courses from PHI, POL, or ECN
- Senior Essay on a topic approved by a committee of PPE faculty members.

Students pursuing the PPE major must have at least 18 hours in one PPE discipline (including courses in the PPE core). Other courses relevant to PPE may be substituted for electives by approval of the student's PPE faculty committee.

Students declaring a major in PPE must form a committee of three faculty members (one from each PPE discipline) to coordinate their curriculum. One of these faculty members will become the advisor to the student's senior thesis, and all three committee members will confer on all decisions relevant to that student's course of study (e.g. senior essay topics, judgments regarding whether or not a particular course should be allowed to substitute for a PPE elective, etc.)

## PHOTOGRAPHY (PHO)

Gary Blackburn, *Chair/Professor of Art*

### Minor in Photography

*15 semester credit hours minimum*

- PHO 230. The Art of Photography: Pinhole
- PHO 330. Black and White Film Photography
- PHO 425. Digital Photography
- Two courses from:  
ART 116. Fundamentals of Design and Color  
ART 254. Beginning Digital Imaging  
ART 367. Modern Art History  
JMS 101. Media in Society

Photography courses will not count toward a major in art

### **PHO 198. Special Introductory Topics in Photography: (Subtitle)(3 hours)**

Study of an introductory topic in Photography not covered in any of the departmental offerings. This course may be applied to the Photography minor. (Occasionally)

### **PHO 230. The Art of Photography: Pinhole (3 hours)**

An introduction to the history, theory and practice of photography. The special qualities of photography as an art and as an expressive tool are illustrated through a unique blend of pinhole cameras and digital printing. Students will learn the functions and physics of optics by building and using pinhole cameras. Printing of pinhole negatives will be done using digital software and printers. (Every semester)

### **PHO 330. Black and White Film Photography (3 hours)**

Prerequisite: PHO 230.

This course involves the melding of the art and science of photography in picture making, developing, and enlarging. Darkroom techniques are emphasized, including creative approaches to printing and manipulation of the image. Special assignments are centered on subject matter and techniques. (Students must supply their own manual exposure camera.) (Every two years)

**PHO 398. Internship in Photography (1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a minor in Photography. Graded S/U. (Every year)

**PHO 425. Digital Photography (3 hours)**

Prerequisite: PHO 230 or permission of the instructor.

This course covers the creation of photographic images using digital media. The differences between film and digital photography will be explored. Topics covered will include the use of digital cameras and the transfer, storage, adjustment and printing of digital files. (Students must provide their own digital camera of at least four megapixels.) (Every two years)

**PHO 498. Directed Independent Study (1-3 hours)**

Prerequisite: consent of the instructor and chair.

An advanced course in the theory or practice of photography, designed by the student. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. The course can be repeated for a total of six hours credit. (Occasionally)

## **PHYSICAL EDUCATION AND HEALTH (PED)**

Up to three hours credit may be applied toward graduation from the College of Liberal Arts, the Stetson School of Business and Economics, or the Tift College of Education from the following courses in athletics, fitness, health, and outdoor activities. Beginner-level courses are not appropriate for experienced athletes; and the availability of intermediate and/or advanced courses will vary. Students can take multiple PED courses with the same course number as long as the topics differ. These courses will be graded on an S/U basis.

**PED 141-142-143. Athletics (Topic) (1 hour)**

Beginner, intermediate, and advanced courses on various sports. Course topics include: tennis, golf, archery, volleyball, bowling, and basketball. (Every semester)

**PED 151-152-153. Fitness (Topic) (1 hour)**

Beginner, intermediate, and advanced courses on various physical fitness activities. Course topics include: aerobics, body development and conditioning, dancing, martial arts, Mercer R.A.W. challenge course, and running. (Every semester)

**PED 161-162-163. Health (Topic) (1 hour)**

Beginner, intermediate, and advanced courses on various health topics. Course topics include: first aid and life-saving. (Occasionally)

**PED 171-172-173. Outdoors (Topic) (1 hour)**

Beginner, intermediate, and advanced courses on various outdoor activities. Course topics include: swimming, canoeing, scuba-diving, and hiking. (Occasionally)

# PHYSICS (PHY)

Jose Balduz, *Chair/Assistant Professor of Physics*

Sheng-Chiang Lee, *Associate Professor*

Matthew Marone, *Associate Professor*

Chamaree de Silva, *Assistant Professor*

The department offers physics majors leading to the B.S. and B.A. degrees and a minor in physics. The program in physics offers courses to meet the needs of: 1) students desiring to pursue physics-related industrial or governmental careers, 2) students desiring to continue their education in advanced graduate programs, 3) students desiring a physics major as preparation for science teaching in secondary schools, 4) students needing courses in physics as part of their major program, and 5) students not majoring in the sciences, but desiring a general knowledge of physics.

The Physics major leading to the Bachelor of Science degree is appropriate for those wishing to immediately gain professional employment as a physicist with industry or government, or to continue their education in a physics graduate program. The Physics major leading to the Bachelor of Arts degree is appropriate for those wishing to prepare for science teaching in secondary schools, or to increase the breadth of their education with a second major. Students wishing to pursue a major or minor in physics should confer with the department chair as soon as this decision is made in order to plan a program of studies.

## Major Physics leading to the B.S. degree

*62 semester credit hours with at least 40 credit hours in physics*

- CHM 111. General Chemistry I
- CHM 112. General Chemistry II
- MAT 191. Calculus I
- MAT 192. Calculus II
- MAT 293. Multivariable Calculus
- MAT 330. Introduction to Differential Equations
- PHY 161. General Physics I
- PHY 162. General Physics II

Students who have successfully completed PHY 141 and MAT 191 may be admitted to PHY 162 by instructor approval. If they successfully complete PHY 162, these students may thereafter enroll in other physics courses with a PHY 162 prerequisite, as well as pursue majors or minors in physics, replacing the PHY 161 requirement with PHY 141. Note that this does not affect requirements imposed by other departments and schools, e.g. the requirement that mathematics, chemistry, and most engineering students must take one year of calculus-based physics.

- Two hours of PHY 300. Physics Seminar
- PHY 305. Modern Physics I
- PHY 306. Modern Physics II
- PHY 330. Thermal Physics
- PHY 340. Analytical Mechanics
- PHY 355. Electromagnetic Theory
- PHY 450. Quantum Mechanics
- At least four additional PHY courses

## Major Physics leading to the B.A. degree

*51 semester credit hours minimum with at least 27 credit hours in physics*

- CHM 111. General Chemistry I
- CHM 112. General Chemistry II
- MAT 191. Calculus I
- MAT 192. Calculus II
- MAT 293. Multivariable Calculus
- MAT 330. Introduction to Differential Equations
- PHY 115. Descriptive Astronomy
- PHY 161. General Physics I
- PHY 162. General Physics II

Students who have successfully completed PHY 141 and MAT 191 may be admitted to PHY 162 by instructor approval. If they successfully complete PHY 162, these students may thereafter enroll in other physics courses with a PHY 162 prerequisite, as well as pursue majors or minors in physics, replacing the PHY 161 requirement with PHY 141. Note that this does not affect requirements imposed by other departments and schools, e.g. the requirement that mathematics, chemistry, and most engineering students must take one year of calculus-based physics.

- Two hours of PHY 300. Physics Seminar
- PHY 305. Modern Physics I
- PHY 306. Modern Physics II
- At least three additional PHY courses numbered above 300
- Successful completion of a senior



<p>numbered above 300</p> <ul style="list-style-type: none"> <li>• Successful completion of a senior comprehensive examination</li> </ul> <p>Additional coursework in mathematics is recommended but not required: MAT 340 (Linear Algebra), which together with its prerequisite, either MAT 225 or MAT 260, will complete a minor in mathematics.</p>	<p>comprehensive examination</p>
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Physics majors should ideally complete MAT 191/192 and PHY 161/162 during the freshman year, and PHY 305/306 and MAT 293/330 during the sophomore year.

Majors may attain Departmental Honors in physics by fulfilling the following requirements: 1) attaining a grade point average of at least 3.5 in all courses taken in the department, and 2) satisfactorily completing a research project, including preparation of a paper suitable for publication in a scientific journal and/or presentation at a scientific meeting.

### Secondary Teacher Certification Program in Physics

Teacher certification in Physics (6-12) is available to Physics (B.A. or B.S. program) majors. Physics B.A. students will need to include PHY 330, and either PHY 370 or 460 in their list of physics electives. They will also need to include BIO 211/212, and either STA 126 or MAT 320 as part of their degree studies. Physics B.S. students will need to include either PHY 370 or 460 in their list of physics electives. They will also need to include BIO 211/212, either STA 126 or MAT 320, and either PHY 115, ENB 105, ENB 110 or ENB 220 as part of their degree studies. Students planning to teach Physics in secondary schools should notify their advisor and contact the secondary education advisor in Tift College of Education. Required courses in education include EDUC 210, 220, 256, 283, 357, 398, 399, 406, 423, 469, 476, 485, and 492. Please consult the Tift College of Education section of this catalog for more details.

### Minor in Physics

*23 semester credit hours minimum*

- MAT 191. Calculus I
- MAT 192. Calculus II
- PHY 161. General Physics I
- PHY 162. General Physics II

Students who have successfully completed PHY 141 and MAT 191 may be admitted to PHY 162 by instructor approval. If they successfully complete PHY 162, these students may thereafter enroll in other physics courses with a PHY 162 prerequisite, as well as pursue majors or minors in physics, replacing the PHY 161 requirement with PHY 141. Note that this does not affect requirements imposed by other departments and schools, e.g. the requirement that mathematics, chemistry, and most engineering students must take one year of calculus-based physics.

- At least three additional PHY courses numbered 300 or above.
- Note that PHY 300 may only be counted once toward the physics minor.

### PHY 102. Acoustical Foundations of Music

**(4 hours)**

A one-semester introductory course for non-science majors. This course will examine music and sound from a scientific point of view focusing on waves and frequencies, as well as notes and scales. Students will be introduced to the topics of sound waves, propagation of sound, frequency, harmonics, waves on strings and in tubes, effects due

to the listening environment, perception and synthesis of music. Three hours of lecture and three hours of lab per week. (Every two years)

**PHY 105. Discovering the Wonders (4 hours)**

A one-semester introductory course for non-science majors. This course explores the physical principles behind daily observed phenomena through hands-on experience, scientific reasoning, and discussions in collaborative and small group settings. This course does not intend to cover introductory physics content at a lower mathematical level, but aims to cultivate genuine curiosity about the natural world in students and recognize the relevance of scientific reasoning in public and personal aspects of modern lives. Three hours of lecture and three hours of lab per week. (Every two years)

**PHY 108. Ancient Chinese Science and Technology (4 hours)**

An overview of ancient Chinese science and technological innovations. A wide range of topics including astronomy, optics, acoustics, magnetism, mathematics and physical science will be covered. These topics are examined in both their historical Asian and modern science contexts. Three hours of lecture and three hours of lab each week. (Every other year)

**PHY 109. Science of Heaven and Earth (4 hours)**

A one-semester introductory course for non-science majors. This course explores the evolution of cosmology into a science, from ancient times to the modern era, to illustrate how our knowledge of the natural world grows as this pursuit becomes more scientific. Course material includes general properties of science, conceptual physics content and problem-solving at the level of basic algebra and geometry. Students will learn what distinguishes science from non-science and pseudo-science. Three hours of lecture and three hours of lab per week. (Every two years)

**PHY 115. Descriptive Astronomy (4 hours)**

Problems in astronomy will be presented on a fundamental level and will serve to demonstrate how scientific principles are established, how these principles are sometimes revised or disproved by new data and methods, and how observations of the universe can be used by people to learn more about their place in the cosmos. A lecture and laboratory course. (Every semester)

**PHY 141. Introductory Physics I (4 hours)**

Prerequisite: MAT 133.

Algebra-based physics: motion, forces, mechanical and heat energy. Three hours of lecture and three hours of lab per week. (Every semester)

**PHY 142. Introductory Physics II (4 hours)**

Prerequisite: PHY 141.

Continuation of PHY 141: electrostatics, electric currents, dc circuits, magnetism, waves and optics. Three hours of lecture and three hours of lab per week. (Every year in spring)

**PHY 161. General Physics I (4 hours)**

Pre- or co-requisite: MAT 191.

Physics with calculus for majors in the physical sciences and engineering: motion, forces, energy, momentum, rotations, oscillations and heat. Three hours of lecture and three hours of lab per week. (Every semester)

**PHY 162. General Physics II** (4 hours)

Pre- or co-requisite: MAT 192.

Prerequisite: PHY 161.

Continuation of PHY 161: electrostatics, electric currents, dc and ac circuits, magnetism, waves and optics. Three hours of lecture and three hours of lab per week. (Every semester)

**PHY 198. Special Introductory Topics in Physics: (Subtitle)** (1-4 hours)

Study of an introductory topic in Physics not covered in any of the departmental offerings. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. This course may not be applied to the Physics major or minor. (Occasionally)

**PHY 300. Physics Seminar** (1 hour)

Prerequisites: junior or senior status, and either PHY 142 or PHY 162 or instructor approval.

This is a weekly, one-hour seminar focusing on current topics at the frontiers of physics. Each student must make at least one presentation each semester. May be taken up to four times for credit, but only two credit hours may be applied toward the physics major and one credit hour toward the physics minor. (Every semester)

**PHY 305. Early Quantum Theory and Its Applications** (3 hours)

Prerequisites: MAT 192 and PHY 162.

Introduction to quantum aspects of light and matter: photons, matter waves, wave-particle duality, uncertainty and quantum probability, the Schrodinger equation, atomic and molecular structure, classical and quantum statistics, and solid state physics. Three hours of lecture per week. (offered every year)

**PHY 306. Relativity, Particle Physics and Cosmology** (3 hours)

Prerequisite: MAT 192 and PHY 162.

Introduction to the physics of spacetime, the very small, and the very large: special relativity, nuclear and particle physics, general relativity and cosmology. Three hours of lecture per week. (offered every year)

**PHY 320. Topics in Physics (Subtitle)** (1-4 hours)

Prerequisite: to be determined by the instructor.

Study of a topic of current importance not covered in other department course offerings. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit May be repeated with different subtitles and used to satisfy major or minor requirements any number of times. (Occasionally)

**PHY 325. Physical Optics** (3 hours)

Prerequisites: MAT 192 and PHY 162.

Intermediate level optics, including the electromagnetic nature of light, thermal and coherent sources, interference phenomena, holography, polarization, Fourier transform spectroscopy, and nonlinear optics. The adjective physical in the title of this course emphasizes its foundation in electromagnetic theory, as opposed to geometrical optics, where the primary goal is to understand how optical instruments function, using ray tracing techniques. Two hours of lecture and a 3-hour laboratory per week. (Every three years)

**PHY 330. Thermal Physics (3 hours)**

Prerequisites: PHY 162 and MAT 192.

Introduction to statistical mechanics covering classical and quantum statistics, and connections with thermodynamics. Quantum statistics will include investigations of thermal properties of solids and low temperature phenomena. (Every two years)

**PHY 335. Solid State Devices (3 hours)**

Prerequisites: MAT 192 and PHY 162.

Exploration of the physics of solid state devices, including transistors and LEDs, basic properties of conduction in solids, simple quantum mechanics, crystal structures, solid state chemistry and electronic circuits. Two hours of lecture and a 3-hour laboratory per week. (Every two years)

**PHY 340. Analytical Mechanics (3 hours)**

Prerequisites: MAT 293, MAT 330, and PHY 162.

Statics and dynamics of particles and rigid bodies; Newtonian, Lagrangian, and Hamiltonian description of systems; vibrating systems including normal modes. (Every two years)

**PHY 355. Electromagnetic Theory (3 hours)**

Prerequisites: MAT 293, MAT 330, and PHY 162.

Electrostatics, magnetostatics, electrodynamics, Maxwell's equations, electromagnetic waves. (Every two years)

**PHY 365. Mathematical Physics (3 hours)**

Prerequisites: MAT 293, MAT 330, and PHY 162.

Mathematical methods useful in upper-division physics courses are explored. Topics may include probability distributions, linear algebra, complex variables, waves and Fourier analysis, orthogonal functions, partial differential equations, chaotic dynamics, and group theory. (Every three years)

**PHY 370. Experimental Physics (3 hours)**

Prerequisite: MAT 192 and PHY 162.

Introduction to experimental techniques including computerized data acquisition, data analysis, analog and digital electronics and instrumentation. Students will also learn the LabVIEW programming language. Two hours of lecture and a 3-hour laboratory work per week. (Every two years)

**PHY 385. Computational Physics (3 hours)**

Prerequisites: MAT 192 and PHY 162.

Introduction to the use of computing to solve physics problems and to methods of efficient communication of these solutions. Topics include: LaTeX, computer algebra systems, computer programming and introduction to numerical methods. Two hours of lecture and a 3-hour computer laboratory per week. (Every three years)

**PHY 398. Internship in Physics (1-3 hours)**

Prerequisites: junior or senior status

An intensive practicum experience at an approved business, organization, or academic institution. Senior level students, under the direction of a faculty member and an on-site, agency supervisor are required to engage in projects or assignments requiring at least three, on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and write-ten reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Physics. Graded S/U. (Every year)

**PHY 420. Advanced Topics in Physics: (Subtitle) (1-4 hours)**

Prerequisite: to be determined by the instructor.

Study of a topic in greater depth than in other department course offerings, or an advanced topic of current importance not covered in other department course offerings. May be repeated with different subtitles and used to satisfy major or minor requirements any number of times. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

**PHY 430. Nonlinear Physics (3 hours)**

Prerequisite: PHY 340.

This course discusses nonlinear phenomena in physical systems and how these nonlinear effects are analyzed. Two hours of lecture and a three-hour lab per week. (Every three years)

**PHY 450. Quantum Mechanics (3 hours)**

Prerequisites: MAT 293, MAT 330, and PHY 305.

Introduction to the concepts and techniques of quantum mechanics. Mathematical formalisms, applications to discrete and continuous physical systems, and philosophical implications of quantum mechanics will be investigated. (Every two years)

**PHY 460. Research in Physics (1-3 hours)**

Prerequisite: to be determined by the student's research advisor.

Training in the techniques of basic research in physics with application to a research project of current importance. May be spread over several semesters. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be taken for up to 6 credit hours. (Occasionally)

## **POLITICAL SCIENCE (POL)**

Chris Grant, *Chair/Associate Professor of Political Science*

Derek Glasgow, *Assistant Professor*

Will Jordan, *Associate Professor*

Eimad Houry, *Professor*

Lori A. Johnson, *Associate Professor*

The Department of Political Science and Law and Public Policy offers a wide range of courses in American government and politics, comparative government and politics, international politics, and political theory. The curriculum is designed to provide: 1) an academic training in the theoretical, empirical, and philosophical aspects of the discipline; 2) an environment in which students can develop basic skills in analysis, critical thinking, writing and research; 3) the background and competence necessary to pursue graduate studies; and 4) a broad liberal education in politics, law, and government for all students.

Majors are strongly advised to schedule the required courses at the earliest possible time, and before taking any 300 level courses in the different fields. Students in political science are also encouraged to consider taking a number of related and complementary courses offered in other programs such as ECN 150, 151, CSC 125, foreign languages, and any of the research methodology or statistics courses offered by the departments of sociology or psychology. Students are also encouraged to take the course POL 176: America's Founding Principles. Internships are encouraged, so that students can experience the practical, as well as the more theoretical, aspects of the field. In addition, majors should look into the study-abroad programs arranged through the college with reputable academic institutions worldwide.

Students with a strong interest in global affairs, and those wishing to take a more inter-disciplinary approach to the study of government, should consider the major in International Affairs (IAF).

### **Major in Political Science**

*33 semester credit hours*

- POL 101. Introduction to American Government
- POL 200. Introduction to Political Theory
- One of the following
  - POL 253. Introduction to International Relations
  - POL 270. Introduction to Comparative Politics
- POL 295. Introduction to Political Science Research
- One Studies in American Politics course from:
  - POL 330. Race and Politics
  - POL 332: Women, Law, and Politics
  - POL 333. Southern Politics
  - POL 335. Congress and the Legislative Process
  - POL 336. Campaigns and Elections
  - POL 337. U.S. Legal System
  - POL 339. The Presidency
  - POL 345. Environmental Politics and Social Justice
  - POL 348. Constitutional Law: Federalism and Separation of Power
  - POL 349. Constitutional Law: Civil Rights and Liberties
  - POL 351. US Foreign Policy
  - POL 390. Special Topics in American Politics
  - POL 352. US National Security Policy
- One Political Thought course from:
  - POL 373. American Political Thought
  - POL 377. Classical Political Thought
  - POL 378. Modern Political Thought
  - POL 379. Contemporary Political Thought
  - POL 391. Special Topics in Political Thought
- One Studies in International and Comparative Politics course from:
  - POL 310. Western European Political Systems
  - POL 312. Politics of Developing Nations
  - POL 313. Middle East Politics
  - POL 314. Women in Developing Countries
  - POL 354. Principles of International Law
  - POL 355. International Conflict and Security
  - POL 356. The Politics of International Economic Relations
  - POL 392. Special Topics in International and Comparative Issues
- Three additional courses must come from courses numbered between 300-392, and can come from any of the three fields of study: Studies in American Politics, Political Thought, or Studies in International and Comparative Politics.
- One capstone option of at least three hours from:
  - Option I: Students Eligible for Departmental Honors:  
Must have 3.5 GPA overall, 3.6 in the major, must write an original research paper, which must also be presented at a scholarly conference (on or off the campus). Requires enrollment in POL 496.
  - Option II: Senior Research Paper:  
Available to Honor students (as defined under option 1) and other POL majors invited by a faculty member in the Department of Political Science. Requires enrolling in POL 496. Directed Independent Research
  - Option III: Internship:  
Pre-approved and completed under the supervision of a faculty member of the Department of Political Science. This experience must comply with the internship guidelines specified by the Department of Political Science. Requires enrollment in POL 490. Internship Program

Option IV: Study Abroad:

Can be fulfilled through 1) a term long experience; or 2) a Mercer on Mission, or summer study abroad program, that includes a POL course; or 3) two short-term faculty-led study abroad trips that include POL courses.

Option V: Senior Project:

An independent project of significance selected and completed under the supervision of a faculty member in the Department of Political Science. Specific guidelines are available separately from the department. Requires enrolling in POL 493. Supervised Independent Reading

At least eighteen hours (six courses) must come from courses numbered between 300 and 392.

## Secondary Teacher Certification Program in Political Science

Teacher certification in political science (6-12) is available to political science majors. Students planning to teach government and civics in secondary school should notify their advisor and contact the secondary education advisor in Tift College of Education. Required courses in education include EDUC 210, 220, 256, 283, 357, 398, 399, 406, 430, 469, 476, 485, and 492. Please consult the TIFT COLLEGE OF EDUCATION section of this catalog for more details. This certification is approved by the Georgia Professional Standards Commission.

### Minor in Political Science

*18 hours semester credit hours minimum*

- POL 101. Introduction to American Government
- POL 200. Introduction to Political Theory
- One course from:
  - POL/IAF 253. Introduction to International Relations
  - POL 270. Introduction to Comparative Politics
- Three additional POL courses between numbered from 300 to 392, provided at least one course is taken from each of the Studies in American Politics, Political Thought, Studies in International and Comparative Politics courses listed on the previous page

### **POL 101 (3 hours)/POL 101R (4 hours). Introduction to American Government**

Prerequisite for POL 101R: C or better in INT 101 or GBK 101.

A study of the structure, organization, power and procedure of the workings of the American government and political process. This course helps students gain an understanding of our society by looking at political institutions, groups, movements and the role of the individual in the democratic process. Students are presented with opportunities to critically assess the political framework and the alternative solutions presented to address some of the most pressing issues facing the American public. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **POL 176 (3 hours)/POL 176R (4 hours). American Founding Principles**

*(Same as HIS 176 and PHI 176)*

Prerequisite for POL 176R: C or better in INT 101 or GBK 101.

This course will study the major intellectual currents and ideas that informed the creation of the American republic. It will be divided into two main parts. First, the course ranges across the Western tradition in order to elucidate the elements most important to the American Founders. These elements include the classical traditions of Greece and

Rome, the modern Enlightenment tradition, the Protestant tradition, and the British republican tradition. Second, the course examines the American Founding itself, focusing on the major issues and debates (from 1765-1800) that shaped the institutions and character of the regime. Throughout, emphasis will be placed on the discussion of primary texts and documents. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**POL 198. Special Introductory Topics in Political Science (3 hours)**  
**(Subtitle)**

Study of an introductory topic in Political Science not covered in any of the departmental offerings. This course may not be applied to the Political Science major or minor. (Occasionally)

**POL 200. Introduction to Political Theory (3 hours)**

This course is designed for political science majors and non-majors alike. It introduces students to major thinkers and themes that have shaped our thinking about politics. While the course may include authors from any period in the history of political thought, the guiding purpose is the illumination of contemporary theoretical divisions. (Every semester)

**POL 253 (3 hours)/POL 253R (4 hours). Introduction to International Relations**

*(Same as IAF 253)*

Prerequisite for POL 253R: C or better in INT 101 or GBK 101.

This course is designed for political science majors and non-majors alike. The course surveys the diplomatic, military, economic, legal, and organizational theories and variables that shape our understanding of relations between countries. Special emphasis is placed on contemporary world problems such as the environment, human rights, conflict, population, and poverty. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

**POL 270. Introduction to Comparative Politics (3 hours)**

Comparative politics is an approach that examines political units, structures and practices across countries. This course introduces students to important concepts in comparative politics such as democratization, the state, institutions, political culture, civil society, political economy, and incorporates these into comparative analysis of the domestic politics of various countries from around the globe. (Every year)

**POL 295. Introduction to Political Science Research (3 hours)**

Prerequisite: POL 101 or 200 or 253, or consent of the instructor.

The purpose of this course is to train students in how to analyze political phenomena in a rigorous and scientific manner. This knowledge requires an understanding of two different components: research design and statistics. In the first component, students will learn how to discriminate between theories, pose proper research questions, construct a relevant hypothesis, make valid causal inferences, operationalize concepts, and test their hypotheses. The latter component offers the student a 'statistical toolbox' to use as s/he pursues the scientific study of all things political. (Every year)

**POL 310. Western European Political Systems (3 hours)**

An analysis of Western European political systems in terms of their institutions, political processes, and behavior. Emphasis on comparative analysis with examples drawn from the full range of European parliamentary democracies. (Every two years)



**POL 312. Politics of Developing Nations (3 hours)**

This course treats the major problems of development in Latin America, Africa, and the Middle East. Special emphasis is placed on the interaction of domestic political, social, and economic variables in determining the pace and character of the development process. (Every two years)

**POL 313. Middle East Politics (3 hours)**

This course is designed to introduce the student to the history and political trends of the region. The forces of change such as nationalism, Islamic revivalism, the Arab-Israeli peace process, and regional conflicts are given special attention. (Every two years)

**POL 314. Women in Developing Countries (3 hours)**

*(Same as WGS 314)*

Prerequisite: POL 253/IAF 253.

This course offers an opportunity to learn about the status of women in developing countries, in general, and the role of women in development, in particular. The course examines the substance and direction of interactions among women, their political structures, and economic systems throughout the developing world. Multiple perspectives and models are explored, including, but not limited to, dependency theory, modernization theory, globalization, feminist sociology, and post modernism. (Every two years)

**POL 330. Race and Politics (3 hours)**

*(Same as AFR 330)*

This course explores the unique political experiences of racial minorities with particular emphasis on both traditional (e.g., voting, office holding, and lobbying) and non-traditional (e.g., riots/protests, music, mass movements) efforts to gain political stamina. The course will focus on the quality of minority political leadership, ideology, participation, representation, and strategies for empowerment. (Every two years)

**POL 332. Women, Law and Politics (3 hours)**

*(Same as WGS 332)*

Prerequisite: POL 101 or consent of instructor

This course examines the legal and political efforts of women to obtain equality in American society. The course focuses on 1) the landmark legal cases and the important political milestones on the path towards full gender equality; 2) the challenges facing women seeking leadership roles in politics and society; 3) the actual and potential impacts women have on political institutions and policy outcomes; and 4) current public policy areas that have a significant impact on the lives of women and girls. (Every two years)

**POL 333. Southern Politics (3 hours)**

Pre-require: POL 101 or consent of instructor.

A survey of the politics of the southern states with emphasis placed on recent political trends, prominent personalities, and unique cultural attributes. Attention is given to the implications of federal policy on the southern states in the areas of civil and voting rights as well as on state and local government structures with Georgia serving as a primary case study. (Every two years)

**POL 335. Congress and the Legislative Process (3 hours)**

Prerequisite: POL 101 or consent of instructor.

An examination of the United States Congress, with emphasis on recruitment and composition, styles of representation leadership, the role of interest groups, and the executive in the legislative process, organization and functions. (Every two years)

**POL 336. Campaigns and Elections (3 hours)**

Prerequisite: POL 101 or consent of instructor.

A study of American electoral politics, with primary emphasis on the development, organization, and contemporary role of political parties in the United States. (Every two years)

**POL 337. U.S. Legal System (3 hours)**

Prerequisite: POL 101 or consent of instructor.

A legal system is an integral part of a nation's political system. It provides mechanisms for resolving individual and group conflicts, for implementing and reformulating public policies, for regulating the struggle for economic power and for holding political and economic processes to certain standards of fairness. (Every two years)

**POL 339. The American Presidency (3 hours)**

Prerequisite: POL 101 or consent of instructor.

The historical development and constitutional base of the U.S. Presidency, its contemporary roles and responsibilities, and its relationships with other political institutions. (Every two years)

**POL 345. Environmental Politics and Social Justice (3 hours)**

*(Same as AFR/SOC 354)*

This course examines the impact of institutional racism on environmental and health policies, industrial practices, government regulations and rule making, enforcement, and over- all quality of life in people-of-color communities. The course will examine the nexus between environment protection and civil rights, and the impact of the environmental justice national environmental groups. (Every two years)

**POL 348. Constitutional Law: Federalism and Separation of Power(3 hours)**

Prerequisite: POL 101 or consent of instructor.

An examination of the historical development of American constitutional law and of national governmental powers. (Every year)

**POL 349. Constitutional Law: Civil Rights and Liberties (3 hours)**

Prerequisite: POL 101 or consent of instructor.

An examination of the individual's constitutional rights. (Every year)

**POL 351. American Foreign Policy (3 hours)**

Prerequisite: POL 101 or consent of instructor.

The institutions and procedures involved in the formulation and implementation of American foreign policy, with some consideration of the important elements and strategies of American foreign policy from World War II to the present. (Every two years)

**POL 352. U.S. National Security Policy (3 hours)**

Prerequisite: POL 101 or consent of the instructor.

This course is an introduction to U.S. national security structures and issues, examining U.S. security policy in light of U.S. national interests; nuclear strategy; the connections between arms control and military planning; structures and functions of U.S. national security decision-making bodies; and national security problems and attempts at their solution. (Every two years)

**POL 354. Principles of International Law (3 hours)**

Prerequisite: POL 253 or consent of instructor.

This course considers the nature, sources, and evolution of public international law; its relation to domestic law; subjects and jurisdiction of international law; peaceful settlement of disputes; international agreements; state responsibility in treatment of

aliens; the use of force; and the role of international organizations and courts. (Every two years)

**POL 355. International Conflict and Security (3 hours)**

Prerequisite: POL 253 or consent of instructor.

This course examines interactions between less-developed countries and the international system by reference to the notion of national security. Topics discussed include: colonial legacy, the international financial and trade systems, global economic inequalities, food and health security, conflict and its resolution, and nuclear proliferation. (Every two years)

**POL 356. The Politics of International Economic Relations (3 hours)**

Prerequisite: POL 253 or consent of instructor.

An examination of the political determinants and consequences of economic relations between the nations of the world. Topics explored include international trade, international finance, international financial organizations, regional economic organizations, and economic treaties and conventions. (Every two years)

**POL 373. American Political Thought (3 hours)**

Prerequisite: POL 200 or consent of instructor.

A survey of the major thinkers who have influenced the development of political ideas in America. Thinkers examined may include Jefferson, Hamilton, Madison, Tocqueville, Frederick Douglass, Lincoln, Wilson, Croly, Dubois, Dewey and King. In addition to the writings of such statesman and political theorists, novels might be consulted for their depictions of American political culture. (Every two years)

**POL 377. Classical Political Thought (3 hours)**

Prerequisite: POL 200 or consent of instructor.

A survey of the political thought of the ancient and medieval worlds. Here we examine important early attempts to identify the way of life most consistent with human nature and with the nature of the world. Although the course will focus on the writings of Plato and Aristotle, other thinkers may be examined, including Thucydides, Aristophanes, Xenophon, Cicero, St. Augustine, Alfarabi, and Aquinas. (Every two years)

**POL 378. Modern Political Thought (3 hours)**

Prerequisite: POL 200 or consent of instructor.

A survey of the political thought of the modern world: from Machiavelli to the nineteenth century. Important themes include the break with antiquity, the defense of democratic forms and the modern state, the relationship between freedom and equality, and the character of modern citizenship. Thinkers examined may include Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Hume, Kant, Burke, Hegel and Mill. (Every two years)

**POL 379. Contemporary Political Thought (3 hours)**

Prerequisite: POL 200 or consent of instructor.

An examination of the ideas that shaped twentieth-century political theory and practice. This course will cover the competing visions of modern liberalism as well as the major theoretic challenges offered from the Left and Right. Thinkers examined may include Marx, Nietzsche, Hannah Arendt, John Rawls, Robert Nozick, and Michael Sandel. (Every two years)

**POL 390. Special Topics in American Politics: (Subtitle) (3 hours)**

Prerequisite: consent of instructor.

A seminar involving intensive study of a major American political or legal topic. May be repeated with different topics. (Occasionally)

**POL 391. Special Topics in Political Thought: (Subtitle) (3 hours)**

Prerequisite: consent of instructor.

A seminar involving intensive study of political ideologies or thought. May be repeated with different topics. (Occasionally)

**POL 392. Special Topics in International and Comparative Issues: (Subtitle) (3 hours)**

Prerequisite: consent of instructor.

A seminar involving intensive study of a major international or comparative topics. May be repeated with different topics. (Occasionally)

**POL 490. Internship Program (3-15 hours)**

Prerequisite: consent of departmental chair.

An internship program offering to majors a practical field work experience in one of the following phases of government: local, state, national, or international. The instructor in the governmental field selected must approve and supervise the student's project. The student is responsible for all arrangements. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. Graded on S/U basis only. (Occasionally)

**POL 493. Supervised Independent Reading (1-3 hours)**

Prerequisite: consent of departmental chair.

An intensive reading program concerning a major issue in political science under the supervision of the instructor selected. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. Graded on S/U basis only. (Occasionally)

**POL 495. Senior Seminar in Political Science (1-3 hours)**

Prerequisite: senior status.

The capstone experience in the political science discipline, providing an overview of its current intellectual state. The seminar will focus on the tensions between theory and practice, the science and art of politics. The contributions of natural and social science theories, methods, and results are highlighted for their relevance to the study of political science. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Every year)

**POL 496. Directed Independent Research (1-3 hours)**

Prerequisite: consent of departmental chair.

An intensive research project concerning a major issue in Political Science under the direction of the instructor selected. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

# PSYCHOLOGY (PSY)

William J. Jenkins, *Co-Chair/Associate Professor of Psychology*

Tanya Sharon, *Co-Chair/Associate Professor of Psychology*

Sara Appleby, *Assistant Professor*

Hanan Trotman, *Assistant Professor*

Amy Borchardt, *Assistant Professor*

Jared Jenkins, *Instructor*

Dorothy Buchli, *Assistant Professor*

Miranda Pratt, *Professor*

Keegan Greenier, *Associate Professor*

The curriculum in the Psychology Department is designed to: (a) give the student a background in the philosophical, theoretical, and empirical aspects of the field; (b) develop the student's basic skills in critical thinking, reading, writing, speaking, computer use, and research; (c) emphasize the role of liberal education in enhancing personal and professional development; and (d) assure that students have the background experiences necessary to pursue graduate education.

<b>Major in Psychology leading to the B.A. degree</b>	<b>Major in Psychology leading to the B.S. degree</b>
<p><i>34 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• PSY 101. Introduction to Psychology</li> <li>• PSY 150. The Psychology Major &amp; Career</li> <li>• PSY 306. Research Methods &amp; Statistics I</li> <li>• PSY 307. Research Methods &amp; Statistics II</li> <li>• One Group 1 course from:               <ul style="list-style-type: none"> <li>PSY 205 Psychology of Learning</li> <li>PSY 210 Biopsychology</li> <li>PSY 212 Drugs and Behavior</li> <li>PSY 215 Cognitive Psychology</li> <li>PSY 221 Health Psychology</li> <li>PSY 225 Sensation &amp; Perception</li> <li>PSY 285 Special Topics</li> </ul> <p>Depending on the topic and with Permission of the chair may be used to fill Group 1 or 2 but not both</p> </li> <li>• One Group 2 course from:               <ul style="list-style-type: none"> <li>PSY 230. Social Psychology</li> <li>PSY 235. Industrial Psychology</li> <li>PSY 240. Theories of Personality</li> <li>PSY 250. Child &amp; Adolescent Psychology</li> <li>PSY 260. Introduction to Clinical Psychology</li> <li>PSY 265. Abnormal Psychology</li> <li>PSY 270. Psychology of Gender</li> <li>PSY 285. Special Topics</li> </ul> <p>Depending on the topic and with Permission of the chair may be used to fill Group 1 or 2 but not both</p> </li> <li>• One Lab course from:               <ul style="list-style-type: none"> <li>PSY 312. Animal Behavior</li> <li>PSY 318. Language</li> <li>PSY 325. Tests and Measurement</li> <li>PSY 326. Behavior Modification</li> <li>PSY 344. Investigations in</li> </ul> </li> </ul>	<p><i>38 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• PSY 101. Introduction to Psychology</li> <li>• PSY 150. The Psychology Major &amp; Career</li> <li>• PSY 306. Research Methods &amp; Statistics I</li> <li>• PSY 307. Research Methods &amp; Statistics II</li> <li>• One Group 1 course from:               <ul style="list-style-type: none"> <li>PSY 205. Psychology of Learning</li> <li>PSY 210. Biopsychology</li> <li>PSY 212. Drugs and Behavior</li> <li>PSY 215. Cognitive Psychology</li> <li>PSY 221. Health Psychology</li> <li>PSY 225. Sensation &amp; Perception</li> <li>PSY 285. Special Topics</li> </ul> <p>Depending on the topic and with Permission of the chair may be used to fill Group 1 or 2 but not both</p> </li> <li>• One Group 2 course from:               <ul style="list-style-type: none"> <li>PSY 230. Social Psychology</li> <li>PSY 235. Industrial Psychology</li> <li>PSY 240. Theories of Personality</li> <li>PSY 250. Child &amp; Adolescent Psychology</li> <li>PSY 260. Introduction to Clinical Psychology</li> <li>PSY 265. Abnormal Psychology</li> <li>PSY 270. Psychology of Gender</li> <li>PSY 285. Special Topics</li> </ul> <p>Depending on the topic and with Permission of the chair may be used to fill Group 1 or 2 but not both</p> </li> <li>• One course from:               <ul style="list-style-type: none"> <li>BIO 110. General Concepts of Biology</li> <li>BIO 202. Human Anatomy and Physiology I</li> <li>BIO 211. Introduction to Biology I</li> </ul> </li> </ul>

<p>Developmental Psychology PSY 385. Special Topics</p> <ul style="list-style-type: none"> <li>• One Seminar course from: PSY 401. History and Systems of Psychology PSY 414. Hormones and Behavior PSY 421. Stress and Coping PSY 430. Group Dynamics PSY 451. Current Issues in Psychology PSY 485. Special Topics in Psychology</li> <li>• One additional course from Group 1 Group 2 Lab course PSY 490A. <b>and</b> 490B. Empirical Project in Psychology I &amp; II PSY 496A. <b>and</b> 496B. Honors Project in Psychology I &amp; II</li> <li>• Three additional PSY hours</li> </ul>	<p>BIO 212. Introduction to Biology II STA 126. Introductory Statistics</p> <ul style="list-style-type: none"> <li>• One Lab course from: PSY 312. Animal Behavior PSY 318. Language PSY 325. Tests and Measurement PSY 326. Behavior Modification PSY 344. Investigations in Developmental Psychology PSY 385. Special Topics</li> <li>• One Seminar course from: PSY 401. History and Systems of Psychology PSY 414. Hormones and Behavior PSY 421. Stress and Coping PSY 430. Group Dynamics PSY 451. Current Issues in Psychology PSY 485. Special Topics in Psychology</li> <li>• One empirical project from: PSY 490A <b>and</b> PSY 490B. Empirical Project in Psychology I &amp; II PSY 496A <b>and</b> PSY 496B. Honors Project in Psychology I &amp; II</li> <li>• Six additional PSY hours</li> </ul> <p>Students intending to pursue graduate studies in psychology are encouraged to take PSY 401.</p>
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Majors may attain Departmental Honors in Psychology by first filing an application to attempt honors with the chair. To be eligible to apply, the student must fulfill the following requirements: 1) have a minimum grade point average of 3.5 in all Psychology courses and a 3.0 overall grade point average; and 2) have completed at least three courses in Psychology, which must include PSY 101, 306, and one course from either Group 1 or 2. To earn Departmental Honors, the student must then: 1) maintain a minimum grade point average of 3.5 in all Psychology courses and a 3.0 overall grade point average; and 2) complete PSY 496A and 496B, Honors Project in Psychology.

<p><b>Minor in Psychology</b> <i>15 semester credit hours minimum</i></p> <ul style="list-style-type: none"> <li>• PSY 101. Introduction to Psychology</li> <li>• PSY 306. Research Methods and Statistics I</li> <li>• One course from: PSY 307. Research Methods &amp; Statistics II PSY 395. Perspectives in Psychology</li> <li>• One Group I course from: PSY 205. Psychology of Learning PSY 285. Special Topics (Depending on the topic and with permission of the chair, may be used to fill Group I or 2 but not both) PSY 210. Biopsychology PSY 212. Drugs and Behavior</li> </ul>
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PSY 215. Cognitive Psychology  
PSY 221. Health Psychology  
PSY 225. Sensation & Perception  
PSY 285. Special Topics

- One Group 2 course from:

(Depending on the topic and with permission of the chair, may be used to fill Group 1 or 2 but not both)

PSY 230. Social Psychology  
PSY 235. Industrial Psychology  
PSY 240. Theories of Personality  
PSY 250. Child & Adolescent Psychology  
PSY 260. Introduction to Clinical Psychology  
PSY 265. Abnormal Psychology  
PSY 270. Psychology of Gender  
PSY 285. Special Topics (Depending on the topic and with permission of the chair, may be used to fill Group 1 or 2 but not both)

### **PSY 101. Introduction to Psychology (3 hours)**

An introduction to and survey of the major content areas of psychology. The topics include biological, cognitive, social, and environmental influences on behavior, as well as the variety of philosophical, theoretical, and empirical approaches adopted by the discipline. (Every semester)

### **PSY 150. The Psychology Major & Career (1 hour)**

Prerequisite: PSY 101.

An orientation course which serves to teach students about the many different subdisciplines within psychology (e.g., biological, clinical, cognitive, developmental, health, industrial, personality, social, and others). Students will learn about career options in these fields and what path through the Mercer Psychology major curriculum will best prepare them in their pursuit of their career goals. Graded S/U. (Every year)

### **PSY 185R. Writing in Psychology: (Subtitle) (4hours)**

Prerequisite: C or better in INT 101 or GBK 101.

This course is a special topics course which selects a psychological topic for critical analysis and extensive writing instruction. Through close examination of a variety of original sources and media, as well as writing (both formal and informal) in multiple genres with opportunities for revision, students will develop skills in critical thinking, writing, and scientific literacy. This course satisfies the writing instruction (WRT) requirement. (Every year)

### **PSY 198 Special Introductory Topics in Psychology: (Subtitle) (1-3 hours)**

Study of an introductory topic in Psychology not covered in any of the departmental offerings. Students are required to engaged in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. This course may be applied to the Psychology major or minor. (Occasionally)

### **PSY 205. Psychology of Learning (3 hours)**

Prerequisite: PSY 101.

This course will provide an overview of empirical and theoretical perspectives on learning. Topics will include classical and operant conditioning, observational learning and many applied extensions of the basic learning process. (Every year)

**PSY 210. Biopsychology (3 hours)**

Prerequisite: PSY 101.

An investigation of the ways the nervous system interfaces with behavior to determine what we perceive, feel, think, say, and do. The course will provide an overview of the major divisions of biopsychology - neuropsychology, psychopharmacology, psychophysiology, and physiological psychology - with an emphasis on their relationship to behavior. (Every year)

**PSY 212. Drugs and Behavior (3 hours)**

Prerequisite: PSY 101.

This course will provide an overview of the basic pharmacokinetics, pharmacodynamics, and behavioral outcomes of the major categories of drugs. Both licit and illicit drugs will be considered with particular emphasis on the most commonly used drugs in our society and those drugs that are associated with a high abuse potential. (Every year)

**PSY 215. Cognitive Psychology (3 hours)**

Prerequisite: PSY 101.

An introduction to the major theoretical approaches and empirical research related to human thought processes. Topics include perception, attention, memory, thinking, problem solving, and decision making. (Every year)

**PSY 221. Health Psychology (3 hours)**

Prerequisite: PSY 101 or GHS 200.

This course will explore theoretical and empirical approaches to studying the influence of thought, feeling, and behavior on physical health. The class will examine the mind-body problem and how physical health is influenced by personality, social relationships, stress, expectations, behavior, and emotion expression. (Every year)

**PSY 225. Sensation & Perception (3 hours)**

Prerequisite: PSY 101.

This course will provide the student with an understanding of how humans sense and perceive the surrounding environment. Topics will include the visual, auditory, vestibular, olfactory, and somatosensory systems. (Every two years)

**PSY 230. Social Psychology (3 hours)**

Prerequisite: PSY 101.

An examination of behavior influenced by other people. The topics include interpersonal relationships, attitude development and change, group interaction, and the impact of culture and physical environments. (Every year)

**PSY 235. Industrial Psychology (3 hours)**

Prerequisite: PSY 101.

An overview of the applications of psychological theory and research to the workplace. The topics covered include personnel selection and management, interpersonal aspects of employment, and factors that influence performance. (Every year)

**PSY 240. Theories of Personality (3 hours)**

Prerequisite: PSY 101.

A critical review of the major theoretical explanations of the development, structure and organization of personal attributes. The course also considers the empirical evidence which supports these theories. (Every year)



**PSY 245. Lifespan Development (3 hours)**

Prerequisite: PSY 101.

An introduction to the study of the psychological development of the individual. The focus of this course is both theoretical and empirical, including coverage of growth in physical, social, cognitive, emotional, behavioral, and personality traits across the life span. Students may not take this course if they have already received credit for PSY 250. (Every year)

**PSY 250. Child & Adolescent Psychology (3 hours)**

Prerequisite: PSY 101.

An overview of human development in infancy through adolescence, encompassing physical, cognitive, and socio-emotional changes. Introduces the major theories of development and explores their ability to accurately describe and explain normal development. Central issues (e.g., nature versus nurture, mechanisms of development) are also explored. Students may not take this course if they have already received credit for PSY 245. (Every year)

**PSY 256 Forensic Psychology (3 hours)**

Pre-requisite: PSY 101

An examination of the applications of psychological theory and research to the criminal justice system. Topics include criminal behavior, psychology of victims, assessing competency, the insanity defense, and punishment/ corrections. (Every year)

**PSY 260. Introduction to Clinical Psychology (3 hours)**

Prerequisite: PSY 101.

An overview of the concepts, methods, and issues involved in clinical psychology, including assessment procedures and intervention strategies from varying theoretical perspectives. (Every year)

**PSY 265. Abnormal Psychology (3 hours)**

Prerequisite: PSY 101.

A survey of the major categories of behavior pathology, including a consideration of etiology, diagnosis, and treatment. (Every year)

**PSY 270. Psychology of Gender (3 hours)**

*(Same as WGS 270)*

Prerequisite: PSY 101 or consent of instructor.

Examination of the theory and context in which the social construct of "gender" develops, and the impact this has on our perceptions of ourselves, how others perceive us, and how we relate to others. Emphasis will be placed on the diversity of such experiences. (Every two years)

**PSY 285. Special Topics (3 hours)**

Prerequisite: PSY 101.

A survey of a content area in psychology that is not available through other departmental course offerings. May be taken more than once, for a maximum of six credit hours. (Occasionally)

**PSY 285. Special Topics: (Subtitle) (3 hours)**

Prerequisite: PSY 101.

A survey of a content area in psychology that is not available through other departmental course offerings. May be taken more than once, for a maximum of six credit hours. (Occasionally)

**PSY 290. Research Practicum (1-3 hours)**

Prerequisites: PSY 101 and permission of the chair.

An opportunity for students to apply course knowledge in either classroom or laboratory settings. Students will assist faculty and upper level students in conducting research or in providing instructional support for students enrolled in lower level psychology courses. Students are expected to complete assignments which require at least 3 contact hours, or equivalent, per week for every hour of credit. Graded S/U. Repeatable for a maximum of 6 credit hours.

**PSY 306. Research Methods and Statistics I (4 hours)**

Prerequisite: PSY 101 and completion of the CLA Gen Ed math requirement.

An introduction to the research methods and statistics used in psychological research. Topics include research ethics, sampling from populations, descriptive research and statistics, survey research, basic experimental design and hypothesis testing, and two-group designs and t-tests. Students will gain experience conducting literature reviews, reading empirical articles, using the SPSS statistical analysis software, and beginning writing APA-style manuscripts. (Every semester)

**PSY 307. Research Methods and Statistics II (4 hours)**

Prerequisite: PSY 306.

A continuation into more advanced study of psychological research methodologies and their associated statistical analyses. Topics include correlation and regression, multiple-group and factorial designs, quasi-experimental designs, Analyses of Variance, and non-parametric tests. Students will gain experience in formulating research hypotheses and writing all portions of formal APA-style manuscripts. (Every semester)

**PSY 312. Animal Behavior (4 hours)**

Prerequisite: PSY 307.

This course seeks to describe and explain the causative and developmental factors that influence animal behavior at the level of the individual and social group. Considerations of the adaptive and evolutionary mechanisms underlying behavior will be stressed. Laboratory investigations and written reports of experimental findings are required. (Every two years)

**PSY 318. Language (4 hours)**

Prerequisite: PSY 307.

Examination of the area of Psycholinguistics. Addresses language processes from a research and theoretical perspective. Topics include, but are not limited to, reading and writing processes, bilingualism, word recognition, speech processes, and language development. Laboratory investigations and written reports of experimental findings are required. (Every two years)

**PSY 325. Tests and Measurement (4 hours)**

Prerequisite: PSY 307.

Examination of the construction, evaluation, and use of psychological assessment devices. The topics include reliability, validity, measurement theory, and factors that influence the assessment process. Laboratory investigations and written reports of empirical findings are required. (Every year)

**PSY 326. Behavior Modification (4 hours)**

Prerequisite: PSY 307.

An examination of the applications of learning principles in solving human problems. Consideration will be given to legal, social, and ethical issues related to these

applications. Experiential or practical exercises applying principles learned and written reports of these findings are required. (Every two year)

**PSY 344. Investigations in Developmental Psychology (4 hours)**

Prerequisite: PSY 307.

Investigations into various central developmental issues across the lifespan, such as nature vs. nurture, attachment, resilience, identity, moral development, gender development, and aging. Laboratory investigations, research proposals, and written article critiques are required. (Every two years)

**PSY 385. Special Topics: (Subtitle) (4 hours)**

Prerequisite: PSY 307.

An empirical study of some significant topic in psychology that is not available through other departmental laboratory course offerings. Laboratory investigations and written reports of empirical findings are required. May be taken more than once, for a maximum of eight credit hours. (Every year)

**PSY 390. Field Placement (1-15 hours)**

Prerequisite: Permission of the chair.

An opportunity to obtain experience with the activities typically performed by a practicing psychologist. Students are expected to work for the agency involved no fewer than 3 hours per week for each credit hour awarded. Specific academic assignments will also be negotiated with the faculty member involved and the agency supervisor. Graded S/U. (Every semester)

**PSY 395. Perspectives in Psychology (2 hours)**

Prerequisite: PSY 306.

This course will involve weekly readings and discussion of original published research in psychology. Readings will come from each of the major subfields of psychology (biological, clinical, cognitive, social, etc.). Students will write a series of small issue papers, one per subfield. (Every semester)

**PSY 401. History and Systems of Psychology (3 hours)**

Prerequisites: PSY 307 and one course from either Group 1 or Group 2.

An attempt to place in historical perspective the major concepts, philosophical assumptions, and theories of psychology. The course draws together content from across the curriculum and includes a critical examination of the field. As a seminar, students will be expected to read, discuss, and engage in integrative writing about published research. (Every year)

**PSY 414. Hormones & Behavior (3 hours)**

Prerequisites: PSY 307 and one course from either Group 1 or Group 2.

This course provides an in-depth analysis of major research findings that relate to behavioral endocrinology. Course topics include: basic endocrine function/regulation, hormonal maintenance of homeostasis, and hormonal modulation of a variety of social interactions, reproductive behaviors, and stress. As a seminar, students will be expected to read, discuss, and engage in integrative writing about published research. (Every other year)

**PSY 421. Stress & Coping (3 hours)**

Prerequisites: PSY 307 and one course from either Group 1 or Group 2.

This seminar is designed to give students a better understanding of theory and research concerning stress and coping. As a seminar, students will be expected to read, discuss, and engage in integrative writing about published research. (Every other year)

**PSY 430. Group Dynamics (3 hours)**

Prerequisites: PSY 307 and one course from either Group 1 or Group 2.

A sub-specialization of social psychology, this seminar focuses on human thought and behavior specifically in group situations. Topics may include group formation, structure, and development; cohesiveness; influence; power; group task performance; group decision-making; leadership; crowd behavior; and intra- and intergroup conflict. As a seminar, students will be expected to read, discuss, and engage in integrative writing about published research. (Every other year)

**PSY 451. Current Issues in Psychology (3 hours)**

Prerequisites: PSY 307 and one course from either Group 1 or Group 2.

This seminar offers an in-depth exploration of a limited number of current issues and/or controversial questions in various areas of psychology. Prior topics have included the nature of addiction, gender differences, and the effects of social media. As a seminar, students will be expected to read, discuss, and engage in integrative writing about published research. (Every other year)

**PSY 485. Special Topics in Psychology: (Subtitle) (3 hours)**

Prerequisites: PSY 307 and one course from either Group 1 or Group 2.

An advanced study of psychological theories that is not available through other departmental course offerings. May be taken more than once (with different topics). As a seminar, students will be expected to read, discuss, and engage in integrative writing about published research. (Occasionally)

**PSY 490a. Empirical Project in Psychology I (2 hours)**

Prerequisites: PSY 307 and permission of chair.

The development and completion of an acceptable proposal for an empirical project on a psychological topic. The student will produce a formal manuscript and orally present the proposed empirical project. (Every semester)

**PSY 490b. Empirical Project in Psychology II (2 hours)**

Prerequisite: PSY 490a or PSY 496a.

The implementation and completion of the project proposed in PSY 490a. The student will produce a formal manuscript and orally present the results of this empirical project. (Every semester)

**PSY 495. Directed Independent Research (1-4 hours)**

Prerequisites: PSY 307 and permission of instructor.

Requirements include selection of a problem area, survey of the relevant literature, research and report of these findings. Students are required to engage in projects or assignments requiring at least three contact hours, or equivalent, per week for every hour of credit. (Every semester)

**PSY 496a. Honors Project in Psychology I (2 hours)**

Prerequisites: candidate for departmental honors in Psychology, PSY 307, and permission of chair .

The student must make formal application to the departmental chair and, if approved, register for this course instead of PSY 490a. The student then develops and completes an acceptable honors project prospectus for an empirical project on a psychological topic that meets the approval of a committee of three faculty members from the department. The student will produce a formal manuscript and orally present a proposed empirical project. (Every semester)

## **PSY 496b. Honors Project in Psychology II**

**(2 hours)**

Prerequisite: PSY 496a.

The implementation and completion of the project proposed in PSY 496a. The student will produce a formal manuscript and orally present the results of this proposed empirical project. (Every semester)

## **RESIDENCE LIFE (RSL)**

The College of Liberal Arts offers a number of courses in support of University-wide curricular and co-curricular programs. Many of these courses are offered in conjunction with other Mercer University units. The co-curricular Residence Life (RSL) program is one of those. The course offerings for this program is coordinated by the Associate Deans' Office in the College of Liberal Arts.

### **RSL 201. Resident Assistant Development**

**(1 hour)**

Prerequisite: Selection as a first time Resident Assistant or Resident Director for the current academic year. The purpose of this course is to prepare Resident Assistants (RA's) for their first year in the position. RSL 201 is intended to assist new RA's in helping to make a successful college experience for their residents. The RA's will be trained on proper emergency response protocol, identifying campus support systems, creating better academic habits and developing leadership skills. The class will also assist the RA's in helping themselves and their residents succeed intellectually, socially, and personally during their years on Mercer's campus. This course is graded S/U and can be taken only once. RSL courses are jointly offered by the College of Liberal Arts and the Office of Residence Life. (Every year)

## **SOCIAL ENTREPRENEURSHIP (SEP)**

*(formerly Program in Leadership and Community Service-PLS)*  
Eimad Houry, *Chair/Professor of International and Global Studies*  
Thomas Glennon, *Professor of International and Global Studies*

The Social Entrepreneurship minor and courses are offered by the Department of International and Global Studies. Social entrepreneurship is the process of developing innovative solutions that can be used to address social problems by drawing upon appropriate ideas and practices in the academic, business and nonprofit worlds. The Social Entrepreneurship program is designed to provide students with the values, academic training and skill sets considered necessary to develop effective and sustainable, (1) leveraged non-profit organizations, (2) hybrid non-profit ventures, or (3) social businesses. SEP is for those who want to change the way the world deals with climate change, population growth, health care, poverty, resource shortages, food and water shortages, sexual exploitation, fair trade, economic development, and more.

The goals of the SEP Program are: 1) to teach and encourage students to collaborate across academic disciplines, private, non-profit and public organizations, and professions; 2) to deepen the students understanding of, and commitment to, personal, cultural, and ultimate values; 3) to promote the common good globally (i.e. local community, nationally and internationally); 4) to help elevate human suffering; 5) to bridge the gap between traditional academic disciplines, the liberal arts, and the professions.

A major in SEP is possible through the individualized major option that can be created under the supervision of an SEP faculty member (see the Individualized Major section in this catalog or consult the IGS web page for a model curriculum).

## **Minor in Social Entrepreneurship**

*18 semester credit hours minimum*

Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.

- SEP 200. Introduction to Social Entrepreneurship: The Moral Imagination
- IGS 401. Senior Design
- IGS 402. Senior Project
- One course from:
  - SEP 215. Ethics and Moral Leadership
  - SEP 302. Introduction to Social Entrepreneurship: The Civic Imagination
- One course from:
  - SEP 390. Community Assets and Needs Assessments
  - SEP 391. Program Analysis of Service and Entrepreneurial Systems
- One course from:
  - ANT 350. Cultural Anthropology
  - ECN 432. Urban and Regional Economics
  - ECN 441. International Economics
  - FIN 301. Money, Credit, and Banking
  - IGS 198. Special Introductory Topics in Global Studies
  - IGS 280 Special Intermediate Topics in Global Studies
  - IGS 398. Internship in International and Global Studies
  - POL 314. Women in Developing Countries
  - POL 356. The Politics of International Economic Relations

### **SEP 200 (3 hours)/SEP 200R (4 hours). Introduction to Social Entrepreneurship: The Moral Imagination**

Prerequisite for SEP 200R: C or better in INT 101 or GBK 101.

The course examines the nature and development of a moral imagination and to the key role it plays in social entrepreneurial behavior. Concepts originating from the world's major religions (e.g. Judeo-Christian, Muslim, Hindu, Confucian, and Buddhist, etc.) and the "Nicomachean Ethics" (e.g. practical wisdom) are used to explain human nature and its strengths and weaknesses. Topics to be included, but are not limited to, are; altruism, happiness, actualization, wisdom, the ethical life, framing, pro-social behavior and empathy. Barriers to the development of a moral imagination are also discussed. An experiential learning project outside of class is required. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every Year)

### **SEP 215. Ethics and Moral Leadership (3 hours)**

This course is an exploration of the character and actions of significant moral leaders throughout world history. (Occasionally)

### **SEP 302. Introduction to Social Entrepreneurship: The Civic Imagination (3 hours)**

This course examines the ethical dilemmas associated with our current economic and political practices. Topics to be included but not limited to are: fair trade, women-owned businesses, climate change, fiduciary responsibilities, green building, definitions of success and happiness, socially responsible investing, health and wellness, clean food and water, shareholder activism, negative externalities and costs, and renewable energy. Leveraged, non-profit ventures, hybrid, non-profit ventures, and social businesses are described and used to illustrate ethically-based social change strategies. (Every year)

**SEP 390. Community Assets and Needs Assessments (3 hours)**

An analysis of community based need and assessment techniques, as a prerequisite to finding and mobilizing community resources to meet community needs. Entrepreneurial solutions to community mobilization will be examined. Students, with the aid of a community partner/site supervisor, will complete asset and need assessments in local communities and generate community mobilization plans. (Practicum required) (Every Year)

**SEP 391. Program Analysis of Service and Entrepreneurial Systems (3 hours)**

This course will examine the principles and practices of effective and sustainable non-profit organization, NGO's or social businesses. Effective non-profits are characterized by their capacity to meet human needs or create "social value", by their program relevance and intensity, by their cost-benefits and by the diversity of their "income streams". The course is designed for students who desire to create their own non-profit or social businesses; projects that meet human needs, are sustainable and that comply with human service universals. (Practicum Required) (Every Year)

## **SOCIOLOGY (SOC)**

Fletcher Winston, *Chair/Associate Professor of Sociology*  
Elaine Behounek, *Assistant Professor*

The Department of Sociology offers a wide variety of courses in sociology and criminal justice. Courses within the department prepare students for graduate school and professional degree programs in law, medicine, social work, public health, education, and other fields as well as careers in such areas as human services, criminal justice, marketing, public administration, and human resources. The critical thinking and communication skills students develop can be applied in many sectors of employment including nonprofits, government, and business.

Through the sociology major and minor, students gain an understanding of the social world and how to bring about social change. Sociology students learn about important sociological concepts such as racial, gender and social class inequality, the influence of culture and social structure on individual and group behavior, globalization, and social institutions including religion, medicine, and the family. Students receive a strong foundation in sociological theory, research methods, and data analysis. Sociology courses provide students with the tools necessary for a scientific understanding of social forces and how these forces impact our lives.

Sociology majors may receive Departmental Honors by maintaining a minimum grade point average of 3.75 in sociology courses and satisfactorily completing a substantial research project under the direction of a sociology department faculty member. Honors students must present their research paper at an approved conference. Students who wish to receive Departmental Honors are strongly encouraged to complete SOC 405 before their senior year.

### **Major in Sociology**

*27 semester credit hours minimum*

- SOC 101. Introductory Sociology
- SOC 303. Main Currents of Sociological Thought
- SOC 304. Introduction to Social Science Research Methods
- SOC 405. Empirical Research Project

- One Social Problems course from:  
SOC 210. Social Problems  
SOC 225. Social Movements  
SOC 310. Social Work  
SOC 315. Aging in Contemporary Society  
SOC 345. Environmental Politics and Social Justice  
SOC 385. Criminology
- One Social Structure course from:  
SOC 320. Building a "Good" Society: A Societal Simulation (SIMSOC)  
SOC 321. Globalization and Society  
SOC 322. Justice, Equality, and the Challenge of Disability  
SOC 323. Medical Sociology  
SOC 325. Urban Ecology  
SOC 360. Environmental Sociology
- One Culture course from:  
SOC 295. Social Inequality: Ethnic Minorities  
SOC 313. Deviance  
SOC 330. The Sociology of Language, Culture and Communication  
SOC 334. Marriage and Family: Diversity and Change  
SOC 340. Sociology of Religion  
SOC 367. Law and Society
- Two additional SOC courses from any of the courses in the three categories listed above or from the following: SOC 198, 390, 490, 495. At least 15 hours towards the major must be from courses numbered 300 or higher.

### **Minor in Sociology:**

*15 semester credit hours minimum*

- SOC 101. Introductory Sociology
- SOC 303. Main Currents of Sociological Thought
- SOC 304. Introduction to Social Science Research Methods
- Two additional SOC courses

### **SOC 101(3 hours)/SOC 101R (4 hours). Introductory Sociology**

Prerequisite for SOC 101R: C or better in INT 101 or GBK 101.

A survey of the basic concepts, theories, methods, and research associated with the sociological analysis of society. Emphasis will be placed on the study of major forms of human association and interaction, as well as the social structures and processes that affect the individual. Laboratory activities complement classroom instruction. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **SOC 198. Special Introductory Topics in Sociology (Subtitle) (3 hours)**

This course examines an introductory topic in sociology not covered in any other departmental offerings. This course may be repeated for credit if the topic is different. (Occasionally)

### **SOC 210. (3 hours)/SOC 210R (4 hours) Social Problems**

Prerequisite for SOC 210R: C or better in INT 101 or GBK 101.

This course examines problems of social inequality, deviance, and social institutions in a local and global context. Some societal problems focused upon in the course include poverty, racial discrimination, crime, academic performance, healthcare, and environmental degradation. Students will explore the consequences of social problems and use sociological theories to explain their persistence and define solutions. The four-



hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

**SOC 225. Social Movements (3 hours)**

This course examines how college students and others in the community bring about social change through movements such as those for environmental protection, civil rights, peace, women's rights, and the alleviation of poverty. The class will explore social movement strategy, participation in activist groups, and the ability of movement organizations to achieve their goals. Types of movements (e.g. liberal and conservative), the role of traditional and electronic media in mobilization, and coalitions between movement organizations are some of the other topics examined in the course. (Every other year)

**SOC 295. Social Inequality: Ethnic Minorities (3 hours)**

*(Same as AFR 295)*

This course is designed to help students understand the theoretical base for the social inequalities that manifest themselves among ethnic minority groups in America. In this course, students will become aware of the nature of social differences in American society and investigate a number of current theories that examine the basis for these differences. (Every two years)

**SOC 303. Main Currents of Sociological Thought (3 hours)**

Prerequisite: SOC 101

In an "obvious" way, society refers to the fact that people live together in groups and interact socially. As friends or enemies, superiors or subordinates, in cooperation or conflict, people associate with, and oriented to, one another. In a "non-obvious way" the discipline of sociology is centrally concerned with the nature of relationships and their meaning for social and personal social (dis)order. This course in sociological theory is designed to lead students systematically through the intellectual traditions and competing analytical perspectives that form the basis of our understanding of the relationship between the individual and society and social structure and social change. (Every Year)

**SOC 304. Introduction to Social Science Research Methods (3 hours)**

Prerequisite: SOC 101 or CRJ 160.

In this course students are introduced to fundamental ideas and methods of social science research, including the link between theory and research, the evaluation of research literature, the basics of research design, and the principle elements of surveys, experiments, and field research. Students will complete laboratory exercises in these areas and will learn basic descriptive statistics through the use of a standard statistical analysis program (e.g. SPSS). (Every year)

**SOC 310. Social Work (3 hours)**

Prerequisite: SOC 101

An historical and philosophical examination of social welfare services and social work practice. Attention is given to the societal and value context in which the American social welfare system evolved and to the development of social work as a profession. (Every spring semester)

**SOC 313. Deviance (3 hours)**

Prerequisite: SOC 101 or CRJ 160.

In this class, students study the social boundaries that separate normal behavior from deviant behavior. This includes historical shifts in definitions of deviance, the social function of deviance, the influence of "moral entrepreneurs" and powerful groups in

defining and enforcing deviance, and social efforts to minimize deviant behavior. Attention is also given to “ambiguous deviance” and the medicalization of deviance in American society. (Every two years)

**SOC 315. Aging in Contemporary Society (3 hours)**

Prerequisite: SOC 101

A study of the biological, psychological, and sociological aspects of aging and the aged population in contemporary society. Special attention will be given to the economic, political, and social problems of the aged. (Every fall semester)

**SOC 320. Building a “Good” Society: A Societal Simulation (SIMSOC) (3 hours)**

Prerequisite: SOC 101

The sociological study of the patterns and modes of social interaction conditioned by group membership; an analysis of the emergence of groups and the basis of their formation and function; and an exploration of implications of contacts between groups using societal simulation software (SIMSOC). SIMSOC is used to: 1. gain insight into processes of large- scale conflict, protest, social control, and social change; 2. explore interpersonal feelings resulting from ethnic and class differences; and 3. explore the challenge of creating utopia. (Every year)

**SOC 321. Globalization and Society (3 hours)**

Prerequisite: SOC 101

This course focuses on the processes of globalization (economic, political, and geographic) and the nature of their impact in modern societies. It examines sociological theories of globalization that relate to arguments of dependency, modernization, neo-colonialism, and cultural and civilizational clash. The course is centrally concerned with the unequal distribution of wealth and power for social cohesion and stability at different scales (global-local). (Every three years)

**SOC 322. Justice, Equality, and the Challenge of Disability (3 hours)**

Prerequisite: SOC 101

The course examines the social construction of disability within various cultural settings and historical periods. How do societies construct meanings about disability, cosmology, and personhood? The course examines how the social contexts of disability overlap with economy, history, and tradition. Students will develop a knowledge base, and critical and reflective conceptions of ethics and justice in the world with emphasis on the community of persons with disabilities. Service-learning practicum required. (Every two years)

**SOC 323. Medical Sociology (3 hours)**

Prerequisite: SOC 101

This course describes and contrasts the Functionalist, Conflict, and Symbolic Interactionist models of health and sickness. It traces the historical development of “illness” definitions as ways of defining, managing, and controlling behavior. Included in the course are discussions of medical “gatekeeping”, bioethical issues in medical decision-making, the formulation of national health care policy, and the organization of health care delivery systems. (Every two years)

**SOC 325. Urban Ecology (3 hours)**

Prerequisite: SOC 101

The focus of “urban ecology” is the synergistic relationship between people and the urban environment (social, physical and institutional), to include the essential bond between human and natural environments. It includes the study of the historical development of cities, current urbanization trends and impacts, the critical role of the

local community in the development of human relations and institutions, community leadership and organization, and the relationship of the urban and natural environment. (Every year)

**SOC 330. The Sociology of Language, Culture, and Communication** (3 hours)

Prerequisite: SOC 101

The sociological study of language and communication with attention given to language as the organ or medium for comprehending reality; semantics and the problem of meaning; the relation between language and the cultural history of a people. (Occasionally)

**SOC 334. Marriage and Family: Diversity and Change** (3 hours)  
(Same as WGS 334)

Prerequisite: SOC 101 or WGS 180.

The course examines marriage and family structures emphasizing their changing roles in history. It focuses on the increasing diversity of contemporary family relationships (marital and non-marital) including the disorganization and re-organization of marital and family life. (Every two years)

**SOC 340. Sociology of Religion** (3 hours)

Prerequisite: SOC 101

This course will review the history and meaning of a wide variety of western, eastern, and indigenous religions. In addition the course will deal with the social construction of religious life, new religious movements, religion and violence, and multicultural religious themes of tolerance. It will expose students to the forces that legitimate, sustain, and challenge religious systems of belief and ritual in the midst of our scientific- and technologically-oriented world. (Occasionally)

**SOC 345. Environmental Politics and Social Justice** (3 hours)  
(Same as AFR/POL 345)

This course examines the impact of institutional racism on environmental and health policies, industrial practices, government regulations and rule making, enforcement, and over- all quality of life in people-of-color communities. The course will examine the nexus between environment protection and civil rights, and the impact of the environmental justice national environmental groups. (Every two years)

**SOC 360. Environmental Sociology** (3 hours)  
(Same as CRJ 360)

This course uses the sociological perspective to examine environmental problems on the local, national, and global level. It explores how culture and social institutions affect the environment as well as the distribution of environmental problems according to socio-economic conditions. This course also examines the environmental movement and its potential to address environmental problems. (Every two years)

**SOC 367. Law and Society** (3 hours)

Prerequisite: CRJ 260 or SOC 101.

This course studies the moral and cultural values which shape our legal system and the pervasive impact of that system on our society and culture. Through an in-depth examination of the most controversial legal-societal issues of the day, the course will illuminate the evolving role and interaction of the public, the judiciary, and the legislature in defining and enforcing social norms, thus shaping the American social and cultural landscape. (Every two years)

**SOC 385. Criminology (3 hours)**

An analysis of the major theories of criminal behavior, the nature and types of crime, and the relationship between crime and society. Special emphasis will be placed on the relationship between the notion of crime, punishment, and justice. (Every two years)

**SOC 390. Special Topics in Sociology: (Subtitle) (3 hours)**

Prerequisite: SOC 101 or consent of instructor.

This course examines a significant topic in sociology that is not available through other departmental course offerings. This course may be repeated for credit if the topic is different. (Occasionally)

**SOC 405. Empirical Research Project (3 hours)**

Prerequisite: SOC 304.

In this course, students will choose a topic to investigate, review the literature on the subject, design the research methodology, and collect and analyze the data. Students will prepare a research paper and present their findings at BEAR Day or other approved conference. (Every Year)

**SOC 490. Internship in Sociology (1-3 hours)**

Prerequisites: SOC 101 and consent of instructor

This course involves an internship at an approved business, non-profit organization, government agency, or academic institution. It provides the opportunity for students to gain a deeper understanding of sociological concepts, develop career-related skills, and better define their career paths. Students will complete the course under the direction of a faculty member and an onsite supervisor. In addition to handling internship site work responsibilities, students complete reading and reflection assignments, and meet periodically with the faculty sponsor. Students are required to engage in projects or assignments requiring at least three on-site hours, or equivalent, per week for every hour of credit. (Every semester)

**SOC 495. Directed Independent Research in Sociology (3 hours)**

Prerequisite: SOC 405 and consent of instructor and chair.

This course involves intensive student research under the guidance of a faculty mentor. Students who enroll in this course are expected to present their research projects at an approved conference. (Every semester)

## **SOUTHERN STUDIES (SST)**

*Sarah Gardner, Director/Professor of History*

*Doug Thompson, Associate Professor of Cultural Studies*

A major in Southern Studies offers students the opportunity to gain a rigorous interdisciplinary perspective on the rich and varied culture and history of the American South. Students receive training in different disciplines, including southern history and literature, learning in their senior year to integrate these discipline-specific approaches in a writing-intensive senior capstone experience in Southern Studies. The successful completion of the SST major leads to a B.A. degree.

### **Major in Southern Studies**

*36 semester credit hours minimum*

Successful completion of this track fulfills the CLA Additional Depth of Understanding requirement.

- AFR 359/ENG 359. African American Literature: Beginnings to 1965

- AFR 356/HIS 356. The Civil War and Reconstruction
- AFR 360/ENG 360. African American Literature: 1965 to Present
- AFR/HIS 361. The Old South
- AFR/HIS 362. The New South
- AFR/HIS 363. African American History
- ENG 357. Literature of the South to 1900
- ENG 358. Literature of the South since 1900
- SST 180. Introduction to Southern Studies
- SST 480. Senior Seminar in Southern Studies
- Three additional courses approved by the Southern Studies Committee.

Students may attain honors in Southern Studies by maintaining a minimum overall 3.5 grade point average in their undergraduate program, achieving a minimum 3.5 grade point average in courses in the major, and successfully completing a Senior Research Project at a level judged worthy of honors by the Southern Studies Committee. A committee of Southern Studies faculty members oversees the administration of the major.

### **Minor in Southern Studies**

*15 Semester credit hours minimum*

- SST 180. Introduction to Southern Studies
- Four additional courses covering at least two different disciplines from the following courses:
  - AFR 359. African American Literature: Beginnings to 1965
  - AFR 360. African American Literature: 1965 to Present
  - HIS 356. The Civil War and Reconstruction
  - HIS 361. The Old South
  - HIS 362. The New South
  - HIS 363. African American History
  - ENG 357. Literature of the South to 1900
  - ENG 358. Literature of the South since 1900
  - SST 280. Special Topics in Southern Studies
  - SST 380. Special Topics in Southern Studies

### **SST 180 (3 hours)/SST 180 R (4 hours). Introduction to Southern Studies**

Prerequisite for SST 180: C or better in INT 101 or GBK 101.

This course defines the American South by studying its people, environment, and culture. Using the disciplines of cultural studies, history, and literature, the course give attention to the region's many cultural inheritances. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every year)

### **SST 198. Special Introductory Topics in Southern Studies (Subtitle) (3 hours)**

Study of an introductory topic in Southern Studies not covered in any of the departmental offerings. This course may be applied to the Southern Studies major or minor. (Occasionally)

### **SST 280. Special Topics in Southern Studies: (Subtitle) (1-3 hours)**

Prerequisite: to be determined by the instructor.

A study of some significant topic in Southern Studies that is not covered in the regular course offerings. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different topics. (Occasionally)

**SST 380. Special Topics in Southern Studies: (Subtitle) (1-3 hours)**

Prerequisite: to be determined by the instructor.

A seminar involving reading and discussion of a specific topic in Southern Studies that is not covered in the regular course offerings. May be repeated with different topics. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

**SST 480. Senior Seminar in Southern Studies (3 hours)**

A course designed to fulfill the exit requirement for students seeking a concentration in Southern Studies. Emphasizing supervised research projects, this seminar enables students to compare methodologies and perspectives to examine specific problems in Southern Studies, and sharpen their skills as researchers and writers. This course is required for the Southern Studies concentration. (Every third semester)

## SPANISH (SPN)

Anna Weaver, *Chair/ Associate Professor of Foreign Languages and Literatures*  
Lydia Masanet, *Professor* J. Fernando Palacios, *Associate Professor*  
Clara Mengolini, *Assistant Professor* Jose Pino, *Assistant Professor*

The Spanish major, minor, and courses are offered by the Department of Foreign Language and Literature. The Department of Foreign Languages and Literatures is affiliated with a study abroad program in Spain and Argentina. The prerequisite for each is either successful completion of 112 or consent of department faculty. Students study at the Center for Cross- Cultural Study in Seville and Alicante, Spain and in Córdoba, Argentina. They may earn up to 16 hours of credit, up to 9 of which may count toward the major. No more than 6 credit hours may count toward the minor.

**NOTE: SPN 111, 112, 251, and 252 may be exempted by achieving a specific score on the Spanish placement exam. Students who place into, and successfully complete, SPN 251 or above will receive an additional 4 hours of credit towards graduation.**

### Major in Spanish

*32 semester credit hours minimum*

- SPN 111. Beginning Spanish I
- SPN 112. Beginning Spanish II
- SPN 251. Intermediate Spanish I
- SPN 252. Intermediate Spanish II
- SPN 301. Spanish Conversation and Composition I (Waived if native speaker of Spanish)
- SPN 302. Spanish Conversation and Composition II (Waived if native speaker of Spanish)
- One literature course from:
  - SPN 303. Spanish Literature I
  - SPN 304. Spanish Literature II
  - SPN 306. Spanish American Literature I
  - SPN 310. Spanish American Literature II
  - SPN 320. Contemporary Spanish Literature
- Three additional SPN course numbered 300 or above
  - SPN 313. Culture and Civilization of Spain and SPN 314. Culture and Civilization of Latin America are strongly advised
- Successful completion of an exit examination.

Majors may attain Departmental Honors in Spanish by meeting the following requirements: 1) apply for admission to the program by the end of the spring semester of the junior year; 2) select a director from the department faculty; 3) attain a minimum cumulative grade point average of 3.0; 4) attain a 3.75 grade point average in language courses; 5) enroll SPN 495; 6) complete a special project in language, literature, methodology, or other approved area; 7) give a departmental honors presentation.

### **Minor in Spanish**

*18 semester credit hours minimum*

SPN 111. Beginning Spanish I

SPN 112. Beginning Spanish II

SPN 251. Intermediate Spanish I

SPN 252. Intermediate Spanish II

9 additional SPN hours in courses numbered 300 or above.

### **SPN 111-112. Beginning Spanish I and II (4 hours each)**

Open to students with little or no previous instruction in Spanish. This course sequence enables students to attain a basic competency in all language skills: listening, speaking, writing, reading, and culture. Emphasis is on basic needs in common everyday situations. (Every semester)

### **SPN 153S-253S-353S Spanish Studies Abroad (1-15 hours)**

Prerequisites: SPN 111 for SPN 153S, SPN 112 for SPN 253S, SPN 252 for SPN 353S, or exemption from the listed prerequisite.

Study abroad with emphasis on one or more of the following areas: Spanish language, literature, civilization, culture, and history. Under the direction of a faculty member and/or an on-site supervisor, students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Nine hours may count toward the major or 6 toward the minor. (Occasionally)

### **SPN 251. Intermediate Spanish I (3 hours)**

Prerequisite: successful completion of or exemption from SPN 112.

Continued development of the four language skills leading to the ability to handle a limited variety of social situations such as travel needs, biographical information, leisure activities, etc., including past, present, and future frames of reference. The course includes discussion of appropriate aspects of Hispanic society and culture and presents media-based activities as well as video applications. (Every semester)

### **SPN 252. Intermediate Spanish II (3 hours)**

Prerequisite: successful completion of or exemption from SPN 251.

Continued development of the four language skills leading to the ability to handle an increased variety of social situations, including those calling for different levels of subjectivity as well as future and conditional frames of reference. The course continues discussion of appropriate aspects of Hispanic society and culture and presents media-based activities as well as video applications. (Every semester)

### **SPN 285. Intermediate Conversational Practice (1 hour)**

Prerequisite: SPN 251 or consent of instructor.

Continued development of the four language skills leading to the ability to handle an increased variety of social situations, including those calling for different levels of subjectivity (expression of opinion, emotions, wishes, etc.) and future and conditional frames of reference. The course includes discussion of appropriate aspects of Hispanic culture and literature. One credit-hour per semester, not to exceed four credit-hours;

does not count toward major or minor; non-optional "Satisfactory-Unsatisfactory" grading. (Every year)

**SPN 301. Spanish Conversation and Composition I (3 hours)**

Prerequisite: SPN 252 or consent of instructor.

Continued refinement of the four language skills. Various grammatical difficulties will be studied. Concentrated study of everyday Spanish by means of discussions and short compositions. This course is normally restricted to students studying Spanish as a second language. (Every fall)

**SPN 302. Spanish Conversation and Composition II (3 hours)**

Prerequisite: SPN 252 or consent of instructor.

Continued work in oral/aural comprehension and communication. The acquisition of a more abstract vocabulary and the ability to work with more complex grammatical structures will be developed through the reading of short literary extracts. This course is normally restricted to students studying Spanish as a second language. (Every spring)

**SPN 303. Spanish Literature I (3 hours)**

Prerequisite: SPN 302.

Students will continue to improve their linguistic skills and historical and cultural awareness by examining some of the fundamental literary works that are essential to the development and understanding of Spanish society. Class discussion will focus on epic and baroque poetry, clerical works, *La Celestina*, *Lazarillo, de Tormes*, and selections from the *Don Quixote*. The course includes basic elements of literary interpretation. (Every two years)

**SPN 304. Spanish Literature II (3 hours)**

Prerequisite: SPN 302.

Students will continue to improve their linguistic skills as well as historical and cultural awareness by examining some of the fundamental literary works that are essential to the development and understanding of Spanish society. Class discussion will focus on representative authors of such movements as Romanticism, Realism, Existentialism, Surrealism, and Postmodernism. The course introduces basic elements of literary criticism. (Every two years)

**SPN 306. Spanish American Literature I (3 hours)**

Prerequisite: SPN 302.

A study of representative works in prose and poetry from the colonial period through post-modernism. Readings will include the chronicles and letters of Christopher Columbus and Hernan Cortes, and works by later writers such as Sor Juana de la Cruz, Jose Maria Hereda, Ricardo Palma and the modernist poets Jose Marti, Julian Casal, Gutierrez Najera, and J. Asuncion-Silva, with special emphasis on the poetry of Ruben Dario. The course seeks to develop further proficiency in the communication skills as well as analyze literature within a social and cultural context. Attention will be given to socio-political conditions as a force in the formation of the literature. (Every two years)

**SPN 310. Spanish American Literature II (3 hours)**

Prerequisite: SPN 302.

A study of the major literary works produced by Spanish America during the twentieth century. Readings will include selections in poetry, drama, and prose. The course emphasizes H. Quiroga, Luis Borges, Julio Cortazar, Jose Donoso, Isabel Allende, and five Nobel Prize recipients: Gabriela Mistral, Pablo Neruda, Octavio Paz, Miguel Angel Asturias, and Garcia Marquez. The course seeks to develop further proficiency in the communication skills as well as analyze literature in a social and cultural context.



Attention will be given to socio-political conditions as a force in the formation of the literature. (Every two years)

**SPN 313. Culture and Civilization of Spain (3 hours)**

Prerequisite: SPN 302.

This course is designed to engage and prepare students in a cultural, historical and geographical exploration of Spain while continuing the enhancement and refinement of the four language skills (listening, reading, writing, and speaking). Classroom discussions will be supplemented by films and readings from newspapers, magazines and selected literary works which highlight the political, historical and social situation of Spain today. (Every two years)

**SPN 314. Culture and Civilization of Latin America (3 hours)**

Prerequisite: SPN 302.

This course is designed to engage and prepare students in a cultural, historical and geographical exploration of Latin America while continuing the enhancement and refinement of the four language skills (listening, reading, writing, and speaking). Classroom discussions will be supplemented by films and readings from newspapers, magazines and selected literary works which highlight the political, historical and social situation of Latin America today. (Every two years)

**SPN 320. Contemporary Spanish Literature (3 hours)**

Prerequisite: SPN 302.

A study of selected contemporary texts and movements. The course emphasizes the communicative skills of listening, reading, speaking, and writing within a social and cultural context, using such themes as personal identity, the family, the individual and society, and social classes in Spain. The course also seeks to develop proficiency in basic literary analysis and criticism. (Every two years)

**SPN 325. Business Spanish (3 hours)**

Prerequisite: SPN 252.

An introduction to the communicative skills of business language: speaking, listening comprehension, reading, writing, and cross-cultural awareness. Emphasis is placed on developing proficiency in realistic contextualized situations encountered in the Hispanic business community. (Every two years)

**SPN 326. Spanish for Medical Purposes (3 hours)**

Prerequisite: SPN 252.

This course is intended for students with a background in Spanish who are pursuing a career in medicine or health-related fields. It is designed to increase the development and application of Spanish conversational skills in real world scenarios through the acquisition of medical terminology, contextualized dialogues, debates, and authentic readings from the medical field. Special attention is given to the awareness and understanding of cultural and social differences that may affect medical care and the practitioner-patient relationship with Spanish speaking people. (Every two years)

**SPN 385. Special Topics in Spanish: (Subtitle) (1-3 hours)**

Prerequisite: consent of instructor.

Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated for major or minor credit. (Occasionally)

**SPN 417. The Golden Age of Spanish Literature (3 hours)**

Prerequisites: one 300-level literature class and consent of instructor.

A study of representative works of the great dramatists, prose writers, and poets of the 16th and 17th centuries. Emphasis will be placed on works of Cervantes, Lope de Vega, Calderon, Tirso de Molina, and Gongora. (Occasionally)

**SPN 425. Seminar: (Subtitle) (3 hours)**

Prerequisite: junior or senior status or consent of instructor.

A concentrated study of selected authors, literary movements, or topics in Spanish life and culture. Topics will vary from year to year. May be repeated for major or minor credit. (Occasionally)

**SPN 480. Internship (1-16 hours)**

Prerequisite: departmental approval.

A supervised program of field experience in which students make practical application of their skills in Spanish in an approved establishment outside the University. The department as a whole must approve the student's project, which will be directed by an instructor and an on-site supervisor. Students are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. No more than 3 hours may be counted toward a Spanish major or minor. (Occasionally)

**SPN 485. Assistantship for Spanish 111-112 (1 hour)**

Prerequisite: permission of the instructor.

Selected Spanish majors or minors serve as assistants in SPN 111 or 112. Assistants attend 2-3 classes per week, study the assigned work, and help conduct classroom and lab activities. Assistants may review but will not evaluate students' work. Other duties will be determined by the instructor in consultation with the assistant. In addition, the assistant will be required to complete a written reflection on the experience. Does not count toward the major or minor. Mandatory S/U grading. May not be repeated. (Occasionally)

**SPN 490. Supervised Independent Reading (1-3 hours)**

Prerequisite: consent of instructor.

An intensive reading program designed to provide in-depth examination of a particular author or theme in Spanish language, literature, or culture. May be counted toward Spanish major. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated. (Occasionally)

**SPN 495. Directed Independent Research (1-3 hours)**

Prerequisite: consent of the instructor

This course is intended to provide students an opportunity to conduct supervised research in an area of their interest in Spanish language, literature, or culture. It may be used to fulfill the course requirement for departmental honors. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

# STATISTICS (STA)

Keith Howard, *Chair/Professor of Mathematics*

David Nelson, *Professor of Mathematics*

The Statistic minor and courses are offered by the Department of Mathematics

## Minor in Statistics

*15 semester credit hours minimum*

- STA 126. Introductory Statistics
- STA 227. Statistical Methods
- STA 330. Applied Experimental Design
- STA 340. Applied Regression Analysis
- One course from:
  - BIO 421. Biostatistics and Morphology (Prerequisite: Bio 212 and Bio 300, 301, or 301, or permission of instructor)
  - ECN 353. Introduction to Econometrics (Prerequisite: ECN 150, 151, MAT 133, MAT 191 and junior status or consent of instructor)
  - GHS 330. Epidemiology (Prerequisite: GHS 200)
  - MAT 320. Probability and Mathematical Statistics (Prerequisite: MAT 133, 191, and 192)
  - MKT 415. Marketing Research (Prerequisite: MKT 361)
  - POL 295. Introduction to Political Science Research (Prerequisite: POL 101, 200, or 253; or consent of instructor)
  - PSY 306. Research Methods and Statistics I (Prerequisite: PSY 101)
  - SOC 304. Introduction to Social Science Research Methods (Prerequisite: SOC 101)
  - STA 390. Topics in Mathematics (when the subtitle is statistics)

### **STA 126 (3 hours)/STA 126R (4 hours). Introductory Statistics**

Prerequisite for STA 126R: C or better in INT 101 or GBK 101.

Introductory statistics including the collection of data, descriptive statistics, probability, and inference. Topics include sampling methods, experiments, numerical and graphical descriptive methods, correlation and regression, contingency tables, probability concepts and distributions, confidence intervals, and hypothesis testing for means and proportions. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **STA 198 Special Introductory Topics in Statistics: (Subtitle) (1-4 Hours)**

Study of an introductory topic in Statistics not covered in any of the departmental offerings. Students are required to engaged in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. This course may be applied to the Statistics minor. (Occasionally)

### **STA 227. Statistical Methods**

**(3 hours)**

Prerequisite: STA 126.

Statistical distributions; one- and two-population tests about means, including t-tests and paired-difference tests; one- and two-population tests about the variance; contingency tables and goodness-of-fit tests; non-parametric tests; analysis of variance and simple experimental designs; linear regression and residual diagnostics. (Every fall)

**STA 330. Applied Experimental Design (3 hours)**

Prerequisite: STA 227 or consent of instructor.

Constructing and analyzing statistical experimental designs; blocking, randomization, replication and interaction; complete and incomplete block designs; factorial experiments; repeated measures; confounding effects. (Every other spring)

**STA 340. Applied Regression Analysis (3 hours)**

Prerequisite: STA 227 or consent of instructor.

Applied methods in regression analysis. Topics include univariate linear regression, techniques of multiple regression and model building, ANOVA as regression analysis, analysis of covariance, model selection and diagnostic checking techniques, nonlinear regression, and logistic regression. (Every other spring)

**STA 390. Topics in Statistics: (Subtitle) (3 hours)**

Prerequisite: consent of instructor.

An intensive study of some significant topic in statistics, not otherwise covered in departmental offerings. May be repeated once when a different topic is covered. (Occasionally)

## THEATRE (THR)

Kevin Cummings, *Chair/Professor*

Marian Zielinski, *Professor*

Scot J Mann, *Associate Professor*

The Theatre major, minor and courses is offered by the Department of Communication Studies and Theatre.

### Major in Theatre

*30 semester credit hours minimum*

- THR 115. Introduction to Theatre
- THR 218. Beginning Acting
- THR 235. Stagecraft
- THR 302. Directing
- One course from:
  - THR 326. A Survey of Theatre History I
  - THR 327. A Survey of Theatre History II
- THR 337. Scene Design
- Three additional courses from:
  - THR 318. Acting II
  - THR 326. or THR 327. A Survey of Theatre History I & II
  - THR 336. Lighting for Stage and Screen
  - THR 338. Costume Design
  - THR 371. Beginning Playwriting
  - THR 490. Special Topics in Theatre
  - THR 495. Directed Independent Study
- One course from
  - ENG 233. The Study of Drama
  - ENG 320. Shakespeare I: Early Plays
  - ENG 321. Shakespeare II: Later Plays
  - ENG 364. Modern Drama
  - ENG 367. Contemporary Drama: 1965 to Present
- A creative major project in consultation with a Theatre faculty member.

The project will reflect the classes and experiences of the students in their major Classes and in the theatre. Students must submit a typed project proposal to the Theatre faculty for their approval at least one year prior to their expected date of

graduation. After the completion of the project, the students will meet with the Theatre faculty and staff to report on their experiences and to engage in a critique of the project. Projects will be evaluated by the Theatre faculty and graded Pass with Distinction, Pass, or Fail.  
THR 292 does not count toward the major.

In order to earn departmental honors in Theatre, a Theatre major must meet the following requirements: 1) a minimum overall grade point average of 3.50; 2) a minimum grade point average of 3.50 in courses taken in THR, and (3) a grade of Pass with Distinction on the major project.

### **Minor in Theatre**

*15 semester credit hours minimum*

- THR 115. Introduction to Theatre
- One course from:
  - THR 218. Beginning Acting
  - THR 235. Stagecraft
- Three additional courses from:
  - THR 302. Directing
  - THR 318. Acting II
  - THR 336. Lighting for Stage and Screen
  - THR 337. Scene Design
  - THR 338. Costume Design
  - THR 371. Beginning Playwriting
  - THR 490. Special Topics in Theatre
- One from:
  - THR 326. A Survey of Theatre History I
  - THR 327. A Survey of Theatre History II

### **THR 115 (3 hours)/THR 115R (4 hours). Introduction to Theatre**

Prerequisite for THR 115R: C or better in INT 101 or GBK 101

A study of the nature of the art of theatre, its evolution, and its importance to the development of human relationships and culture. This course will include a brief survey of theatre history, an introduction to script analysis, and an exploration of each facet of theatre production, including acting, directing, and design. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **THR 198. Special Introductory Topics in Theatre (Subtitle) (3 hours)**

Study of an introductory topic Theatre in not covered in any of the departmental offerings. This course may be applied to the Theatre major or minor. (Occasionally)

### **THR 218. Beginning Acting (3 hours)**

Basic experience in the fundamentals of acting for the stage and the camera. Emphasis will be given to movement, voice/diction, improvisations, scene analysis, and performance techniques. (Every year)

### **THR 235. Stagecraft (3 hours)**

A survey of the materials, tools, and techniques used in the drafting, construction, and painting of scenery for the stage and screen. This is a lecture/laboratory class. (Every other year)

**THR 292. Theatre Practicum (1 hour)**

Prerequisite: consent of the Instructor.

Academic credit for those who execute significant creative assignments in theatre productions. One hour credit for each semester of satisfactory participation. (Every semester)

**THR 302. Directing (3 hours)**

A study of the principles and methods of direction for the stage and the camera. Special attention will be given to script analysis, movement, picturization, and the needs of the actor. Each student will direct a one-act play or scene for stage or television. (Every two years)

**THR 318. Acting II (3 hours)**

Prerequisite: THR 218

Extensive development of acting techniques for stage and film. Emphasis will be given to classical character development, dialect skills, acting for the camera, audition technique, and professional resume development. (Every year)

**THR 326. A Survey of Theatre History I (3 hours)**

A survey of theatre history from its primitive origins to 1750. (Every fourth year)

**THR 327. A Survey of Theatre History II (3 hours)**

A survey of theatre history from 1750 to the present, with units on Chinese, Japanese, and Indian Theatre. (Every fourth year)

**THR 336. Lighting for Stage and Screen (3 hours)**

The study of the physics and principles of lighting design for stage, television, and film. Emphasis will also be given to script analysis and interpretation into the medium of light. A lecture/laboratory class. (Every other year)

**THR 337. Scene Design (3 hours)**

A study of the principles of set design for stage and film. Students will analyze dramatic literature, research period style, and develop renderings, floor plans, and three-dimensional models for various plays. (Every other year)

**THR 338. Costume Design (3 hours)**

A study of the social and cultural milieu that influenced historical dress and its research application to designing costumes for theatre and film. Emphasis will also be placed on designing costume plates for a particular play, and on the development of skills necessary in costume construction, including drafting and draping patterns, cutting, and stitching, as well as fabric painting and dyeing. A lecture/laboratory class. (Every other year)

**THR 371. Beginning Playwriting (3 hours)**

(Same as ENG 371)

The goal of this course is to introduce the student to the conventions and techniques of playwriting. Students will complete exercises leading to the creation of an original one-act play. (Every two years)

**THR 398. Internship in Theatre (1-3 hours)**

Prerequisites: junior or senior status.

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation,

regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Theatre. Graded S/U. (Every year)

**THR 490. Special Topics in Theatre (3 hours)**

Prerequisite: junior or senior status or consent of the instructor.

A study of some significant topic in communication or theatre arts not covered in the regular department offerings. The specific topics will be chosen according to needs and interests. May be repeated with different topics for a maximum of nine hours credit. (Occasionally)

**THR 495. Directed Independent Study (1-6 hours)**

Prerequisite: junior or senior Status or consent of the instructor.

An advanced course in theory and research in communication and/or theatre arts. The student must submit a proposal for research during the semester prior to enrolling in the course. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. May be repeated with different projects/topics, but total credit may not exceed 6 hours. (Occasionally)

## UNIVERSITY HONORS PROGRAM (UHP)

John Thomas Scott, *Director/Professor of History*

The College of Liberal Arts offers a number of courses in support of University-wide curricular and co-curricular programs. Many of these courses are offered in conjunction with other Mercer University units. The University Honors Program is one of these. The course offerings for these programs are coordinated by the Associate Deans' Office in the College of Liberal Arts.

The University Honors Program (UHP) provides academically advanced students with the supportive environment needed to pursue their intellectual interests through research within distinctive paths of enrichment. The specific goals of the program include:

- Cultivating students who ask questions, think critically in answering those questions, make interdisciplinary connections in answering those questions, and can construct creative analytical responses when engaged in collaborative or independent problem solving.
- Cultivating students who obtain the distinctive characteristics necessary to compete successfully for graduate and professional school entrance and for national, international fellowships and scholarships, and leadership roles in the student's chosen professions.
- Cultivating a community of scholars who are interested in sharing cultural, research, and leadership experiences across the tracks.

Exceptional students, either upon entrance to Mercer or after the end of their first semester, are invited to join the program based upon superior academic records in high school, demonstration of interest in their particular path, and an entrance interview. Each of the tracks is constructed to emphasize growth and development along that track during the student's career at Mercer, beginning with a two-course sequence that provides students the opportunity to work on a program of discovery as they are introduced to the community of undergraduate honors scholars. In subsequent years, students will progress through their track, culminating in an advanced research and

documentation project appropriate to their individual track. In addition to these two basic requirements, University Honors Program students must complete the coursework designated within their individual tracks, maintain a portfolio of their work that contains both developmentally appropriate content and reflection, participate in a designated number of University Honors Commons experiences, and maintain a minimum GPA as defined by their specific track.

### **General Requirements of the Program**

- Successful completion of two first year research seminars
- Demonstration of the student's growth within the track through the production of appropriate annual products as defined within the track
- Maintenance of a portfolio of work generated by the student through the track
- Presentation of work at BEAR Day or a regional/ national conference appropriate to the track
- Successful completion of a Culminating Project appropriate to the track
- Participation in two University Honors Commons Events annually and submission of a reflective essay on each event
- Maintenance of a minimum GPA appropriate to the track

Tracks open to CLA Students: Research Scholars Track, Mercer International Scholars Track, Mercer Business Scholars Track, and the Mercer Service Scholars Track. For specific requirements of each track see the section entitled "University Honors Program" in the Academic Information section of this catalog.

### **HON 110. University Honors Program Seminar I (1 hour)**

Pre-requisite: acceptance into the University Honors Program.

As the introductory course to the University Honors Program, this seminar provides students the opportunity to work on a program of discovery as they are introduced to the community of undergraduate honors scholars. The seminar is comprised of large and small group modules which expose students to different modalities of scholarship, allow them to engage in experiential learning, and help them explore the different tracks within the University Honors Program. S/U (Every year)

### **HON 115. University Honors Program Seminar II (1 hour)**

Pre-requisite: HON 110 or acceptance into the University Honors Program.

As the follow-up course to HON 110, this seminar extends and enriches the experiences of HON 110 while also exposing students to advanced opportunities as an Honors Program student such as competing for national fellowships and scholarships, engaging in service and group travel, and making conference presentations of their culminating Honors project. S/U (Every year)

### **HON 198. Special Topics in the University Honors Program (variable credit, 1-3 hours)**

Study of a select topic not covered in the regular University Honors Curriculum. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (Occasionally)

### **HON 205. Thesis Exploration Seminar (1 hour)**

Pre-requisite: HON 115.

Students in the spring of their second year explore possibilities of a senior thesis topic. Senior HON students share their topics and experiences with students while students themselves work with the course director and other faculty to explore thesis possibilities. S/U. (Every spring semester)



**HON 210. The Global Context (1 hour)**

Pre-requisite: HON 115.

Students will explore one or more aspects of the global context in the contemporary world through the lens of multiple disciplines. (Every year)

**HON 215. Solving Problems Across Cultures (2 hours)**

Pre-requisite: HON 210.

Students will explore the problems and possibilities of solving problems across multiple cultures. (Every year)

**HON 250. Called to Care (3 hours)**

Prerequisites: HON 101 and 102.

This unique Honors course offers students a summer opportunity to work one week at Mercer and then spend three weeks abroad. While in Macon, students will meet in class, discuss several of the readings, and engage in service and observation activities. While abroad, students will meet in class, discuss additional readings, participate in regular reflection sessions, and become observers and workers in a service-learning activity. Both in Macon and abroad, many aspects of care will be explored. Other study-abroad courses containing a service-learning component may satisfy the same Honors Program requirement as this course. This course carries with it a required service-learning component. (Summer sessions only)

**HON 251. Encountering the Other (3 hours)**

Prerequisites: HON 101 and 102.

We often define ourselves against the "other" in our lives. The definition can include our encounter with the "Other" found in the spirit-world or the "other" found in the lives of people who look, think, or act differently from us. The purpose of this Honors seminar is to engage in a four-week discussion about the other in our home context (Macon, GA or the southeastern U.S.) and then in a study abroad context. We will embark on this journey by reading novels, essays, poems, visiting Cathedrals and immigrant communities, and walking through museums and art galleries. Through the activities and assignments during the four weeks, we will participate in a conversation about what it means to be human. Other study-abroad courses satisfy the same Honors Program requirement as this course.

**HON 305. Honors Preceptorship (1 hour)**

Pre-requisites: HON 115 and either HON 205, HON 215, or MSS 222.

Students serve as preceptors in HON 110/115 by working with the various 110/115 groups on their projects. S/U. (Every year)

**HON 310. Seminar on Selected Topics in Honors I: (Subtitle) (3 hours)**

An interdisciplinary seminar involving reading, discussion, and independent student-directed research on a specific topic not traditionally offered in Mercer's curriculum. May be repeated one time with a different topic. This course is open to all second-year through fourth-year Honors students. (Every fall semester)

**HON 311. Seminar on Selected Topics in Honors II: (Subtitle) (3 hours)**

An interdisciplinary seminar involving reading, discussion, and independent student-directed research on a specific topic not traditionally offered in Mercer's curriculum. May be repeated one time with a different topic. This course is open to all second-year through fourth-year Honors students. (Every spring semester)

**HON 320. Honors Service Learning Seminar I (3 hours)**

A seminar emphasizing student-directed applied field projects on a specific topic. May be repeated one time with a different topic. This course is open to all second-year through fourth-year Honors students. (Every fall semester)

**HON 321. Honors Service Learning Seminar II (3 hours)**

A seminar emphasizing student-directed applied field projects on a specific topic. May be repeated one time with a different topic. This course is open to all second-year through fourth-year Honors students. (Every spring semester)

**HON 325. Seminar in Global Issues (2 hours)**

Pre-requisite: HON 215.

Students will explore a specific aspect of the global situation in fine detail. (Every year)

**HON 361. Honors Junior Colloquium (1 hour)**

This colloquium will provide a forum in which participants in the honors program can discuss their evolving ideas about their honors projects. The class will give students the chance to try out their early thinking on each other, with the aim of eliciting cogent and constructive response. This course is required of all junior Honors students and graded on an S/U basis. (Every fall semester)

**HON 405. Thesis Preparation Seminar (0-6 hours)**

Pre-requisite: HON 205 or HON 215.

Students in their junior and/or senior year can register for up to six hours to work on their senior thesis. A thesis committee of three faculty members (including departmental mentor and appropriate Track Director) will oversee the work. May be taken twice for a total of up to six hours of credit towards graduation. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent per week for every hour of credit. S/U (Every year)

**HON 496. Senior Project (3 hours)**

The project may take one of a variety of forms, ranging from the creation of an artistic work to research in the student's the student's major discipline. Each student works with an advisory committee, one of whose members is the Honors Program Director and one designee from the student's major department. A third member may be appointed if needed. In performance disciplines, juries fulfill the role of advisory committees. The project culminates with a public presentation. (Every year)

## **UNIVERSITY LIFE (UNV)**

The College of Liberal Arts offers a number of courses in support of University-wide curricular and co-curricular programs. Many of these courses are offered in conjunction with other Mercer University units. The University Life (UNV) program is one of these. The course offerings for this program is coordinated by the Associate Deans' Office in the College of Liberal Arts.

**UNV 101. The First-Year Student Experience (1 hour)**

Who can answer my questions? What resources are available? How can I get the most out of college? This course introduces students to the structure of higher education and specific Mercer University policies. Issues such as successful study skills, cultural diversity, critical thinking, ethics, personal relationships, health, safety, and careers are all introduced and discussed. This course is required of all freshmen and is graded S/U. UNV courses are jointly offered by the College of Liberal Arts and the Office of Academic and Advising Services. (Every year)

## **UNV 102. Academic and Vocational Design**

**(1 hour)**

Prerequisite: permission of instructor.

An examination of academic and major exploration with an emphasis on critical thinking, self-discovery and decision-making. This course is graded S/U. UNV courses are jointly offered by the College of Liberal Arts and the Office of Academic and Advising Services. (Every year)

## **UNV 201. Preparing Peer Advisors for UNV101/BUS 103**

**(2 hours)**

Prerequisite: selection as Peer Advisor for UNV 101/BUS 103.

The purpose of this course is to prepare Peer Advisors (PA's) to co-facilitate the UNV 101/BUS 103 course. UNV 101/BUS 103 is intended to assist new students in making more successful transitions to college. These students should better understand the value of a liberal arts education, identify campus support systems, develop better academic habits, and succeed intellectually, socially, and personally during their first year at Mercer. The PA's work with instructors to plan weekly classes, attend all class sessions, facilitate class discussions and exercises, and provide insight determined by the topic at hand. Other duties may be determined by the UNV101/BUS 103 instructor in consultation with the PA. Additionally, they will provide assistance and support to new students outside of the classroom, as necessary and appropriate, during the students' first semester. This course is graded S/U and can be taken only once. UNV courses are jointly offered by the College of Liberal Arts and the Office of Academic and Advising Services. (Every year)

## **WOMEN'S AND GENDER STUDIES (WGS)**

Janell A. Johnson, *Chair/Associate Professor of Christianity*

Mary Ann Drake, *Professor*

Natalie J. Bourdon, *Assistant Professor*

The Women's and Gender Studies Program offers an opportunity for both male and female students to explore the different ways that men and women have been acculturated throughout history and the changing ways that masculinity and femininity are being defined in contemporary society. Additionally, the major and minor provide a comprehensive, coherent, and carefully chosen course of study that enables students to reach a more complete understanding of the history, position, and achievements of women in culture. Students will be introduced to the questions raised and methods used in the new scholarship on women and gender.

An interdisciplinary program of study, the Women's and Gender Studies major and minor also complement a wide range of other fields of study. Students planning careers in law, business, medicine, education, service, and the sciences find the study of gender in society useful. It is highly recommended that students who wish to enroll in WGS cross-listed courses have already taken WGS 180 or relevant prerequisites or the introductory course(s) in the cross-listed discipline.

### **Major in Women's and Gender Studies**

*27 semester credit hours minimum*

- WGS 180. Gendered Lives
- WGS 201. Methods in Gender Studies Research
- WGS 401. Gender Theory and Feminist Thought
- One course from:
  - WGS 415. Southern Women in Popular Culture, History, and Literature
  - WGS 480. Internship
  - WGS 485. Seminar

#### WGS 490. Directed Independent Study

- Five additional WGS courses (Three courses must be numbered 300 or above):
    - One global/multicultural course from:
      - WGS/ENG 240. Multicultural Women Writers
      - WGS/AFR/JMS 310. Race, Gender, and Media
      - WGS/POL 314. Women in Developing Countries
      - WGS/JMS 318. Queer Cinema
    - An approved WGS 285, 385, 485. Special Topics
  - Four courses of which two must be from different area designations: A single class may satisfy more than one designated area but will not reduce the number of courses required from four.
    - Humanities
      - WGS/ENG240. 240. Multicultural Women Writers
      - WGS/CHR 363. Women and Christianity
      - WGS/ART 370. Women in Art
      - WGS/HIS 377. U.S. Women's History, Colonial Era to the Present
      - WGS/ENG 378. Images of Women in Literature
      - WGS 415. Southern Women in Popular Culture, History, and Literature
      - An approved WGS 285, 385, 485. Special Topics
    - Social Sciences
      - WGS/PSY 270. Psychology of Gender
      - WGS/AFR/JMS 310. Race, Gender, and Media
      - WGS/POL 314. Women in Developing Countries
      - WGS/COM 315. Gender and Communication
      - WGS/JMS 318. Queer Cinema
      - WGS/POL 332. Women, Law, and Politics
      - WGS/SOC 334. Marriage and Family: Diversity and Change
      - WGS 345. Health and Gender
      - WGS 375. Maternal and Child Health
      - WGS 383. AIDS: Narratives of Disease
      - An approved WGS 285, 385, 485. Special Topics
    - Natural Sciences
      - WGS/BIO 361. The Biology of Sex and Gender
      - An approved WGS 285, 385, 485. Special Topics
- Students should consult the WGS program director for designations for "Special Topics" courses.

Majors seeking Honors in Women's and Gender Studies may do so by fulfilling the following requirements: 1) a minimum average 3.50 GPA in the core WGS curriculum and cross-listed courses; 2) an overall minimum average 3.50 GPA; and successful completion of a Senior Research Project at a level judged worthy of Honors by a panel of three faculty, with the director of the panel being a faculty member who teaches within the Women's and Gender Studies Program. Upon successful completion of the project, the student will receive 3 hours of credit for WGS 490.

#### **Minor in Women's and Gender Studies**

*15 semester credit hours minimum*

- WGS 180. Gendered Lives
- WGS 201. Methods in Gender Studies Research
- WGS 401. Gender Theory and Feminist Thought
- Two additional WGS courses, one of which must be numbered 300 or above.

### **WGS 180 (3 hours)/WGS 180R (4 hours). Gendered Lives**

Prerequisite for WGS 180R: C or better in INT 101 or GBK 101.

An examination of how we live our lives as “men” and “women.” This course investigates the biological basis and cultural construction of gender, with particular attention to cross-cultural examples and the history of challenges to the status quo of gendered societies. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every semester)

### **WGS 198. Special Introductory Topics in Women and Gender Studies: (Subtitle) (3 hours)**

Study of an introductory topic in Women and Gender Studies not covered in any of the departmental offerings. This course may be applied to the Women and Gender Studies major or minor. (Occasionally)

### **WGS 201. Methods in Gender Studies Research (3 hours)**

Prerequisite: WGS 180.

This course will explore and utilize methods for conducting gender studies research. In this course, we will learn how gender and feminist theory shapes the kinds of research questions we ask and how we go about conducting reliable, responsible, and ethical research on gender. Students will work with the instructor to develop and carry out a research project in their own area of interest. (Every year)

### **WGS 240. Multicultural Women Writers (3 hours)**

*(Same as ENG 240)*

An analysis of the writings of contemporary American women of diverse cultural backgrounds. Reading and discussing novels, short stories, and poetry, this course will explore the ways that these writers navigate being American and being culturally “other” within a homogenizing “melting pot” society. (Every two years)

### **WGS 270. Psychology of Gender (3 hours)**

*(Same as PSY 270)*

Prerequisite: PSY 101 or consent of instructor.

Examination of the theory and context in which the social construct of “gender” develops, and the impact this has on our perceptions of ourselves, how others perceive us, and how we relate to others. Emphasis will be placed on the diversity of such experiences. (Every two years)

### **WGS 285. Special Topics: (Subtitle) (3 hours)**

A study of some significant topic in women’s and gender studies not covered in the regular offerings. May be repeated with different topics. (Every year)

### **WGS 310. Race, Gender and Media (3 hours)**

*(Same as AFR 310 and JMS 310)*

This course will critically examine the role of the media in enabling, facilitating, or challenging the social constructions of race and gender in our society. We will consider the mass media to be one among many other social institutions such as religion, education, and family, which strongly influence our everyday notions of race and gender. The course will address a variety of entertainment and news content in print and electronic media. (Every other year)

**WGS 314. Women in Developing Countries (3 hours)**

*(Same as POL 314)*

Prerequisite: POL 253/IAF 253 or consent of instructor.

This course offers an opportunity to learn about the status of women in developing countries, in general, and the role of women in development, in particular. The course examines the substance and direction of interactions among women, their political structures, and economic systems throughout the developing world. Multiple perspectives and models are explored, including, but not limited to, dependency theory, modernization theory, globalization, feminist sociology, and post modernism. (Every two years)

**WGS 315. Gender and Communication (3 hours)**

*(Same as COM 315)*

A study of gender in relation to the public sphere. The primary focus is on feminist approaches to rhetoric and rhetorical theory. Students will also examine how gender intersects with the study of human relationships. (Every other year)

**WGS 318. Queer Cinema (3 hours)**

*(Same as JMS 318)*

The course offers an overview of the aesthetic hallmarks, political impulses and critical responses that distinguish queer cinema as a unique, important tradition. Queer authorship, reading practices, and the queerness inherent in mainstream genres will be explored. The work of lesbian and gay filmmakers working in avant-garde and underground venues will also be discussed moving towards a consideration of the New Queer Cinema movement. (Every other year)

**WGS 332. Women, Law and Politics (3 hours)**

*(Same as POL 332)*

Prerequisite: POL 101 or consent of instructor.

This course examines the legal and political efforts of women to obtain equality in American society. The course focuses on 1) the landmark legal cases and the important political mile- stones on the path towards full gender equality; 2) the challenges facing women seeking leadership roles in politics and society; 3) the actual and potential impacts women have on political institutions and policy outcomes; and 4) current public policy areas that have a significant impact on the lives of women and girls. (Every two years)

**WGS 334. Marriage and Family: Diversity and Change (3 hours)**

*(Same as SOC 334)*

Prerequisite: SOC 101 or WGS 180.

The course examines marriage and family structures emphasizing their changing roles in history. It focuses on the increasing diversity of contemporary family relationships (marital and non-marital) including the disorganization and re-organization of marital and family life. (Every two years)

**WGS 345. Health and Gender (3 hours)**

*(Same as GHS 345)*

Prerequisite: GHS 200 or WGS 180.

An interdisciplinary examination of the gendered dimensions of health in a global context. The course will explore such topics as sexual and gender identity, gender-based violence, sexually-transmitted infections, pregnancy prevention, and infertility. (Every two years)

**WGS 361. The Biology of Sex and Gender (3 hours)**

*(Same as BIO 361)*

Prerequisite: WGS 180.

The student will gain a knowledge base of the biology of sex, as well as, exposure to material that inspires one to study science with a critical eye, in particular, from a feminist frame- work. Topics covered may include the evolution of meiotic sex, human reproductive biology, environmental influences on reproductive biological development, socio-biological theories and sexual behavior in animals, and feminist analyses of the biological sciences. Pedagogy may include collaborative group work. (Every two years)

**WGS 363. Women and Christianity (3 hours)**

*(Same as CHR 363)*

Prerequisite: CHR 101 or CHR 150, and WGS 180 or permission of the instructor.

A biblical, historical, and theological examination of the role of women within the Judaeo-Christian tradition. (Every three years)

**WGS 370. Women in Art (3 hours)**

*(Same as ART 370)*

The contributions of women in the field of art and the social context in which they have worked as well as the depiction of women in works of art are both considered in order to discover the criteria by which we judge works of art (and artists) and how visual images can reinforce or change our sense of reality, such as assumptions about gender roles. (Every three years)

**WGS 375. Maternal and Child Health (3 hours)**

*(Same as GHS 375)*

Prerequisite: GHS 200.

An exploration of material, neonatal, and child morbidity and mortality in the global context, with emphasis on conditions in developing nations. This course will focus on the sociocultural, political, and economic causes of poor maternal and child health, while introducing students to approaches in MCH health prevention, promotion, and program design. (Every two years)

**WGS 377. U.S. Women's History, Colonial Era to the Present (3 hours)**

*(Same as HIS 377)*

A study of the meaning and place of women in U.S. society from the colonial era to the present through reading major secondary works and selected primary documents in the field. Students address major themes in U.S. women's history, including family, sexuality, work, and reform, within the broader context of American history. In addition, this course addresses the historiography, implications, methodologies, and future directions of the discipline. (Every two years)

**WGS 378. Images of Women in Literature (3 hours)**

*(Same as ENG 378)*

A study of the literary representation of women, with emphasis on the lives and careers of women writers. Authors covered may include Austen, Bronte, Wharton, Woolf, Morrison, and others. (Every two years)

**WGS 383. AIDS: Narratives of Disease (3 hours)**

This interdisciplinary course gives students sufficient information for them to make informed decisions about their behaviors and their lives. Students will confront and grapple with the biological, social, historical, environmental, psychological, and cultural issues which the AIDS pandemic represents. The diverse populations affected by AIDS—gays, children, women, Africans—will be discussed. AIDS and other historic plagues raise

numerous moral and ethical issues regarding public health, resource allocation, individual versus group rights, and the sweeping effects of trying to keep people healthy. Books, articles, speakers, films, and classroom discussion serve as the texts for the course. (Occasionally)

**WGS 385. Special Topics (3 hours)**

Prerequisite: to be determined by the instructor.

A study of some significant topic in women's and gender studies that is not covered by the department's regular course offerings. May be repeated with different topics. (Every year)

**WGS 389. The Black Woman (3 hours)**

*(Same as AFR 389)*

An historical and literary examination of the black woman and her role in American culture. (Every two years)

**WGS 390. WGS Preceptorship (2 hours)**

Prerequisite: WGS 180.

Selected upper-class students will serve as teaching facilitators in WGS 180. They will attend all classes, read the assigned work, and participate in class discussions. Each student will reflect on the preceptor experience by writing a learning journal during the semester. This course will be graded on an S/U basis, may be taken only once, and cannot be counted as one of the courses required for the WGS minor. (Every semester)

**WGS 398. Internship in Women and Gender Studies (1-3 hours)**

Prerequisites: junior or senior status

An intensive practicum experience at an approved business, organization, or academic institution. Senior-level students, under the direction of a faculty member and an on-site supervisor, are required to engage in projects or assignments requiring at least three on-site hours per week for every hour of credit. Students will learn through observation, regular discussions with the on-site supervisor and Mercer faculty member, and written reflection. In addition, students may be required to attend training events, workshops or weekly seminars. This course may be repeated for a total of 9 hours and does not count towards a major or minor in Women and Gender Studies. Graded S/U. (Every year)

**WGS 401. Gender Theory and Feminist Thought (3 hours)**

Prerequisites: WGS 180, WGS 201, and one WGS course numbered above 300, or consent of instructor.

An interdisciplinary examination of theoretical perspectives in women's and gender studies, including the history of Western ideas on gender and the impact on traditional academic disciplines of the "new scholarship" on women and gender. Connections between critical theories and collective movements or social change will be emphasized. (Every third semester)

**WGS 415. Southern Women in Popular Culture, History, and Literature (3 hours)**

Prerequisite: WGS 180.

This seminar examines the intersection of gender, race, class, and region in the American South. By examining film, works of fiction, biography, and autobiography, we will look at the ways in which southern women have negotiated the often contested terrain of identity. Particular emphasis will be placed on the constructions of southern womanhood, and the ways in which southern women have created, confronted, accepted, rejected, and struggled with these constructions. (Every other year)



**WGS 480. Internship****(3-12 hours)**

Prerequisites: WGS 180 and 201 and consent of WGS Director.

Open to WGS majors and minors only. Does not count toward the major or minor.

An internship offering majors and minors practical field work with local or national women-oriented organizations. Students are expected to work for the local or national agency for no fewer than 3 hours per week for each credit hour awarded. Graded on an S/U basis. (As requested)

**WGS 485. Seminar****(3 hours)**

Prerequisite: to be determined by instructor.

Structured seminar-style discussion involving intensive study of an issue or topic in women's and gender studies. May be repeated with different topics. (Every year)

**WGS 490. Directed Independent Study****(1-3 hours)**

Prerequisite: consent of the instructor.

An intensive reading and research project culminating in either a research paper or an annotated bibliography. May be repeated with different topics. Students are required to engage in projects or assignments requiring at least one contact hour, or equivalent, per week for every hour of credit. (1-3 hours credit, depending upon the scope of the project). (Occasionally)

**WORLD LITERATURE IN TRANSLATION (WLT)**

*Anna Weaver, Chair/Associate Professor of Foreign Languages and Literatures*

This course is offered through the Department of Foreign Languages and Literatures.

**WLT 101 (3 hours)/WLT 101R (4 hours). Special Topics in World Literature (Subtitle)**

Prerequisite for WLT 101R: C or better in INT 101 or GBK 101.

Selection of texts of world literature in English translation organized by theme, period, author, etc. No language prerequisite. This course is recommended for general education credit or as an elective. It does not count toward the FRE, GER, LAT, or SPN major or minor. May be repeated if course subtitle is different. The four-hour, R-designated course satisfies the writing instruction (WRT) requirement. (Every two years)

**WRITING INSTRUCTION (WRT)**

*Deneen Senasi, Director of WRT/Associate Professor of English*

The ability to articulate ideas and formulate arguments through writing is a cornerstone of academic development and a touchstone of higher education. Skill and effectiveness in writing are critical to life-long learning and integral to professional success and meaningful engagement throughout life – in career, in community, and in social and leisure activities. Students need to be able to write both for general and specialized audiences. Thus the ability to conceptualize and write with a clear sense of purpose must be developed. Writing Instruction is structured not only to provide training in how to write well to a variety of purposes, but also to insure that writing skills continue to be developed, practiced, and enhanced throughout the undergraduate experience.

INT 101, 201, a course with an R designation (including WRT 120R), GBK 101, GBK 202, and GBK 203 are all 4-hour Writing Instruction courses. The R-designated course is a one-hour course that must be taken in co-requisite with disciplinary courses as specified in the Course Schedule. Evaluation of R designated courses is determined by

assignments that directly measure the students' ability to write well. Grade determination for R-designated courses will be explicitly defined on the disciplinary course syllabus. A student must successfully complete a course with an R designation with a grade of C or better prior to taking INT 201. Students repeating an R designated course are not restricted to also repeat the same disciplinary co-requisite.

Each Writing Instruction course provides substantial instruction in writing and requires written work that builds upon students' awareness of writing as a process of discovering and arranging ideas and acquiring knowledge. The three-course sequenced Writing Requirement provides for a developmentally appropriate process to move students from developing competency to demonstrating proficiency in writing by providing opportunities to practice and further develop the skills and strategies introduced in INT 101 or GBK 101. Written work, in each Writing Instruction course, should work towards the demonstration of students' proficiency in critical thinking, argumentation, and writing to a purpose; proficiency in writing for a variety of audiences and in a variety of genres; and practice of successful preparatory writing strategies and research methods through the use of both primary and secondary sources. Successful completion of the Writing Requirement, as specified in Foundational Studies, is a requirement for graduation.

### **WRT 120R. Disciplinary Writing Instruction (1 hour)**

Prerequisite: a grade of C or better in INT 101 or GBK 101.

Corequisite: must be with an associated course as prescribed in the Course Schedule

Students will read actively, think critically, and write effectively for a variety of audiences, genres and purposes as part of a process of recursive reflection and revision. Students will identify, evaluate, and responsibly utilize relevant primary and secondary sources and information to formulate a valid line of reasoning in response to complex issues and ideas. Writing instruction is tailored to the distinctive writing demands of the associated co-requisite disciplinary course. (Occasionally)

Please see the Integrative Studies and Great Books Program sections of this catalog for a description of the other writing instruction courses.

### **WRT 490. Writing Preceptorship (Subtitle) (2 hours)**

Prerequisite: successful completion (B or better) of the INT, WRT, or GBK course for which the student will be the preceptor or consent of the Director of INT 101, INT 201, GBK, or WRT.

Selected students will serve as writing facilitators in a 4-hour writing instructive course (INT 101, GBK 101, R designated hour disciplinary class, GBK 202, INT 201, or GBK 203). Preceptors attend all classes, read the assigned work, and participate in class discussions. The main duties of the preceptors are to give constructive feedback to students on writing assignments in conjunction with the professor of the 4-hour writing instructive course. Preceptors will meet as a class one hour per week with the Director of the appropriate writing-instructive program for training on teaching writing. Other duties will be determined by the professor of the 4-hour writing instructive course in consultation with the preceptor. In addition, the preceptor will be required to reflect in writing on the experience. This class will be graded on an S/U basis and can be taken only once. (Every semester)

### **WRT 491. Advanced Writing Preceptorship (Subtitle) (2 hours)**

Prerequisites: WRT 490 and successful completion (B or better) of the INT, WRT, or GBK course for which the student will be the preceptor or consent of the Director of INT 101, INT 201, GBK, or WRT.

A continuation of the preceptor role from WRT 490. Selected students will serve as writing facilitators in a 4-hour writing instructive course (INT 101, GBK 101, R designated hour disciplinary class, GBK 202, INT 201, or GBK 203). Preceptors attend all classes, read the assigned work, and participate in class discussions. The main duties of the preceptors are to give constructive feedback to students on writing assignments in conjunction with the professor of the 4-hour writing instructive course. Preceptors will meet as a class one hour per week with the Director of the appropriate writing-instructive program for continued training on teaching writing. Other duties will be determined by the professor of the 4-hour writing instructive course in consultation with the preceptor. In addition, the preceptor will be required to reflect in writing on the experience. This class will be graded on an S/U basis and can be taken only once. (Every semester)



# The Eugene W. Stetson School of Business and Economics

## Macon Campus Faculty

Susan P. Gilbert, *Dean/Professor*

J. Michael Weber, *Associate Dean/Professor*

Steven R. McClung, *Associate Dean/Associate Professor*

Walter W. Austin, Jordan M. Blanke, Linda L. Brennan, Tammy N. Crutchfield, James L. Hunt, Gina L. Miller, Arthur L. Rutledge, Faye A. Sisk, Lloyd J. F. Southern, Vijaya Subrahmanyam, Charles H. Andrews (Emeritus), G. Russell Barber, Jr. (Emeritus), William Carl Joiner (Emeritus), M. B. Neace (Emeritus), and Austin C. Schlenker (Emeritus), *Professors*

Sean S. Chen, Madeleine Domino, Allen K. Lynch, Nicholas Marudas, Etienne Musonera, Robert Perkins, and Steven J. Simon, *Associate Professors*

Carol J. Cagle, Elizabeth Chapman, Kimberly A. Freeman, Geoffrey Ngene, Julie A. Petherbridge, Ania Rynarzewska, Antonio Saravia, Briana Sell, and William V. Luckie, Jr. (Emeritus), *Assistant Professors*

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

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

### Mission Statement

The Stetson School of Business and Economics (SSBE) delivers career focused business education to develop entrepreneurial leaders and responsible global citizens.

The fulfillment of SSBE's mission is guided by its strategic plan, SSBE Aspires! In short, SSBE aspires to be a highly respected professional school of Mercer University, known for its work in entrepreneurship and economic development, its unique experiential offerings to students, and its top quality academic programs. Our committed and engaged faculty, staff and alumni, in combination with attentive student services, make SSBE an excellent choice for high caliber business students – and our graduates, a top choice for employers.

### Accreditation

The Stetson School of Business and Economics is accredited by AACSB International–The Association to Advance Collegiate Schools of Business, 777 South Harbor Blvd., Suite 750, Tampa, FL, 33602-5730; [www.aacsb.edu](http://www.aacsb.edu).

### Values

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

1. commitment to teaching excellence;

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

## **Code of Conduct**

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

## **Undergraduate Degrees**

The Stetson School of Business and Economics offers the Bachelor of Business Administration (B.B.A.) degree. Requirements for this degree include studies in the areas of general education, core business knowledge, and a primary focus area of study. The primary focus area of study can be in one of nine traditional majors (accounting, business information systems, economics, entrepreneurship, finance, international business, human resource management, marketing, and sports business) or through the development and completion of a personalized program of study.

## **Graduate Degrees**

Information on the Master of Business Administration, Professional Master of Business Administration, Executive Master of Business Administration, Master of Accountancy, and Master of Science in Business Analytics programs is published in this catalog in the Graduate Studies section.

## **UNDERGRADUATE PROGRAMS, POLICIES, AND PROCEDURES**

### **Entrance into the Stetson School of Business and Economics**

Upon entering the University, all students, freshmen and transfers, indicating a preference for the B.B.A. degree are admitted to the Stetson School of Business and Economics. At this time, each student is assigned a professional academic advisor and a faculty mentor. All students, in consultation with faculty and advisors, are encouraged

to declare a program of study when appropriate. Majors are available in the areas of accounting, business information systems, economics, entrepreneurship, finance, international business, human resource management, marketing, and sports business. As an alternative to a traditional major, students may also choose to create an individualized program of study in consultation with their advisor. Students choosing to travel this path will declare the Personalized Program of Study (PPS) as an alternative to a traditional major. Detailed information related to each program of study appears in program-specific sections that follow.

### **Undergraduate Transfer and Equivalency Policy**

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

1. Semester credits that are accepted for transfer into the University are calculated on a one-for-one basis. Each transferred quarter hour of credit is awarded 2/3 of a semester hour of credit. Credits taken in any school or college of the University are recognized in all other schools and colleges of the University.
2. Upper-division (300-level) credit will be granted for business courses taken at another regionally accredited four-year institution. Upper-division credit for the business core courses taken at a two-year institution can be obtained by:
  - a. Taking the CLEP test (if available) and earning a score in the 50th percentile or above, or,
  - b. Taking an upper division course (300- or 400-level) in the same discipline and passing with a grade of C or better. This would validate the lower-division course work, thereby satisfying the core requirement. Validation of the course does not reduce the number of upper-division hours needed to graduate.
  - c. Upper-division credit will be granted for BUS 346 taken at a two-year institution.
3. Transfer students entering SSBE with greater than 30 hour of collegiate credit (including AP credit, dual enrollment and G.A.M.E.S. students) including two completed composition courses will be granted transfer credit for INT 101 and WRT 120.

### **Credit-by-Examination**

Credit-by-examination toward undergraduate degrees may be earned through the College Level Examination Program (CLEP). On the general examination, 3 semester hours may be earned on each of two subtests when the percentile score is 50 or above and the score on each subtest is at the 50th percentile or above. On the subject examination, 3 or 6 semester hours (depending on the examination) may be earned if the score meets the 50th percentile. Credits on the general or subject examinations have no grade point values. Credit is awarded to those students who take an Advanced Placement (AP) course and score a three (3) or better on the examination administered by the Educational Testing Service. Applicants should request that The College Board send test results to the Office of Undergraduate Admissions. Credit is awarded for scores of 5, 6, or 7 on the higher level examinations of the International Baccalaureate Program. CLEP credit for courses in the major areas must be approved by the faculty of the academic discipline concerned. An official transcript from the College Entrance

Examination Board must be provided in order for the CLEP credit to be accepted as transfer credit. Students presenting Advanced Placement, CLEP, or International Baccalaureate scores may not receive more than 32 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 32 hours.

### **International Student Services**

The SSBE welcomes international students with Student Visas. International students are encouraged to seek assistance and information from the International Student Advisor in the Office of International Programs.

### **Satisfactory-Unsatisfactory Grading Option**

Students seeking the B.B.A. degree (regardless of grade average or year at Mercer) are permitted to take two courses per year on a satisfactory-unsatisfactory (S-U) basis, with the following restrictions:

1. Required mathematics or computer science courses may not be taken on an S-U basis.
2. No course in accounting, business, economics, finance, management, sports business, marketing, or any course that counts toward either a personalized program of study or major may be taken on an S-U basis, unless the course is graded on a non-optional S-U basis.

Courses that are graded on a non-optional satisfactory-unsatisfactory basis will not count toward the allowable maximum of two per year.

### **Recognition of Scholarship**

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

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

### **Mercer Business Scholars of the University Honors Program (UHP)**

Linda L. Brennan, *Director/Professor of Management*

The Business Scholars track is designed for students who wish to pursue an enriched study in business. This track includes a combination of experiential and service learning with either international business exposure or undergraduate research. In general, Business Scholars students have the opportunity for greater interaction with faculty and business leaders.

Business Scholars must successfully complete the following requirements.

1. Completion of two first year research seminars
2. BUS 102—Meditation Skills for Student Leaders (3 hours)—Second Year, Fall
3. BUS 478 – Business Research (1 hour)—Third Year, Fall and
4. At least two service learning-intensive courses (coded "V").
5. Senior Honors Culminating Project— In addition to an academic internship, (e.g., BUS/ACC 305) Business Scholars have the option to study abroad,



e.g., a Mercer on Mission, Business Studies Abroad, or Semester Exchange Program (hours vary) OR complete an academic research project. Students will then define, develop and present a project in their academic major. The project is expected to relate to the students' study abroad experience or research that relates to the student's academic major. It is determined in consultation with the student's faculty research mentor and the director of the Business Scholars track. Students may choose to register for HON 405 or BUS 494, ACC 494, ECN 494, FIN 494, MKT 494 to earn up to three hours of credit per course as they work on their Senior Project.

In addition, Business Scholars are expected to participate in the following activities.

6. Present work in the Junior and Senior poster exhibit (c.f. BEAR Day).
7. Attend at least two University Honors Program Events & Reflections, or designated SSBE events (e.g., Executive Forum, Economics Speakers series) per year.

**GPA Requirement:** Students are required to maintain a minimum 3.5 cumulative GPA throughout their undergraduate career at Mercer and at graduation. Students who fall below 3.5 at any point in their undergraduate career will be subject to suspension and/or removal from the program. Such cases will be handled on an individual basis in consultation with the Director.

## **Honorary Societies**

### **Beta Gamma Sigma**

Beta Gamma Sigma is the honor society for students enrolled in business and management programs accredited by AACSB International – The Association to Advance Collegiate Schools 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. Students, based on high academic achievement, and tenured business school faculty members are the only ones eligible for membership in the Society. With more than 500,000 members worldwide, the Society's membership comprises the brightest and best of the world's business leaders. Beta Gamma Sigma membership provides recognition for a lifetime. With alumni chapters in major metropolitan areas across the United States, the BGS CareerCentral job board, and the BetaLink on-line membership community, those recognized for their academic achievements at the Stetson School of Business and Economics can continue an active relationship with Beta Gamma Sigma long after graduation. This lifelong commitment to its members' academic and professional success is defined in the Society's mission: "to encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business."

### **Omicron Delta Epsilon**

The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities and among colleges and universities; the publication of the official journal, *The American Economist*; the sponsoring of panels at professional meetings and the Irving Fisher and Frank W. Taussig competitions. Undergraduates must have completed at least 12 hours of economics, have an overall scholastic average of B in economics and an overall average of B, and rank in the upper third of the class.

## **Financial Management Association (FMA) National Honor Society**

Financial Management Association (FMA) National Honor Society is the only National Honor Society specifically for finance students. FMA International, a professional association of academics and practitioners dedicated to the development of financial theory and sound financial practices founded it in 1974. FMA's mission is to provide opportunities for professional interaction among academics, practitioners, and students; promote the development and understanding of research; and enhance the quality of education in finance. The FMA National Honor Society recognizes the best finance students for their academic achievements. By induction into the FMA National Honor Society, students have a means of demonstrating their academic excellence to potential employers. Undergraduate students must have completed at least 6 hours of finance course work, have an overall GPA of 3.5 and an overall GPA of 3.5 in finance coursework, and be of junior or senior class standing.

## **School Honors at Graduation**

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

## **Guaranteed Admission to the Graduate Business Programs**

- A. The Guaranteed Admission Plus Degree (GAPD) Program accepts application from Mercer University undergraduates students and alumni for the following programs: Evening MBA, Full-Time MBA, Online MBA, Master of Accountancy, Dual MBA/MAcc, and the Master of Science in Business Analytics.
  
- B. The Guaranteed Admission Plus Degree (GAPD) Program for BBAs may be granted to students completing a Bachelor of Business Administration (BBA) degree at Mercer University within two years of the completion of the BBA degree. To be considered for guaranteed admission, a student must meet the following the conditions outlined below:
  - a. All BBA degree requirements have been met and a minimum of 30 semester hours of undergraduate coursework must be completed at SSBE and 32 semester hours at Mercer.
  - b. An overall grade point average of 3.0 (including transferred hours)
  - c. An overall grade point average of 3.0 at Mercer University
  - d. An overall grade point average of 3.0 in all business core curriculum courses (including transferred hours)
  - e. An overall grade point average of 3.0 in all business core curriculum courses at Mercer University.
  - f. Earned a minimum grade of C in all business course work at Mercer University.
  
- C. The Guaranteed Admission Plus Degree (GAPD) Program for Non-BBAs may be granted to students completing a non-business undergraduate degree at

Mercer University, within two years of degree completion. To be considered for guaranteed admission, students must meet the following the conditions outlined below:

- a. Undergraduate degree requirements have been met with at least 32 semester hours at Mercer.
- b. Completed a minimum of statistics and pre-calculus, including at least Mat 126 and one of the following: Mat 130 or Mat 133.
- c. An overall grade point average of 3.0 (including transferred hours)
- d. An overall grade point average of 3.0 at Mercer University
- e. An overall grade point average of 3.0 in all business core curriculum courses (including transferred hours)
- f. An overall grade point average of 3.0 in all business core curriculum courses at Mercer University.
- g. Earned a minimum grade of C in all business, math, and major course work at Mercer.

## **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.

## **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 at Mercer or transferred from other institutions. The grades earned in UNV 101 and BUS 305 are not included in this calculation.
3. For students pursuing traditional majors, all courses listed within the requirements must be successfully completed. Additionally, a minimum cumulative grade point average of 2.25 in the total hours taken in any major offered through the Stetson School of Business and Economics with the exception of accounting. A minimum grade point average of 2.5 is required of accounting majors.
4. Completion of the general education requirements.
5. Completion of the communication, mathematics, statistics, and technology courses required for the degree earned.
6. Completion of the courses required in the business core. Accounting majors may double count ACC 421 in the business core and in the major. Economics majors may double count ECN 353 in the business core and in the major.
7. For personalized programs of study, students must successfully complete all courses included in the program of study. Additionally, students must earn a minimum cumulative grade point average of 2.25 in the total hours taken in a Personalized Program of Study.

8. Earn a minimum of 60 semester hours of academic credit in courses other than those that are offered by the Stetson School of Business and Economics, that transfer to Mercer University as business courses, that count toward the business core curriculum, or that are business courses which count toward a major or personalized program of study for the B.B.A. degree. For this purpose, up to 9 semester hours of economics, up to 6 hours of basic statistics, up to 7 hours in mathematics, and up to 3 hours in computer science may count in the minimum of 60 hours required outside of business.
9. Earn a minimum of 30 semester hours from the Stetson School of Business and Economics. Students may count all economics courses taken in the Stetson School of Business and Economics toward meeting this requirement. Courses taken at another school or college of Mercer University, which meet the requirement of a business core curriculum course, will count toward meeting this minimum 30 semester hour requirement.
10. At least 12 of the minimum 15 semester hours in the traditional course component of any major or personalized program of study must be taken in residence at Mercer University.
11. The recommendation of the faculty.

## CURRICULUM

Students seeking the Bachelor of Business Administration (BBA) degree must successfully complete the general education requirements, a business communications course, two or three mathematics courses, at least two courses related to information technology, nine business core curriculum courses, courses in curricular exploration and experiential development, and a primary depth area in a business area. The primary depth area will be in the form of a designated major or a personalized program of study.

### General Education Requirements\*

1. Communication (8 hours)
  - a. Written Communication: GBK 101 or INT 101
  - b. Oral Communication: COM 210 or TCO 141
  - c. Other Communication: WRT 120
2. Religion (3 hours)  
CHR 101; CHR 150; CHR 170; ENG 225; GBK 203; HIS 160; PHI 240
3. Humanities/Fine Arts (6 hours)  
Choose one course from each group.
  - a. Humanities: CHR 210; CHR 270; CLA 101; CLA 102; ENG 224; ENG 226; ENG 233; ENG 234; ENG 235; ENG 237; ENG 263; ENG 264; GBK 202; GBK 305; FLL 195; HIS 110; HIS 145; HIS 165; HIS 176; JMS 220; JMS 225; JMS 230; PHI 176; PHI 190; PHI 230; PHI 260; PHI 265; PHI 269; POL 176; WLT 101;
  - b. Fine Arts: ART 106; ART 107; ART 108; ART 115; ART 116; ART 223; ART 224; ART 225; ART 226; ART 254; MUS 151; MUSC 150; PHO 230; THR 115; THR 218; (3 credit hours may also be selected from the 1-hour music ensembles to meet this requirement: MUS 182; MUS 183; MUS 191; MUS 192; MUS 197; MUS 198)

4. Behavioral/Social Sciences (6 hours)  
Choose any two:  
AFR 190; AFR 210; ANT 101; COM 230; COM 250; ENV 250; GBK 407; GEO 111;  
GHS 200; JMS 101; JMS 240; PHI 237; POL 101; POL/IAF 253; PSY 101; SEP  
200; SOC 101; SOC 210; WGS 180
5. Quantitative Reasoning (3 hours)  
STA 126
6. Scientific Reasoning (including a lab) (4 hours)  
BIO 102; BIO 110; BIO 202; BIOL 101; BIOL 105; CHM 110; CHM 111; CHM 112;  
ENB 150; ENV 105; ENV 110; PHY 102; PHY 105; PHY 108; PHY 109; PHY 115;  
PHY 141; PHY 142; PHY 161; PHY 162

### **Additional Curricular Requirements for Business Preparation (Independent of General Education Requirements)**

Note that courses may not be double-counted here and in General Education.

7. Ethical Understanding and Reasoning (3 hours)  
PHI 195; CHR 330, 335; ENV 344; SEP 215; ECN 450\*\*
8. Multicultural and Diversity Understanding (3 hours)  
CHR 356, 357; AFR 190, 210 230 295, 310, 359, 360; JMS 310; COM 230;  
POL/WGS 310, 314; SOC 295, 313, 315, 322 or 325; MGT 429\*\*
9. Dynamics of the Global Economy (3 hours)  
POL/IAF 253; POL 312, 313, 314; SOC 321; GEO 111; ENV 250; INT 301; GHS  
300; HIS 210 or HIS 324; or MKT/MGT 472\*\*

\*Students may also fulfill the general education requirements by completing the Great Books program, plus the required quantitative and scientific reasoning courses, plus quantitative reasoning and scientific reasoning.

\*\*BBA students may not count these SSBE courses to fulfill these requirements if they are applied to a major or minor.

## **SSBE Business Core Curriculum**

In addition to studies in general education, business students are expected to complete core studies in the areas of business communications, mathematics, quantitative methods, information technology, and core business studies. Information related to the requirements in each of these areas appears below. Depending on the choice of courses and major area of study, students will be required to complete between 52 and 57 credit hours in fulfilling these requirements.

### **Business Communications (3 hours)**

1. BUS 281 Business Communications

### **Mathematics (3-7 hours)**

1. MAT 133 Precalculus
2. MAT 191 Calculus\*\*

\*\*NOTES: MAT 191 is required of economics and finance majors only.

### **Quantitative Methods for Business (3 – 4 hours)**

1. BUS 350 Business Quantitative Analysis OR
2. ECN 353 Econometrics\*\* OR
3. MGT 382 Production Operations Management

\*\* NOTES: ECN 353 is required of economics and finance majors only. BUS 350 is required of accounting and marketing majors. Finance majors may substitute STA 340 Applied Regression Analysis.

### **Information Systems and Technology (6 hours)**

Choose any two courses from the list below: Required technology prerequisites are listed in parentheses, when appropriate. Please note that other prerequisites may exist for these courses.

1. CSC 125 Introduction to Computer Systems OR  
IST 126 Introduction to Information Science and  
Technology
2. CSC 285 Advanced Excel (Prerequisite: CSC 125)
3. IST 220 Introduction to Databases (Prerequisite: CSC 125  
or IST 126)
4. IST 349 Management Information Systems (Prerequisite:  
CSC 125)
5. ACC 421 Accounting Information Systems

### **Core Business Studies (27 hours)**

1. ACC 204 Financial Accounting
2. ACC 205 Managerial Accounting
3. ECN 150 Principles of Microeconomics
4. ECN 151 Principles of Macroeconomics
5. MGT 363 Principles of Management
6. MKT 361 Principles of Marketing
7. FIN 362 Principles of Finance
8. BUS 346 Legal Foundations of Business
9. MGT 498 Strategic Management (Capstone)

### **Curricular Exploratory and Experiential Components (4 hours)**

1. UNV 101 The First-Year Student Experience
2. BUS 305\*\* Gaining Experience
3. BUS 482 Business Education Assessment

\*52-57 Credit Hours Required in the Core, including mathematics, communication, information technology.

\*\*Or ACC 305 or SBM 405, for these respective majors.

## **EXPERIENTIAL LEARNING**

It is important for business students to gain experience outside of the classroom. All students are encouraged to have at least one internship, i.e., career focused experience as well as to participate in any of our study abroad options.

### **Study Abroad Programs**

The Stetson School of Business and Economics offers a variety of opportunities for students to study and intern abroad. Students may elect to go abroad for an entire

semester, at an approved institution. Mercer on Mission trips also provide an excellent opportunity to study and serve abroad.

The short-term Business Study Abroad program offers students an excellent opportunity to study different cultural and organizational perspectives. This international experience, which carries three (3) hours of credit in International Business, includes lectures, case studies, research, and visits to various public and private sector organizations in foreign countries.

### **Academic Internships**

Internships may be combined with coursework to be considered an academic internship, a three (3)-credit course involving reflection, research, performance reporting and professional development exercises. An instructor, in collaboration with the employment sponsor, supervises academic internships.

Arrangements for internships are generally made in coordination with the Office of Career Services, in the Division of Student Life.

### **MAJORS/Personalized Portfolio of Study**

The Stetson School of Business and Economics offers majors in the following areas: accounting, business information systems, economics, entrepreneurship, finance, international business, management, marketing, and sports business. Additionally, students that wish to tailor their program of study to meet unique interests may pursue the personalized portfolio of study (PPS). The PPS affords students the opportunity, in close consultation with an advisor, to create a particular program of study that spans disciplines in order to meet their unique curricular objectives and career focus. Information related to each of these majors and the PPS follow.

### **MINORS**

For students pursuing a bachelor of business administration degree (thereby completing the business core curriculum), minors are offered in the areas of accounting, economics, finance, management, international business, and marketing. Information related to these minors appears in the discipline specific section of this catalog.

For students not seeking a bachelor of business administration degree, minors are offered in the areas of accounting, economics, entrepreneurship, and business administration. A 2.0 grade point average is required to earn a minor.

The requirements for a minor in accounting for the non-business major are: ACC 204, ACC 205, ACC 331, ACC 332 and one other accounting course that should be selected in consultation with an accounting faculty advisor. The following three courses are suggested: ACC 368, ACC 375, and ACC 377.

The requirements for a minor in business administration are: ECN 151, ACC 204, MGT 363, MKT 361, and one other course selected from the curriculum of the school. The fifth course should be selected in consultation with a faculty member in the school.

The requirements for a minor in economics for the non-business major are: ECN 150 and ECN 151, STA 126, and three other economics courses that should be selected in consultation with an economics faculty advisor.

The requirements for a minor in entrepreneurship for the non-business major are: MGT 363, MKT 361, MGT 427, MKT 415\*, and EGR 482 (senior standing or permission).

\* MKT 475 is recommended after MKT 415, but not required, as a two-course sequence.

Courses used for a student's major may not be used toward any of these minors. This double-counting prohibition will not preclude a student from earning one of these

minors under circumstances where his/her major requires that s/he broaden him/herself by taking a depth area, a minor, or professional-area electives over and above the courses required for his/her major. Four of the five courses must be taken in residence.

## Curriculum Comments

Business students should be especially careful in selecting courses each term, even beginning in the freshman year. There are few free elective choices because of the general education requirements, mathematics and computer science requirements, the required business core courses, and the requirements for the major or personalized program of study.

The number of free elective classes is determined by many factors. A student who is not exempt from any courses will have only 8 - 12 hours of totally free electives within the minimum 120 semester hours required for graduation. Students should consult their advisors to determine the number of free electives they may take. Students should review the prerequisites for courses, included with the course descriptions, to ensure that these prerequisites have been satisfied before attempting to register for courses.

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

For special topics and 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 of credit in a student's major or personalized program of study.

"UNV 101: The First-Year Student Experience" is required of all fall freshmen enrolled in the SSBE. The goal of this course is to prepare business students for the journey ahead. The course introduces students to the structure of higher education and specific Mercer policies. It will also orient students to the curricular structure and requirements of all SSBE programs of study.

## Accounting (ACC)

Mercer University offers rigorous and challenging studies in the area of accounting. Successful students are provided with a current treatment of accounting issues leaving them well prepared for graduate studies, and eventually, professional certification. Business students may choose to pursue a major or minor in the area of accounting.

The Accounting Major consists of two components:

### A. Accounting Core (17 credit hours)

- |    |                                |           |
|----|--------------------------------|-----------|
| 1. | Intermediate Accounting I      | (ACC 331) |
| 2. | Intermediate Accounting II     | (ACC 332) |
| 3. | Tax Accounting                 | (ACC 375) |
| 4. | Auditing                       | (ACC 431) |
| 5. | Accounting Information Systems | (ACC 421) |

### B. Accounting Electives (6 credit hours) selected from the following:

- |    |  |           |
|----|--|-----------|
| 1. | Cost Accounting                            | (ACC 377) |
| 2. | Governmental and Not for Profit Accounting | (ACC 411) |
| 3. | Advanced: Consolidation Reporting          | (ACC 436) |



- |    |                       |           |
|----|-----------------------|-----------|
| 4. | Accounting Research   | (ACC 478) |
| 5. | Accounting Internship | (ACC 305) |
| 6. | Special Topics        | (ACC 477) |
| 7. | Advanced Excel        | (CSC 285) |

Special Topics courses are independent studies in areas such as advanced auditing, advanced taxation, advanced managerial accounting, issues in international accounting, advanced theory, accounting research, and forensic accounting.

A minor in the area of accounting is available to students pursuing the Bachelor of Business Administration degree. Requirements for a minor are Intermediate Accounting I (ACC 331), Intermediate Accounting II (ACC 332), and two other accounting electives numbered 300 or higher.

Courses used for a student's major may not be used toward this minor. This double-counting prohibition will not preclude a student from earning one of these minors under circumstances where his/her major requires that s/he broaden him/herself by taking a depth area, a minor, or professional-area electives over and above the courses required for his/her major.

## **Business Information Systems (BIS)**

The business information systems (BIS) major provides the educational background and practical knowledge sufficient to allow for entry-level participation in the application of information technologies in business environments. Students in this major achieve the development of broad knowledge across all traditional business disciplines through the completion of the business core curriculum. Beyond this, students will gain specific knowledge and experience in project development and technology management, hardware, software, and network technologies, database and web development, and information security.

Students seeking the BBA degree with a major in BIS will be required to successfully complete the general education and business core curricula of SSBE. In completing the business core curriculum, students majoring in BIS will be required to successfully complete IST 126 (Introduction to Information Science and Technology) and IST 349 (Management Information Systems). In addition, a total of 19 hours are required to complete the major, as follows:

- |    |                                      |           |
|----|--------------------------------------|-----------|
| 1. | Introduction to Databases            | (IST 220) |
| 2. | Introduction to Networks             | (IST 221) |
| 3. | Introduction to Operating Systems    | (IST 222) |
| 4. | Introduction to Internet Programming | (IST 276) |
| 5. | Information Assurance & Security     | (IST 317) |
| 6. | Dynamic Content Delivery             | (IST 351) |
| 7. | An Experiential Learning project     | (IST 300) |

A minor is not available in the area of business information systems. Full course descriptions for each IST course listed above can be found in the College of Liberal Arts section of this bulletin.

## **Economics (ECN)**

The Economics Department develops in students both a theoretical and practical understanding of the social science of economics. The program is rich in practical content, application and student-faculty interaction. Students successfully completing our program should be well prepared for graduate studies, policy-oriented research,

consulting activities, and/or other non-academic employment across a multitude of industries.

Students seeking a Bachelor of Business Administration degree with a major in economics through the Stetson School of Business and Administration will be required to successfully complete the general education and business core curricula of SSBE including ECN 353. Beyond this, a total of 22 credit hours are required to complete a major in economics. Specifically, students pursuing a major in economics will be required to successfully complete the following courses:

1. Intermediate Microeconomics (ECN 302)
2. Intermediate Macroeconomics (ECN 303)
3. Calculus I (MAT 191)
4. Econometrics (ECN 353)
5. Three additional ECN courses numbered 300 or higher. Each of these courses must be at least 3 credit hours in duration. Courses should be selected in consultation with the student's academic adviser.

A minor in economics for students pursuing the Bachelor of Business Administration degree consists of a total of 15 credit hours. All students are eligible to pursue a minor in economics. Specifically, students pursuing a minor in economics will be required to complete the following courses:

1. Principles of Microeconomics (ECN 150)
2. Principles of Macroeconomics (ECN 151)
3. Elementary Statistics (STA 126)
4. Three additional ECN courses numbered 300 or higher. Each of these courses must be at least 3 credit hours in duration. Courses should be selected in consultation with the student's academic adviser.

Courses used for a student's major may not be used toward this minor. This double-counting prohibition will not preclude a student from earning one of these minors under circumstances where his/her major requires that s/he broaden him/herself by taking a depth area, a minor, or professional-area electives over and above the courses required for his/her major.

Students who earn at least 15 hours in economics and maintain an overall grade point average of at least 3.0 and a grade point average in all economics courses taken of at least 3.0 will be eligible for admission to Omicron Delta Epsilon, an internationally recognized honor society in economics.

## Entrepreneurship (ENT)

Successful entrepreneurs combine creative thinking with a strong foundation in business to address a need or opportunity in an innovative context. Sometimes these competencies are addressed by a combination of personalities on an entrepreneurial team, but an individual may also imbue them. The SSBE major in Entrepreneurship is designed to give individuals the benefits of all three perspectives: a business foundation, design thinking, and an innovative context. The innovative context is a minor area of study, not necessarily in SSBE, in which to examine opportunities and identify needs. Accordingly, a major in Entrepreneurship in the BBA requires the following courses (note all pre-requisites are required in the business core studies for all BBA students):

1. Intermediate Accounting (ACC 331)  
(Pre-requisites: ACC 204 and 205)
2. Investments (FIN 404)  
(Pre-requisite: FIN 362)

3. Marketing Research\* (MKT 415)  
(Pre-requisite: MKT 361)
4. Entrepreneurship (MGT 427)  
(Pre-requisites: MGT 363 and MKT 361)
5. One 3 credit hour course in design thinking  
(e.g., ART116C Fundamentals of Design, EGR 107 Introduction to Engineering Design) or a design course with approval from the Associate Dean of SSBE.
6. In addition, students are expected to earn a minor in a field that provides an innovative context; this might be a business-related minor, but may also extend to minors offered by the other undergraduate schools on the Macon campus. The requirements of these minors are described in the schools' corresponding sections of this catalog.

## Finance (FIN)

The major in finance provides a rigorous and broad treatment of capital markets, portfolio theory, corporate finance, security valuation, derivatives, international finance and mergers and acquisitions. Students successfully completing the major should be well prepared for graduate studies in Finance and the CFA Level 1 exam. Completion of this major also prepares students for various positions in the financial sector (for example, banking, insurance, securities trading, real estate) and for finance positions in corporations and government organizations.

Students seeking a Bachelor of Business Administration degree with a major in finance will be required to successfully complete the general education and business core curricula of SSBE including ECN 353 or STA 340. The first required finance course for the major, FIN 362 (Principles of Finance) is included in the business core curriculum. Beyond this, a total of 22 hours are required to complete a major in finance. Specifically, students pursuing a major in finance will be required to successfully complete the following courses:

1. Corporate Finance (FIN 463)
2. Investments (FIN 404)
3. Integrated Case Studies in Finance (FIN 498)
4. Calculus I (MAT 191)
5. Three additional FIN courses numbered 400 or higher.  
Each of these courses must be at least 3 credit hours in duration. Intermediate Accounting II (ACC 332) may be used as one of the three finance electives. Courses should be selected in consultation with the student's academic adviser.

Minors in finance are available to students pursuing a Bachelor of Business Administration degree. Beyond the requirements of the business core curriculum, which includes FIN 362 (Principles of Finance), a minor in finance consists of a total of 12 credit hours. Specifically, students pursuing a minor in finance will be required to complete the following courses:

1. Corporate Finance (FIN 463)
2. Investments (FIN 404)
3. Two additional FIN courses numbered 400 or higher.  
Each of these courses must be at least 3 credit hours in duration. Intermediate Accounting II (ACC 332) may be used as one of the two finance electives. Courses should be selected in consultation with the student's academic adviser.

Courses used for a student's major may not be used toward this minor. This double-counting prohibition will not preclude a student from earning one of these minors under circumstances where his/her major requires that s/he broaden him/herself by taking a depth area, a minor, or professional-area electives over and above the courses required for his/her major.

## **International Business (INB)**

The major in international business provides students with the educational background, practical knowledge, and engaged experiences to prepare them for employment opportunities related to international business or international affairs. These opportunities may be in the United States or abroad, and may be with traditional profit seeking firms, non-profit entities, or government agencies. Students excelling in this major should also be well positioned for graduate studies in international business.

Students seeking a Bachelor of Business Administration degree with a major in international business will be required to successfully complete the general education and business core curricula of SSBE. Beyond this, a total of 30 to 41 credit hours are required to complete a major in international business. These courses will be attained in two distinct areas: a common core area and a supplemental depth track, chosen by the student. Specifically, students pursuing a major in international business will be required to successfully complete the following courses:

### **Common Core for Major: (12 hours)**

- |   |               |
|---|---------------|
| 1. International Economics                | (ECN 441)     |
| 2. International Finance                  | (FIN 451)     |
| 3. International Management and Marketing | (MKT/MGT 472) |
| 4. Seminar in Economic Growth             | (ECN 448) OR  |
| Intermediate Macroeconomics               | (ECN 303)     |

### **Track Designation: (9 hours (minimum requirement))**

Students pursuing an international business degree will be required to declare and pursue studies in a "track" designed to provide supporting depth knowledge within a particular discipline. Generally, each track will consist of at least 9 credit hours of upper division course work. Satisfactory performance in the track courses will be required to complete the major. Thus, at the time the major is declared, the student will choose a desired track. Faculty within disciplines will decide what the curricular requirements will be for a specified track in consultation with the student. Courses within the track should be, to the best possible extent, courses that would add value to the marketability and expected productivity of a student in pursuit of activities in the area of international business. Tracks available include:

1. Economics
2. Finance
3. Marketing
4. Management
5. Foreign affairs/International relations track

### **Additional Requirements for the International Business Major:**

Language Requirement: Students must complete FLL 111-112 and FLL 251-252; or satisfy the equivalent based on university and departmental requirements.

Students whose primary language is other than English will not be required to complete this requirement. Determination as to whether this is applicable will follow norms and regulations established in the College of Liberal Arts.

### **Experiential Component:**

Students must complete one of the two curricular requirements below:

1. Business Studies Abroad (BUS 413) OR
2. Any Mercer University Study Abroad Experience (outside of SSBE) AND BUS 305 (Business Internship)

Minors in international business are also available to students pursuing a Bachelor of Business Administration degree. Beyond the requirements of the business core curriculum, which includes all necessary prerequisites for the courses listed below, a minor in international business consists of a total of 9 credit hours. Specifically, students pursuing a minor in international business will be required to complete the following courses:

1. International Economics (ECN 441)
2. International Finance (FIN 451)
3. International Management and Marketing (MKT/MGT 472)

Courses used for a student's major may not be used toward this minor. This double-counting prohibition will not preclude a student from earning one of these minors under circumstances where his/her major requires that s/he broaden him/herself by taking a depth area, a minor, or professional-area electives over and above the courses required for his/her major.

## **Human Resource Management (MGT)**

The human resource management program prepares students to be managers who may work within or oversee other business disciplines (e.g., accounting, economics, finance, marketing, information system, etc.), allowing students to specialize both in management and other fields of interest. Managerial expertise is also transferrable across industries, including for-profit and non-profit organizations.

Managers must learn how to lead, organize, plan, and monitor the performance of the workplace. They learn to work with individuals, groups, and teams; manage internal change; monitor changing economic conditions; and find ways to evaluate effectiveness in a variety of ways. The course offering at Mercer provides students with opportunities to learn through classroom experience, special project, and real-world opportunities.

Students pursuing a major in human resource management will be required to successfully complete the following courses:

1. Employment Law (BUS 348)
2. Organizational Behavior (MGT 423)
3. Human Resource Management (MGT 429)
4. Labor/Management Relations (MGT 433)
5. Two additional 300-400 level courses from any business discipline

Minors in management are available to students pursuing a Bachelor of Business Administration degree. Students are required to complete the business core curriculum, which include MGT 363 (Principles of Management) and MGT 498 (Strategic Management and Business Policy). Beyond this, the minor in management consists of a total of 9 additional credit hours of study in the area of management. In general, students may choose any upper division management courses in fulfilling the

requirements of the minor. Each upper division management course selected must be at least 3 credit hours in duration.

Courses used for a student's major may not be used toward this minor. This double-counting prohibition will not preclude a student from earning one of these minors under circumstances where his/her major requires that s/he broaden him/herself by taking a depth area, a minor, or professional-area electives over and above the courses required for his/her major.

## Marketing (MKT)

Marketing emphasizes the study and understanding of forces that have impact on the potential customer, and the marshaling of resources to best serve selected target markets to achieve organizational objectives. This includes a concern for the development of product policies and strategies, as well as distribution, promotion, and pricing strategies. The major in marketing, offered through the Stetson School of Business and Economics of Mercer University, is designed to provide students with strong theoretical, practical, and experiential knowledge in these areas.

Students seeking a Bachelor of Business Administration degree with a major in marketing will be required to successfully complete the general education and business core curricula of SSBE. The first required marketing course for the major, MKT 361 (Principles of Marketing) is included in the business core curriculum. Beyond this, a total of 18 credit hours are required to complete a major in marketing. Specifically, students pursuing a major in marketing will be required to successfully complete the following courses:

1. Marketing Research (MKT 415)
2. Strategic Marketing Management (MKT 475)
3. Consumer Behavior (MKT 442)
4. Three additional courses additional MKT courses numbered 400 or higher or MGT 427.

Each of these courses must be at least 3 credit hours in duration. Courses should be selected in consultation with the student's academic adviser. No more than 3 credit hours can be earned in special topics or individualized research courses.

Minors in marketing are available to students pursuing a Bachelor of Business Administration degree. Beyond the requirements of the business core curriculum, which includes MKT 361 (Principles of Marketing), a minor in marketing consists of a total of 9 credit hours. The additional courses that are required of marketing minors are listed below.

1. Marketing Research (MKT 415)
2. Strategic Marketing Management (MKT 475)
3. Consumer Behavior (MKT 442)

Courses used for a student's major may not be used toward this minor. This double-counting prohibition will not preclude a student from earning one of these minors under circumstances where his/her major requires that s/he broaden him/herself by taking a depth area, a minor, or professional-area electives over and above the courses required for his/her major.

## Sports Business (SBM)

The Sports Business program at Mercer University will offer a comprehensive curriculum with an integrated business approach and a sports emphasis. The Mercer

University program offers students, in a hands-on environment, the opportunity to earn their degree in Sports Business. Focusing on research, marketing, event management and law and ethics, the Mercer University Sports Business program provides students with the skills and business background to develop careers in the growing field of sport.

Mercer offers a sports business degree that emphasizes the business of sport. Students seeking a Bachelor of Business Administration degree with a major in sports business will be required to successfully complete the general education and business core curricula of SSBE. In addition, students will be required to complete 27 additional hours of sports related courses, including a comprehensive internship in a sports business environment. The specific requirements for the major are:

1. Sports Economics (ECN 436)
2. Professional Selling (MKT 420)
3. Sports Law (SBM 321)
4. Sports Marketing and Research (SBM 460)
5. Facilities Management (SBM 320)
6. Event Marketing/Mgmt (MGT 420)
7. Internship (SBM 405)
8. Two approved electives related to the students specific curricular interests. These electives must be approved by the Associate Dean for Programs prior to student enrollment. Each of these elective courses must be at least 3 credit hours in duration.

A minor is not available in the area of sports business.

## Personalized Program of Study (PPS)

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

Students seeking a PPS as their major program of study are subject to the same requirements as any other BBA major, including the general education distribution, mathematics and information systems and technology courses, and the business core curriculum. In addition, students create their own portfolios of study by selecting at least six (6) 300-400 level courses from one or more business disciplines, which might include a minor in a particular area. Free electives are taken as needed to reach the required total hours and grade point requirements for graduation.

## COURSES OF INSTRUCTION

For students' planning purposes, course frequency is noted with descriptions, but is subject to change. Courses indicated by (At!) at the end of the description normally are offered only on the Cecil B. Day Campus in Atlanta. Courses offered in the evening program are listed in the regional academic centers' catalog.

### ACCOUNTING (ACC)

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

NOTE: CSC 125 or INSY 102 is recommended prior to enrolling.

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. (Every semester)

**ACC 205. Introductory Managerial Accounting (3 hours)**

Prerequisite: ACC 204.

This course provides 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. (Every semester)

**ACC 305. Gaining Accounting Experience (3 hours)**

Prerequisites: Junior standing, and 9 or more credit hours in business.

This course is offered as an alternative to BUS 305 in course name only for accounting students. Accounting students successfully completing this course may include their accounting internship experience as one of the prerequisite courses needed for professional certification. To register and receive credit for ACC 305 the student must have an approved internship with accounting related duties. The course content and requirements are the same as BUS 305. Please view the course description of BUS 305 for additional information related to this course. ACC 305 may be repeated only with permission from the Office of the Associate Dean. (Every semester)

**ACC 331. Intermediate Accounting I (4 hours)**

Prerequisites: ACC 204 and 205.

This course presents a study of the theory and principles governing the collection and summarization of financial data for the preparation of the income statement, balance sheet, and statement of cash flows. This course will focus on the construction of financial statements, issues involving revenue recognition, and accounting for cash, receivables, inventory, property, plant, equipment, and intangible assets. (Every fall)

**ACC 332. Intermediate Accounting II (4 hours)**

Prerequisite: ACC 331.

ACC 332 is a continuation of ACC 331. This course will address current and non-current liabilities, shareholder equity, dilutive securities and earnings per share, investments, GAAP treatment of income taxes, pensions, leases, accounting changes, and disclosure requirements. (Every spring)

**ACC 341. Fraud Examination (3 hours)**

Prerequisites: ACC 331 and BUS 346, or consent of the instructor.

The course will cover the principles and methodology of fraud detection and deterrence. Course content will include such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses. (As needed)

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

Prerequisite: ACC 204 or the equivalent.

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

**ACC 375. Tax Accounting (3 hours)**

Prerequisites: ACC 204 and 205.

This course is a study of the basic principles and concepts of federal income taxation of individuals. This includes brief coverage of federal taxation of the following business



entities: sole proprietorships, partnerships and limited liability entities, C corporations, and S corporations. (Every fall)

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

Prerequisites: ACC 204 and 205.

This course is 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 of study are: process, job order, standard, functional relationships, and budgeting. (Every year)

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

Prerequisites: ACC 204, 205 and 331.

This course provides students the opportunity to study of the principles of fund accounting for, and financial reporting by, not-for-profit and governmental entities. (Every spring)

**ACC 421. Accounting Information Systems (3 hours)**

Prerequisite: ACC 331.

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. (Every fall)

**ACC 431. Auditing (3 hours)**

Prerequisites: ACC 331; STA 126 or 320.

Corequisite: ACC 332 or consent of the instructor.

This course focuses on the objectives, standards, and procedures involved in examining and reporting on financial statements of business organizations by independent auditors. (Every spring)

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

Prerequisites: ACC 331 and 332, or consent of the instructor.

The course represents a study of the theory and principles of accounting for business combinations, the preparation of consolidated financial statements, branch accounting, accounting for partnerships, accounting for international operations, and accounting for governmental and nonprofit organizations. (As needed)

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

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

An intensive study of some significant topic in accounting that is not otherwise covered by the school's course offerings. Topics will be chosen in consultation with students who register for the course. (As needed)

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

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

This is research-oriented course focusing on an important topic in accounting that is not otherwise covered by the school's offerings. The course features student research, independent study, and discussion. (As needed)

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

Prerequisite: admission to the honors program.

Students enrolled in this class will engage in 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. (As needed)

## **BUSINESS (BUS)**

### **UNV 101BUS. The First-Year Student Experience (1 hour)**

Prerequisite: This course is open only to first-semester freshmen in SSBE.

The goal of this course is to prepare business students for the journey ahead. It introduces students to the structure of higher education and to specific Mercer policies. Issues such as successful study skills, cultural diversity, critical thinking, ethics, personal relationships, health, and safety are introduced and discussed. It will also orient students to the business curriculum and acquaint them with academic and support resources in SSBE. Students are evaluated on a S/U grade basis.(Every fall)

### **BUS 102. Mediation Skills for Student Leaders (3 hours)**

This course is particularly relevant for students active in campus leadership and seeking to learn how best to serve their communities upon graduation. Participants will: (1) increase their understanding of conflict and the role of mediation, (2) develop skills to enhance their ability to use mediation to empower others, and (3) engage diverse groups and communities to help identify common interests and develop transformative processes of change. Priority registration is given to Business Scholars and others in the University Honors Program. The course will require a team-based, service-learning project. (This course does not count toward any business major or minor.) (Every fall)

### **BUS 281. Business Communication and Report Writing (3 hours)**

Prerequisites: INT 101 and sophomore standing.

Intensive instruction and practice in the organization, content, and style of business letters and reports. Letters of inquiry, refusal, persuasion, credit, and collection, as well as oral communication, job application letters with resumes, sales letters, and basic forms of business reports, are studied in the course. (Every semester)

### **BUS 305. Gaining Experience (3 hours)**

Prerequisites: Junior standing, and 9 or more credit hours in business.

This course is designed to support a student as he or she gains real-world exposure by means of reading, discussion, and practical work experience. The student will be involved in an internship or co-op directly related to his or her current or expected postgraduate employment, thus creating opportunities for examining the fit between personal gifts, desires, and expectations and the realities of the workplace. Students will examine ways in which one's work may become a meaningful experience. It is recommended that this course be taken in the second semester of the junior year or the first semester of the senior year. BUS 305 may be repeated only with permission from the Office of the Associate Dean. (Every semester)

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

Prerequisite: earned 12 academic hours.

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

### **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 an accounting major would find on the law part of

the CPA examination. These areas include: contracts, the Uniform Commercial Code, sales, commercial paper, debtor-creditor relationships, bankruptcy, business organizations, government regulation of business, and real and personal property. (As needed)

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

Prerequisites: ECN 150; MAT 133, and STA 126 (or equivalent).

In this course, an emphasis will be placed on the practical application of quantitative analysis as it is 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. (Every year)

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

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

Travel to a foreign country is 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 of the trip and are required to attend lectures on different topics prior to the trip. A research topic will be chosen based on each 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 their return to Atlanta/Macon. Direct costs, such as airfare, meals, and lodging, are added to normal tuition charges. (Summer) (As needed)

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

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

This course provides a framework for an intensive study of some significant topic in business that is not otherwise covered by the school's course offerings. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

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

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

This course provides a framework for a research-oriented study of an important topic in business that is not otherwise covered by the school's offerings. The course features student research, independent study, and discussion. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

**BUS 482. Business Education Assessment (0 hour)**

Corequisite: MGT 498

This exam is administered at the end of the students' business core studies. It is used to evaluate students' abilities against learning objectives and is intended for assurance of learning. No grade is assigned. (Every semester)

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

Prerequisite: admission to the honors program.

This course requires 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. (As needed)

**ECONOMICS (ECN)**

**ECN 150. Principles of Microeconomics (3 hours)**

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

This course requires the 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. (Every semester)

**ECN 151. Principles of Macroeconomics (3 hours)**

Prerequisite: mathematics competency or completion of a college mathematics course. The course requires 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. (Every semester)

**ECN 198. Special Introductory Topics in Economics (3 hours)**

Study of an introductory topic in Economics not covered in any of the departmental offerings. This course may be applied to the Economics major or minor. (Occasionally)

**ECN 302. Intermediate Microeconomic Theory (3 hours)**

Prerequisites: ECN 150, 151 and junior status (or consent of instructor). This course requires the 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. (Every fall)

**ECN 303. Intermediate Macroeconomic Theory (3 hours)**

Prerequisites: ECN 150, 151 and junior status (or consent of instructor). This course requires the study of the forces determining the level of income, employment, and prices. Monetary theory and the theory of economic fluctuations are reviewed, and public policies dealing with level-of-income and with aggregate economic welfare are examined. (Every spring)

**ECN 353. Introduction to Econometrics (3 hours)**

Prerequisites: ECN 150, 151, STA 126 or MAT 320, MAT 191, and junior status (or consent of instructor).

This course requires the study of the methods of empirically verifying economic theory. The course will include the estimation of single and multiple equation models that are often used in economic analysis. 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. (Every fall)

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

Prerequisites: ECN 150 and ECN 151. This course offers students the opportunity to study a variety of important social and economic phenomena in urban and regional settings. Topics covered in this course include an economic analysis of poverty, housing, land use, transportation, and public services, with special references to social problems arising from the uneven distribution and immobility of resources. (As needed)

**ECN 436. Economics of Sports (3 hours)**

Prerequisites: ECN 150 and ECN 151. This course examines economic issues pertaining to professional and amateur sports. Microeconomic theory is extended into this area of interest. Topics covered include the expansion of leagues, the economic impact of new stadiums, the economics of the media and sport, labor market issues of free agency, NCAA rules and collegiate sports. (Every year)

**ECN 437. Law and Economics (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course uses the tools of microeconomics to examine the effects of different legal rules, the efficiency of legal outcomes, and the economics of social and legal norms. The philosophies of judicial activism and rule-based law will be compared and contrasted. The economics of contracts, torts, property law, and antitrust law will also be explored. (As needed)

**ECN 438. Public Finance (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course is a survey of public economics theory. Topics include social welfare, taxation, public goods, voting efficiencies, and the role of government. (As needed)

**ECN 441. International Economics (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course is a study of the theory and mechanisms of international trade and the international monetary mechanism. Barriers to the movement of goods and services, and recent developments in the international organizations aimed at relaxing restrictions, are also studied. Credit may not be earned in both ECN 441 and ECN/FIN 444. (Every fall)

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

Prerequisites: ECN 150 and ECN 151.

This course focuses on the economic behavior of labor markets. It includes a study of major labor issues in the United States and the social and economic policies affecting the labor movement. The economic organization of labor organizations and trade unionism will also be covered. The treatment of this area will also include discussions of recent and pending legislation in the states and nation. (As needed)

**ECN 445. Industrial Organization (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This course focuses on the industrial organization and government regulation of business enterprises, market structures. The course will focus on analyzing the conduct and performance of firms operating within various competitive environments. Particular attention will be given to the development and impact of antitrust regulation. (As needed)

**ECN 448. Seminar in Economic Growth (3 hours)**

Prerequisites: ECN 150 and ECN 151.

This is a seminar in the economic analysis of economic growth. Areas of emphasis are as follows: nature of growth; what is not growth; importance of growth; the physical environment issue; growth over time and among nations; sources of growth; theories of growth and supporting empirical evidence; interaction of growth with economic stability and income distribution; and institutional, monetary, and fiscal policies related to growth. (Occasionally)

**ECN 450. The Economic and Moral Foundations of Capitalism (3 hours)**

Prerequisites: ECN 150 and ECN 151.

The course examines the interrelationship between economics and ethics. It sheds light on how an understanding of economics can lead to more ethical choices, and it also looks at how ethical ideas shape economic life. The course examines a number of topics, including justifications for property rights, the controversy over income inequality, the role of profits in an economic system, self-interest versus selfishness, social entrepreneurship, public aid and welfare, and many other topics. (As needed)

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

Prerequisites: ECN 150 and ECN 151.

This course is an examination of the interrelationship that 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 ability of free markets to allocate scarce environmental resources efficiently, across both space and time, among competing uses. (As needed)

**ECN 456. Readings in Political Economy (1 hour)**

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

The course is a seminar that focuses on current research in political economy. Students read current literature dealing with issues of political economy. Authors visit throughout the semester. Students can take the class up to three times. Hours in this class do not count toward upper level economics elective requirement. (As needed)

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

Prerequisites: ECN 150 and ECN 151.

This course provides an intensive study of some significant topic in economics that is not otherwise covered by the school's course offerings. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

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

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

This course is a research-oriented course focusing on an important topic in economics that is not otherwise covered by the school's offerings. The course features student research, independent study, and discussion. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

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

Prerequisite: admission to the honors program.

This course requires 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. (As needed)

**FINANCE (FIN)**

**FIN 211. Personal Finance (3 hours)**

Prerequisite: ECN 150 Principles of Microeconomics.

This is an introductory course dealing with application of financial principles to personal and household decision making, stressing on integration of knowledge in issues relating to preparation of Personal Financial Plan (PFP), borrowing, spending, short and long-term investments, income tax and estate planning, retirement, portfolio management and risk management.

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

Prerequisites: ACC 204 and MAT 133.

This course is taught from the viewpoint of a corporate financial manager trying to maximize stockholder wealth. Topics covered include functions of finance manager, agency problem, time- value of money, risk and return, bond and stock valuation, capital budgeting, cost of capital, and dividend policy. (Every semester)

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

Prerequisites: FIN 362 and STA 126.

The purpose of the course is to evaluate the various financial investments that are available to the investor and to emphasize the risk-return trade off. The main topics covered in the course are stock and bond analysis, securities markets, efficient market hypothesis, behavioral finance and technical analysis. By the end of the course you should have a good understanding of the how the security markets function, the concept of risk and return and how to develop investment strategies. (Every fall)

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

Prerequisites: FIN 362 and STA 126.

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. (Every spring)

**FIN 461. Security Valuation (3 hours)**

Prerequisites: FIN 362 and STA 126.

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. (Occasionally)

**FIN 463. Corporate Finance (3 hours)**

Prerequisites: FIN 362 and STA 126.

The course is an in depth 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. (Every fall)

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

Prerequisite: FIN 362.

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

**FIN 470. Derivative Securities (3 hours)**

Prerequisites: FIN 362, STA 126, and (MAT 141 or MAT 191).

This course provides an introduction to various derivative securities. Basic valuation concepts and the use of derivatives for speculative purposes, hedging purposes, and arbitrage are discussed. Special focus is placed on how financial arbitrage is used to price derivatives. The course will also cover implementation of derivatives trading strategies, the functions of derivatives in securities markets, and innovations in derivative markets. (Every year)

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

Prerequisites: FIN 362 and STA 126

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. (Every year)

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

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

This course provides an intensive study of some significant topic in finance that is not otherwise covered by the school's course offerings. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

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

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

This course is a research-oriented course focusing on an important topic in finance that is not otherwise covered by the school's offerings. The course features student research, independent study, and discussion. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

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

Prerequisite: admission to the honors program.

This course requires 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. (As needed)

**FIN 498. Integrated Case Studies in Finance (3 hours)**

Prerequisites: FIN 404, FIN 463, and senior standing.

Emphasis is on corporate financial decision-making through integrated case study analysis that requires integration of the central areas of finance including but not limited to corporate finance, investments analysis, and portfolio and risk management. (Every spring)

**MANAGEMENT (MGT)**

**MGT 250. CEO Leadership Series (1 hour)**

This leadership seminar features lectures by and meetings with chief executive officers of local business and not-for-profit entities. Speakers will vary from year to year. Written reports are required. This course does not count toward any major or minor. (Occasionally)

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

Prerequisite: earned 12 academic hours.

This course provides an overview of organizational behavior in business. Students are introduced to the theory and practice for individual, group, and organizational influences on human behavior in relation to management in organizations. Specific topics include perception, personality, motivation, job satisfaction, teamwork, conflict resolution and communication processes. The topics are treated at the individual, group, and organization level to prepare students for the challenges of management. (Every semester)

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

Prerequisites: MGT 363, MAT 133 and STA 126.

In this course, students will analyze production and service operation systems and their relationships with all other functions and activities in an organization. Deterministic and probabilistic models will be used to support decision making. (Every year)



**MGT 420. Event Management (3 hours)**

Prerequisites: MGT 363, MKT 361, and senior standing.

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. (Every year)

**MGT 423. Organizational Behavior (3 hours)**

Prerequisite: MGT 363.

This is an advanced course which builds upon the organizational behavior topics introduced in MGT 363. 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 also include job design, climate, culture, power and politics. (Every year)

**MGT 424. Organization Theory (3 hours)**

Prerequisite: MGT 363.

This course is a philosophical and sociological study of organizations. Particular attention will be given to various ways to make sense of organization theory from a historical perspective. Topics such as organizational structure, design, systems, materiality, technology, culture, power, knowledge, change, and innovation are approached from different theoretical perspectives. Students are encouraged to critically reflect about how these topics relate to organizational dynamics and development. (Occasionally)

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

Prerequisites: MGT 363 and MKT 361.

An 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. (Every semester)

**MGT 428. Leadership (3 hours)**

Prerequisite: MGT 363.

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

**MGT 429. Human Resource Management (3 hours)**

Prerequisite: MGT 363; MGT 423 recommended.

This course provides a framework for studying 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. (Every year)

**MGT 433. Labor-Management Relations (3 hours)**

Prerequisite: MGT 363.

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

**MGT 434. Management Evolution and Trends (3 hours)**

Prerequisite: MGT 363.

The course examines the chronological development of the major contributions to management thought and tenets. Special attention is given to making students aware of the reasons most management practices and special techniques are utilized. A wide range of readings is used to expose each student to the contributions of other sciences and disciplines to the field of management. (Atlanta Campus)

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

(Cross-listed with MKT 472)

Prerequisites: MGT 363 and MKT 361.

The course provides the opportunity to study, at an advanced level, the major marketing and management issues and opportunities facing business managers in an international setting. Primary emphasis is on the study of developing and adjusting strategies, in light of home and host countries' incentives and restrictions, to meet corporate objectives. Students may not receive credit for both MGT 472 and MKT 472. (Every year)

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

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

This course provides an intensive study of some significant topic in management that is not otherwise covered by the school's course offerings. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

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

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

This is a research-oriented course focusing on an important topic in management that is not otherwise covered by the school's offerings. The course features student research, independent study, and in depth discussions. (As needed)

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

Prerequisite: admission to the honors program.

This course requires 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. (As needed)

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

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

This course focuses on confronting the problems and challenges of business organizations from the point-of-view of the chief executive officer. Students will be required to provide written analyses of in-depth cases that require each student to view decisions in terms of their impact on the total organization. Oral discussion and conceptual skills are also stressed. (Every semester)

**MGT 499. Management Simulation (3 hours)**

Prerequisite: completion of the entire business core.

This course is a management simulation through the use of a computer model. Students are divided into teams, for decision-making purposes, and compete with other teams in the playing of the game. Students learn to use quantitative tools to make management decisions in a simulated business environment. Specific tools discussed are: (1) linear regression, (2) EOQ models, (3) linear programming, and (4) capital budgeting. Discussion of Break-even Analysis and Critical Path and PERT Programming is also included. This course is ordinarily taken late in the senior year. (Atlanta campus)

## **MARKETING (MKT)**

### **MKT 361. Principles of Marketing**

**(3 hours)**

Prerequisite: earned 12 academic hours.

This course focuses on the role of the marketing function in planning and implementing objectives of the firm. Topics include analysis of consumer markets, industrial markets, channels of distribution, product and pricing policies, sales forecasting, promotion, and control. (Every semester)

### **MKT 415. Marketing Research**

**(3 hours)**

Prerequisites: MKT 361 and STA 126.

This course is a study of the methods and procedures designed to provide management with information on decisions made. The gathering and analysis of data in business and public organizations are heavily emphasized. Topics include the use of secondary data, and appropriate sampling and research methodologies for collecting primary data. (Every fall)

### **MKT 417. Advertising**

**(3 hours)**

Prerequisite: MKT 361 and MKT 442.

The course surveys the nature, procedure, practices, and results of advertising from the marketing perspective. It focuses on the formulation of advertising strategies and includes discussions 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. (Every spring)

### **MKT 420. Professional Selling**

**(3 hours)**

Prerequisite: MKT 361.

This course helps students develop an understanding of the personal selling process and its role within the marketing and promotional mix of a 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. (Every semester)

### **MKT 442. Consumer Behavior**

**(3 hours)**

Prerequisite: MKT 361.

This course examines behavioral science research findings, principles, and theories, especially those from psychology, sociology and anthropology. Specific topics include consumer motives, attitudes, expectations, involvement, culture, family influence, and consumer decision making behavior. A variety of learning strategies are utilized to develop the skills necessary to develop creative marketing strategies that are applicable in specific consumer situations. (Every fall)

### **MKT 472. International Management and Marketing**

**(3 hours)**

(Cross-listed with MGT 472)

Prerequisites: MGT 363 and MKT 361.

The course provides the opportunity to study, at an advanced level, the major marketing and management issues and opportunities facing business managers in an international setting. Primary emphasis is on the study of developing and adjusting strategies, in light of home and host countries' incentives and restrictions, to meet corporate objectives. Students may not receive credit for both MGT 472 and MKT 472. (Every year)

### **MKT 475. Marketing Management**

**(3 hours)**

Prerequisites: MKT 361, MKT 415, MGT 363, STA 126, and MAT 141 (or MAT 191), and senior standing.

This course provides students the opportunity to study, at an advanced level, the major issues and problem areas facing marketing executives with an emphasis on policy-setting. Public and non-profit organizations will be included in the discussions, with strong consideration of the consumer, legal, economic, and political environments and their impacts on decision-making. (Every spring)

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

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

This course provides an intensive study of some significant topic in marketing that is not otherwise covered by the school's course offerings. Topics will be chosen by faculty in consultation with students who register for the course. (As needed)

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

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

This is a research-oriented course focusing on an important topic in marketing that is not otherwise covered by the school's offerings. The course features student research, independent study, and in depth discussions. (As needed)

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

Prerequisite: admission to the honors program.

This course requires 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. (As needed)

**SPORTS BUSINESS (SBM)**

**SBM 320. Facilities Management (3 hours)**

Prerequisite: MGT 363.

This course provides students with fundamental knowledge and skills in designing and managing sport and recreational facilities and organizing sport events. This course includes facility requirements and enhancements for both indoor and outdoor areas, planning for events from routine athletic schedules to special events and tournaments, scheduling of facilities and events, and equipment management. Attention is given to the Americans with Disabilities Act regulations, as well as maintenance of both facilities and equipment. Woven throughout the course are issues of liability and risk management. (Every year)

**SBM 321. Sports Law (3 hours)**

Prerequisite: BUS 346.

This course explores the evolution of legalities within the dynamic sports landscape, highlighting the blurring line between amateur and professional athletics. The course content focuses on legal foundations, supported by actual case studies, examining how litigation and legislation continue to shape the ever-changing sport industry in a global society. (Every year)

**SBM 405. Sports Internship (3 hours)**

Prerequisite: Senior standing.

This course is designed to support a student as he or she gains real-world exposure through reading, discussion, and practical work experience in a sports-related industry. The student will be involved in an internship or co-op directly related to his or her current or expected postgraduate employment, thus creating opportunities for examining the fit between personal gifts, desires, and expectations and the realities of the workplace. Students will examine ways in which one's work may become a meaningful experience. It is recommended that this course be taken in the second semester of the junior year or

the first semester of the senior year. SBM 405 may be repeated only with permission from the Office of the Associate Dean. (Every semester)

**SBM 460. Sports Marketing Research**

**(3 hours)**

Prerequisite: STA 126.

A thorough introduction to key marketing research principles as they apply to sports business. Interactive lectures combined with in-depth case study analyses prepare students to submit their own original marketing proposals at the end of the class. (Every year)



# The School of Engineering

Wade H. Shaw, Jr., Ph.D., P.E., *Dean/Professor*

Laura W. Lackey, Ph.D., P.E., *Senior Associate Dean/Professor*

Scott R. Schultz, Ph.D., P.E., *Associate Dean/Associate Professor*

Helen M. Grady, George F. Hayhoe, Jeng-Nan Juang, Behnam Kamali, Philip McCreanor, Richard O. Mines, Jr., Edward M. O'Brien, and Ramachandran Radharamanan, Professors

Kevin D. Barnett, David Barwick, Pam E. Brewer, Joan Burtner, André Butler, T. Anthony Choi, Susan Codone, Donald Ekong, Stephen D. Hill, Sinjae Hyun, Hodge Jenkins, Richard Kunz, Paul E. MacNeil, Jack Mahaney, Dorina Mihut, Laura Moody, William M. Moses, Loren Sumner, and Ha Vo, Associate Professors

Pablo Biswas, Ruiyun Fu, Michael MacCarthy, and Makin Thitsa, Assistant Professors

An engineer takes the discoveries of the scientist, the tools of the mathematician, and the imagination of the inventor and transforms them into goods, services, and information to satisfy human needs. The purpose of Mercer University's School of Engineering is to educate a student who is prepared to be a practicing engineer, one who can responsibly contribute to a global society that is becoming ever more dependent on technology.

The engineering program of study includes a solid foundation in mathematics and sciences along with a broad range of courses in engineering topics. The program culminates in engineering design courses in which a student explores solutions to recognized needs as a member of a team, since so much of modern engineering is a team effort. Engineering courses place emphasis on the written and spoken word; enabling graduates to effectively communicate their ideas to both technical and non-technical audiences. Because the computer is such an essential tool for analysis, the courses integrate computer methods of problem-solving. Within the engineering curriculum are the general education requirements which promote social, cultural, and global awareness, and draw on Mercer University's distinguished Judaeo-Christian ethical value structure. All of this contributes to the development of a practicing engineer who is a responsible contributor to the global society.

While the focus of the engineering school is to educate engineers, its graduates may enter many fields of graduate study, especially those requiring the disciplined problem solving methods developed in the undergraduate engineering curriculum. Mercer School of Engineering graduates have entered professional graduate programs in medicine, law, and business, as well as graduate engineering programs. The Mercer Bachelor of Science in Engineering (BSE) program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

In addition to the specializations that lead to a Bachelor of Science in Engineering, the School of Engineering offers two Bachelor of Science (BS) degree programs. The Bachelor of Science in Industrial Management focuses on applying selected engineering tools to management decisions. The Bachelor of Science in Technical Communication provides a foundation in sciences, mathematics and technology with a strong emphasis on communication skills. Both of the BS programs are intended to provide a technical, scientific, and analytical foundation so the graduate can pursue engineering-related careers that require some engineering-like expertise. The programs are a mutual effort between the School of Engineering, the College of Liberal Arts, and the Stetson School of Business.

The faculty within the engineering school is dedicated to staying abreast of the latest developments and conveying that current practice to the students in a supportive environment. Each student is encouraged and expected to draw on faculty assistance for knowledge, motivation, value clarification, and transition to the world of engineering.

## **National Engineering Advisory Board**

The National Engineering Advisory Board, established in 1986, supports the School of Engineering in the offering of high-quality engineering education at the undergraduate and graduate levels; the offering of research opportunities appropriate to the needs of the School, the University, industry and society in general; promoting faculty development as a means to achieve national prominence as a quality educational institution; obtaining financial support from corporate and other sources throughout the nation; and serving the educational, technical, and consulting needs of local industry.

Members of the Board include: Chairman: Mr. Chris R. Sheridan, Jr., Chris R. Sheridan & Company; Ms. Karen A. Albrecht, Karen Albrecht Enterprises; Ms. Susan E. Barkley, State of Tennessee; Mrs. Jackie Smith Baxley, HRP Associates; Mr. G. Holmes Bell IV, Hussey, Gay, Bell & DeYoung, Inc.; Mr. James L. Bond, Public Service Telephone Co.; Mr. Thomas J. Brewer, Jr., Schwartz Precision Manufacturing; Mr. Peter Bryant, Mercer Engineering Research Center; Mr. Ray Burick, Lockheed Martin Aeronautics Co.; Mr. Britt Covington, Warner Robins Air Logistics Complex; Mrs. Katie Wetherholt Davis, Ingersoll Rand; Mr. Tom Driver, Geotechnical & Environmental Consultants, Inc.; Mr. Eugene Dunwody, Dunwody, Beeland Architects, Inc.; Mr. Russell J. Golden, Turbo Tech; Mr. Arthur Grady, Retired Aviation Executive; Mr. John Hodges, Gulfstream Aerospace; Mr. John Krawczuk, Retired Aerospace Executive; Dr. Si Y. Lee, Savannah River National Laboratory; Mr. Lee Lemke, Georgia Mining Assoc.; Mr. Sam Martinez Burgess Pigment Co.; Major General (ret.) Robert McMahon, The Boeing Company; Mr. Al Skelton, Moxie Interactive; Mr. Michael Thompson, Siemens Mobility Freight & Products; Mr. Patrick Topping, Macon Economic Development Commission.

## **Mercer Engineering Research Center**

The Mercer Engineering Research Center, established by Mercer University in 1987, is closely affiliated with the School of Engineering with the mutual benefit of the two units through the conduct of research and development activities. The Mercer Engineering Research Center maintains a staff of research scientists, engineers, analysts and support personnel to conduct fundamental and applied research and development in engineering. The center provides advanced engineering and computational services, and disseminates the results through products and services delivered to the customer, publications, training courses and conferences. These activities are conducted with support and sponsorship of the federal government (civilian and military agencies), state and local governments and private, commercial, or philanthropic organizations and institutions. They include design, analysis, testing and other services relating to the support of the research and development activities.

MERC operates out of its research facility located in Warner Robins, Georgia and employs a core group of approximately 100 research engineers and scientists.



## **Degree Programs**

### **Undergraduate**

#### **BACHELOR OF SCIENCE IN ENGINEERING**

Specializations:

- Biomedical
- Computer
- Electrical
- Environmental
- Industrial
- Mechanical

#### **BACHELOR OF SCIENCE**

##### **Majors:**

- Industrial Management
- Technical Communication

##### **Minor**

- Technical Communication

### **Graduate**

#### **MASTER OF SCIENCE IN ENGINEERING**

Majors:

- Biomedical Engineering
- Computer Engineering
- Electrical Engineering
- Engineering Management
- Environmental Engineering
- Mechanical Engineering
- Software Engineering

#### **MASTER OF SCIENCE**

Majors:

- Environmental Systems
- Software Systems
- Technical Communication Management
- Technical Management

## **Advanced Placement**

Advanced placement and CLEP credits for appropriate courses which satisfy University criteria may be included in the BSE degree.

## **Transfer Credit**

Students who transfer into the School of Engineering must have a minimum of 2.5 GPA in all college enrollments. In addition, students must also have a 2.5 GPA or higher in all college mathematics, science, and engineering courses (excluding developmental mathematics courses). They must also be in good standing—that is, not on warning, probation, suspension, or equivalent. The School of Engineering will consider transfer students at any stage in their education; however, it is recommended that prospective transfer students follow a pre-engineering course of study if available at their institution. The core of any pre-engineering course of study includes: mathematics (i.e., calculus

through differential equations); laboratory based chemistry; and calculus based physics with laboratory. While all legitimate transfer credits are accepted, students must meet the degree requirements established by the School of Engineering. Any additional hours will be reflected on a student's transcript as general electives.

## **Full Admission for Transfer Students to the BSE Degree Program**

Transfer students who seek full admission to the School of Engineering BSE degree program must satisfy the following conditions:

- 1) Have a minimum of a 2.5 GPA in all college enrollments;
- 2) Have a 2.5 GPA or higher in all degree relevant college math, science and engineering courses attempted. Courses are considered degree relevant only if they could be used (were an appropriate grade earned) to satisfy degree requirements in the specialization or program to which the student is seeking transfer admission. For the purpose of this computation, all attempts or individual courses are included.
- 3) Have completed courses that transfer as CHM 111, PHY 161, MAT 191, and MAT 192.
- 4) Be in good standing at their previous school—that is, not on warning, probation, suspension, or the equivalent.

## **Conditional Admission for Transfer Students to the BSE Degree Program**

Students who have completed a course which transfers as MAT 133 and have not yet completed CHM 111, PHY 161, MAT 191 and MAT 192, but who are otherwise eligible, may be granted conditional admission to the School of Engineering BSE degree program. Full admission will not be granted until these courses have been completed satisfactorily. Students who are granted conditional admission to the School of Engineering will have their academic performance evaluated at the end of each semester by the Scholarship and Academic Standards Committee of the School of Engineering. Students who have not earned a term average of at least 2.0 in any given semester during this period will be suspended from the School of Engineering. Students conditionally admitted will remain in this status until the four indicated courses are completed with a composite GPA of 2.5 or better (including repeated courses). Students have one calendar year from first admission to the School to satisfy these requirements. In addition:

- 1) Students must also have an overall GPA of 2.5 or better in all degree relevant courses attempted during the period of the conditional admission.
- 2) Students must satisfy the general academic standards of the University and/or the School of Engineering.

Students unable to satisfy the requirements of the conditional admission will be suspended from the School of Engineering.

## **Full Admission for Transfer Students to the BS Degree Program**

Transfer students who seek full admission to the School of Engineering BS degree programs, Industrial Management or Technical Communication, must satisfy the following conditions:

- 1) Have a minimum of a 2.5 GPA in all college enrollments;
- 2) Have completed courses which transfer as MAT 133, and two courses (8 semester hours) of laboratory science (BIO, CHM, ENB, ENV, PHY).
- 3) Be in good standing at their previous school---that is, not on warning, probation, suspension, or the equivalent.

## **Conditional Admission for Transfer Students to the BS Degree Program**

Students who have completed a course which transfers as MAT 133 and have not yet completed two laboratory science courses (BIO, CHM, ENB, ENV, PHY) but who are otherwise eligible, may be granted conditional admission to a School of Engineering BS degree program. Full admission will not be granted until these courses have been completed satisfactorily. Students who are granted conditional admission to the School of Engineering will have their academic performance evaluated at the end of each semester by the Scholarship and Academic Standards Committee of the School of Engineering. Students who have not earned a term average of at least 2.0 in any given semester during this period will be suspended from the School of Engineering. Students conditionally admitted will remain in this status until the three indicated courses are completed with a composite GPA of 2.5 or better (including repeated courses). Students have one calendar year from first admission to the School to satisfy these requirements. In addition:

- 1) Students must also have an overall GPA of 2.5 or better in all degree relevant courses attempted during the period of the conditional admission.
- 2) Students must satisfy the general academic standards of the University and/or the School of Engineering.

Students unable to satisfy the requirements of the conditional admission will be suspended from the School of Engineering.

## **Credit by Examination**

Students who have completed course work or other training that cannot be accepted as transfer credit for a School of Engineering course may elect to receive credit by examination. This can be done by passing a comprehensive test prepared and administered by a School of Engineering faculty member who has recently taught the course. A fee is charged for taking the examination, and there must be sufficient evidence that a passing grade will be achieved before the examination will be given.

## **English Requirement**

Any student whose written or spoken English in any course is unsatisfactory may be reported by the instructor of that course to the Dean of the School of Engineering. The Dean may choose to assign supplementary work, including additional course work, consistent with the needs of the student. The granting of a degree may be delayed until the work assigned is satisfactorily completed.

## Credit Hours

The number of credit hours awarded for a course is based on the number of lecture and laboratory hours per week. The School of Engineering has defined a unit of credit for programs under its jurisdiction. An hour of work is the equivalent of 50 minutes of class time (often called a "contact hour") or its equivalent in other forms of instruction. The normal semester is 15 weeks in length.

## Satisfactory - Unsatisfactory Grading Option

Students seeking degrees from the School of Engineering are not permitted to take courses on a Satisfactory - Unsatisfactory basis for credit toward graduation unless the course is only offered on an S-U basis.

## Academic Requirements

A baccalaureate degree will be awarded to those students in good academic standing who successfully satisfy the academic requirements of the University and the School of Engineering, and who have adhered to the standards of conduct generally applicable to the engineering and related professions.

## Dean's List

Criteria for achieving dean's list status are listed in the Academic Information section of this catalog.

## University Honors Program in the School of Engineering (UHP)

*(formerly Engineering Honors Program)*

Dr. Philip McCreanor, Director

The University Honors Program (UHP) provides academically advanced students with the supportive environment needed to pursue their intellectual interests through research within distinctive paths of enrichment. The specific goals of the program include:

- Cultivating students who ask questions, think well in answering those questions, make interdisciplinary connections in answering those questions, and can construct creative analytical responses when engaged in collaborative or independent problem solving.
- Cultivating students who obtain the distinctive characteristics necessary to compete successfully for graduate and professional school entrance, for national and international fellowships and scholarships, and for leadership roles in the student's chosen profession.
- Cultivating a community of scholars who are interested in sharing cultural, research, and leadership experiences across the tracks.

Exceptional students, either upon entrance to Mercer or after the end of their first semester, are invited to join the program based upon superior academic records in high school, demonstration of interest in their particular path, and an entrance interview. Each of the tracks is constructed to emphasize growth and development along that track during the student's career at Mercer, beginning with a first year course introducing

students to the foundational concepts, methods, and terminology of academic research and documentation. In subsequent years, students will progress through their track, culminating in an advanced research and documentation project appropriate to their individual track. In addition to these two basic requirements, University Honors Program students must complete the coursework designated within their individual tracks, maintain a portfolio of their work that contains both developmentally appropriate content and reflection, participate in a designated number of University Honors Program experiences, and maintain a minimum GPA as defined by their specific track.

### **General Requirements of the Program**

- Completion of first year research seminars
- Demonstration of the student's growth within the track through the production of appropriate annual products as defined within the track
- Maintenance of a portfolio of work generated by the student through the track
- Presentation of work at BEAR Day, Engineering Expo, or a regional/ national conference appropriate to the track
- Completion of a Culminating Project appropriate to the track
- Participation in two University Honors Program Events annually and submission of a reflective essay on each event
- Maintenance of a minimum GPA appropriate to the track

Tracks open to Engineering Students: Mercer Engineering Scholars Track, Mercer International Scholars Track, and Mercer Service Scholars Track. The Mercer Engineering Scholars Track is only open to School of Engineering students. For specific requirements of each track see the section entitled "University Honors Program" in the Academic Information section of this catalog.

EGR 101. Freshman Engineering Honors

EGR 102. Freshman Engineering Honors II

EGR 201. Sophomore Engineering Honors I

EGR 202. Sophomore Engineering Honors II

EGR 301. Junior Engineering Honors I

EGR 302. Junior Engineering Honors II

EGR 401. Senior Engineering Honors I

EGR 402. Senior Engineering Honors II

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

To implement the University requirements for academic warning, probation, and suspension, the School of Engineering has adopted the following provisions to assure engineering students who experience difficulty will receive prompt attention.

1. **Warning**

A student will be placed on academic warning if his or her term grade point average is below 2.0. A student who is on academic warning may be returned to academic good standing by achieving a term grade average of 2.0 or greater and an accumulative grade point average of 2.0 or greater.

2. **Probation**

A student will be placed on academic probation if his or her term grade point average is below 1.0 or the cumulative grade point average is below the minimum University requirement. A student who is on academic warning will be placed on academic probation if his or her term grade point average is below 2.0.

A student who is on academic probation may have conditions imposed on him or her as a requirement to return to academic good standing. A student who is on academic probation cannot be returned to good standing until a term grade point average and a cumulative grade point average of 2.0 or greater are both achieved.

3. **Suspension**

A student who is on academic probation may be suspended for one term if his or her term grade point average is below 2.0. Any full-time student who fails to pass a minimum of three hours in any term will be subject to academic suspension for one term. Additionally, students who have demonstrated an inability to complete the special academic requirements of their chosen program of study may be suspended for one term. Also, no course may be taken more than twice in the undergraduate program. Finally, a maximum of four courses may be repeated. Violation of these course repeat limits may lead to suspension for one term. See “Repeating Courses” in the “Academic Information” section of this catalog for further information on the University repeat policy.

Students who have been suspended may be readmitted to the University with permission from an academic dean.

## **Second Specializations, Majors and Minors**

Students who pursue the BSE degree may earn a second major or a minor in programs offered through the College of Liberal Arts. A second major in business, through the Stetson School of Business and Economics, may be earned only by completing all of the requirements for a second degree, the B.B.A. degree, including the general education requirements. Minors for non-business students are offered in accounting, economics, and business administration by the Stetson School of Business and Economics. A student must officially declare the second major, degree, or minor, and follow proper University procedures, which call for fulfilling the specific course requirements for the second major, degree, or minor, plus additional requirements that may be arranged on an individual basis.

Students wishing to earn a second major or degree must request or seek a second advisor from that department, who will serve in addition to their primary engineering advisor. Engineering students may pursue two specializations simultaneously. To do this, a student must officially declare each specialization, be assigned an advisor from each specialization, and complete all the requirements of each specialization. Second

specializations and minors will be noted on permanent records. Second specializations will be noted on diplomas.

Within the School of Engineering, minors are offered to all qualified university students in technical communication.

## **Student Work Experiences**

Students working toward degrees in engineering may qualify for work-learning experiences. Through industrial experience, students combine work in the classroom with practical experience in industry, business, or government. The School of Engineering encourages students to view the employment phases of the program, not as mere practice, but rather as a complementary part of the educational process. Through industrial opportunities, students experience practical application for at least one academic semester. While formally enrolled in a work experience, students are considered as being enrolled full-time.

In order to receive academic credit for work experience, students will submit periodic reports on their work experiences as related to their engineering studies. These reports will be evaluated by the students' employers and faculty advisors who will assign a grade at the end of each work period. Students who receive a satisfactory grade for three semesters (or three periods of work experience which include at least 400 hours on the job in each work period) will receive the Industrial Experience Certificate upon graduation.

Work assignments exist, or can be developed, in every area of study within the School of Engineering. Assignments are available nationwide. Through diversified types of employment, students acquire a wide range of experience in fields related to their specializations. The level of responsibility and expertise required for the job increases to match the student's progress through the academic curriculum, thus assuring a stimulating, challenging employment situation. Salaries are established by individual employers, and increase as the student progresses academically.

## **Qualifying for Industrial Experience Program**

Students applying to the industrial experience program should be full-time students in good academic standing with at least a 2.5 GPA. Freshman applicants qualify for an initial industrial experience after successfully completing at least 30 credit hours. Transfer students must complete a minimum of 12 hours as students in the School of Engineering. All students must have the equivalent of three full-time industrial experience semester credit hours to earn the certificate of completion. Policy information and specifics relating to the industrial experience program are available in the Office of Career Services. Students interested in applying for participation in the industrial experience program should contact the Office of Career Services, Mercer University, Macon, GA 31207.

## **Mercer Engineering Entrepreneurship Education Program**

The Mercer Engineering Entrepreneurship Education Program (MEEEP) provides innovative education that instills an action-oriented entrepreneurial mindset in engineering, science and technical undergraduates. All engineering students are introduced to entrepreneurship as part of their required freshman classes. After the freshman year students in MEEEP pursue the following courses:

MKT 361: Principle of Marketing  
MGT 363: Principles of Management  
MGT 427: Entrepreneurship  
EGR 482: Engineering Innovation and Creativity  
EGR 483: Entrepreneurship in Engineering Design

EGR 482 may be used as a technical elective with the approval of a student's faculty advisor.

Students who complete all of the above may choose to link their senior design project with MEEEP by preparing an Entrepreneurial Business Plan subject to approval by the MEEEP Committee. Students who complete all MEEEP requirements are awarded a Certificate of Achievement in Engineering Entrepreneurship.

## **Undergraduate Curricula**

### **Bachelor of Science in Engineering Degree Program**

The strength of Mercer's BSE program lies in its combination of breadth and depth. Breadth is achieved by every student completing a set of courses that build a strong foundation in writing, speaking, mathematics, lab sciences, and engineering fundamentals. In addition, special emphasis is placed on cross-disciplinary work, with all BSE students required to complete courses grounding them in the basic tools and techniques of electrical, mechanical, and industrial engineering. These "breadth" courses constitute the "core" of the BSE degree and are covered in greater detail in subsequent sections of this catalog. Depth is achieved by adding to the core foundation a set of courses in one area of specialization. The areas of specialization available are:

- Biomedical
- Computer
- Electrical
- Environmental
- Industrial
- Mechanical

The student educational objectives that have been established for the BSE program are as follows. Graduates who are practicing engineers demonstrate the knowledge and skills needed to: (1) Identify, formulate, and solve engineering problems through analysis and design using the principles of science and mathematics and the modern tools of engineering. Graduates will demonstrate attainment of this objective within the first five years following graduation by refining their proficiencies in the use of modern engineering tools, their production of high quality products and processes, and their sound engineering judgment. (2) Work effectively in a variety of contexts using superior communication skills and knowledge of contemporary issues with a commitment to professional ethics. Graduates will demonstrate attainment of this objective within the first five years following graduation by their significant contributions to the success of their work teams, by their effective written and oral communications, and by their demonstrated sensitivity to the ethical dimensions of professional practice. (3) Pursue life-long learning through additional graduate or professional education. Graduates will demonstrate attainment of this objective within the first five years following graduation by achieving one or more of the following: successful use of opportunities for licensure, certification, and professional development; successful use of opportunities to master new technology; and/or by their engagement in, or successful completion of, graduate education. (4) Participate in their local and global communities through sustaining



service and leadership. Graduates will demonstrate attainment in this objective within the first five years following graduation by their service and/or leadership roles in community organizations, and by their participation in professional societies to promote professional practice.

The student outcomes that have been established for the BSE program are as follows. Students by the time of graduation will know and have: (a) an ability to apply knowledge of mathematics, science, and engineering; (b) an ability to design and conduct experiments, as well as to analyze and interpret data; (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability; (d) an ability to function on multidisciplinary teams; (e) an ability to identify, formulate, and solve engineering problems; (f) an understanding of professional and ethical responsibility; (g) an ability to communicate effectively; (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; (i) a recognition of the need for, and an ability to engage in life-long learning; (j) a knowledge of contemporary issues; and (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Mercer engineering seniors are required to exhibit their ability to conduct appropriate analysis and design a system, component, or process under a variety of realistic constraints. This engineering design project is a capstone requirement for all BSE seniors.

All senior engineering students are strongly encouraged to take the Fundamentals of Engineering (FE) exam during their senior year and demonstrate proficiency in both general and specialization areas of engineering. The FE exam is a nationally normed exam administered by the National Council of Examiners for Engineering and Surveying. Successful completion of this exam is the first step in attaining a license as a professional engineer. Information about the FE exam can be found at the following website: <http://ncees.org/exams/fe-exam/>

## General Education Requirements

For the degree Bachelor of Science in Engineering:

1. Communication and Writing (minimum of 3 hours)  
TCO 141 (written and oral communication)
2. Religion (minimum of 3 hours)  
at least one course selected from: CHR 101, CHR 150, CHR 170; ENG 225; HIS 160; PHI 240; GBK 203
3. Humanities/Fine Arts (minimum of 3 hours)  
at least one course selected from: ART 106, ART 107, ART 108, ART 115, ART 116, ART 223, ART 224, ART 225, ART 226, ART 254; CLA 101, CLA 102; CHR 210, CHR 270; ENG 224, ENG 226, ENG 233; ENG 234; ENG 235; ENG 237; ENG 263, ENG 264; FLL 195; GBK 202, GBK 305; HIS 110, HIS 145, HIS 165, HIS 176; JMS 220, JMS 225, JMS 230; MUS 151; PHI 176, PHI 190, PHI 230, PHI 260, PHI 265, PHI 269; PHO 230; POL 176; SST 180; THR 115, THR 218; WLT 101
4. Behavioral/Social Science (minimum of 3 hours)  
at least one course selected from: AFR 190; AFR 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; ENV 250; GBK 407; GEO 111; GHS 200; JMS 101, 240;

PHI 237; POL 101; POL/IAF 253; PSY 101; SEP 200; SOC 101, SOC 210; WGS 180

- 5. Quantitative Reasoning (minimum of 8 hours)  
MAT 191, MAT 192
  
- 6. Scientific Reasoning (minimum of 12 hours)  
CHM 111, PHY 161, and at least one course selected/required from: BIO 110; BIO 202; CHM 112 (required by BME, EVE); ENB 150; ENV 105, ENV 110; PHY 115; PHY 162 (required by BME, CPE, ECE)

Total BSE General Education Hours required .....32 hours

## **Integrated Bachelor of Science in Engineering (BSE) /**

### **Master of Science in Engineering (MSE)**

An integrated bachelor of science in engineering/master of science in engineering program which involves a minimum of 30 semester hours (a full fifth year) beyond the 129 semester hours required for the BSE degree is available as an option for students who qualify for admission to the graduate program. The dual degree program is available for the following programs: Biomedical Engineering, Computer Engineering, Electrical Engineering, Engineering Management, Environmental Engineering, Mechanical Engineering, and Software Engineering. Please see the graduate section near the back of this catalog for more information about this program.

### **Engineering Core Requirements**

In addition to the General Education requirements for the BSE, the engineering core is a set of required courses taken by all BSE students. Most of the freshman and sophomore courses are dedicated to basic subject matter in writing, speaking, mathematics, laboratory sciences, and engineering fundamentals. Special emphasis is placed on cross-disciplinary work, with all BSE students required to complete courses grounding them in the basic tools and techniques of electrical, mechanical, and industrial engineering. Following this preparation, students dedicate their junior and senior years to development of specialized proficiency. Prior to graduation each student must exhibit an ability to accomplish engineering design by completing a project in which small groups design, build and test a realistic engineering system.

## **Bachelor of Science in Engineering (BSE)**

### **Degree Requirements: Core Courses**

- 1. University Requirement ..... 1 hour  
UNV 101. The First-Year Student Experience
  
- 2. Additional Mathematics Course .....3 hours  
MAT 330
  
- 3. Engineering Courses .....32 hours  
EGR 107. Intro to Engineering Design  
EGR 126. Programming for Engineers  
EGR 232. Statics/Solid Mechanics  
EGR 235. Thermodynamics

EGR 236. Dynamics  
 EGR 244. Electric Circuit Analysis  
 EGR 245. Introduction to Electronics and Electrical Power  
 EGR 246L. Electric Circuits Laboratory  
 EGR 252. Prob. and Statistics for Engr.  
 EGR 312. Engineering Economy  
 EGR 386. Feedback Control

4. additional Technical Communication Course .....3 hours  
 TCO 341. Technical Communication

5. Business/Communications/Cultural/Humanities/Global/Social Science  
 Electives .....6 hours  
 at least two courses selected from areas prefixed by: ACC, AFR, ANT, ART, BUS  
 CHR, CLA, COM, CSL, CRJ, ECN, ENG, ENV, FIN, FLL, GBK, GEO, GHS, HIS,  
 IAF, IGS, INT, JMS, LLP, MGT, MKT, MUS, PHI, PHO, POL, PSY, SEP, SOC,  
 SST, THR, WLT, WGS, TCO, or courses in modern languages (CHN, FRE, GER,  
 GRK, LAT, or SPN)

Total Core Course Semester Hours Required .....45 hours

More detailed information regarding the suggested term for completion of the Engineering Core requirements appears in the specialization presentations shown elsewhere in this catalog.

## EGR Courses

### **EGR 101. Freshman Engineering Honors (1-0-1)**

Prerequisites: outstanding high school GPA and SAT score. Permission of the dean.

Co-requisites: EGR 126 and MAT 191.

To familiarize the students with robots and robotic programming as a foundation to discuss the general topic of autonomy. EGR 101 is the first of a two course sequence that introduces freshmen engineering honors students to advanced topics normally not covered in freshman courses. This course is graded S/U. (Every year)

### **EGR 102. Freshman Engineering Honors II (1-0-1)**

Prerequisite: EGR 101.

Students explore fundamental issues involved in the design of autonomous entities including the possibility mimicking human behavior. EGR 102 is the second of a two-course sequence that introduces freshmen engineering honors students to advanced topics normally not covered in freshman courses. This course is graded S/U. (Every year)

### **EGR 107. Introduction to Engineering Design (3-0-3)**

Prerequisite: be a fully admitted student in the School of Engineering or have the written permission of the Dean.

Systematic procedures for engineering design. Student teams pursue design projects that incorporate problem identification, information gathering, development of alternative solutions, merit analysis, decision presentation, implementation, testing, and redesign. Students practice skills in preparing and presenting a variety of engineering-related written and oral reports. (Every year)

**EGR 126. Programming for Engineers (3-0-3)**

Prerequisite: be a fully admitted student in the School of Engineering or have the written permission of the Dean.

Computer programming and the use of computers to solve engineering problems. Special attention is given to development of an organized thought process in which analysis, modeling, and construction of algorithms lead to structured procedures for solving non-trivial problems. (Every semester)

**EGR 190-290-390-490. Cooperative Education Work Experience (0-1-1)**

Prerequisites: minimum GPA of 2.50; approval of the Office of Career Services and faculty advisor. Satisfy resident credit requirements. Four month work periods alternated with academic semesters. These courses are graded S/U. (Every semester)

**EGR 201. Sophomore Engineering Honors I (1-0-1)**

Prerequisite: EGR 102.

Each student develops a personal project plan for the remainder of the engineering honors experience. This course is graded S/U. (Every year)

**EGR 202. Sophomore Engineering Honors II (1-0-1)**

Prerequisite: EGR 201.

Each student works with a faculty advisor in accordance with a personal project plan that was approved for the remainder of the engineering honors experience. This course is grade S/U. (Every year)

**EGR 232. Statics/Solid Mechanics (3-0-3)**

Co-requisites: MAT 192, PHY 161.

Equilibrium of concurrent force systems. Stress, strain, and axial deformation. Hooke's Law. Rigid-body equilibrium. Stresses and deformation in shafts and beams. Shear and bending moment diagrams. Column buckling. (Every semester)

**EGR 235. Thermodynamics (3-0-3)**

Prerequisites: MAT 192, PHY 161.

A first course in the fundamentals of thermodynamics. Properties of substances, open and closed systems, conservation of mass, conservation of energy and the second law of thermodynamics. Second law analysis of systems. Introduction to cycle analysis. Use of these principles in the analysis and solution of engineering problems. (Every semester)

**EGR 236. Dynamics (3-0-3)**

Prerequisites: EGR 232, MAT 192, PHY 161.

Planar kinematics of particles and rigid bodies. Planar kinetics of particles and rigid bodies: force and acceleration, work and energy, and impulse and momentum. (Every semester)

**EGR 244. Electric Circuit Analysis (4-0-4)**

Co-requisite: MAT 330.

Basic electrical circuit analysis; DC and sinusoidal steady-state circuits, manual and computer analysis methods, capacitance and inductance. (Every semester)

**EGR 245. Introduction to Electronics and Electrical Power (3-0-3)**

Prerequisite: EGR 244.

Co-requisite: EGR 246L.

An introduction to electronic components: diodes, junction transistors, field effect transistors, operational amplifiers, and small signal amplifiers. Magnetic fields and circuits. Rotational and moving iron transducers, AC and DC motors and generators,

transformers, single phase power, three-phase systems and power, and stepper motors.  
(Every semester)

**EGR 246L. Electric Circuits Laboratory (0-3-1)**

Co-requisite: EGR 245.

Basic methods and instrumentation for measurements of electrical circuits and operational amplifier and diode circuits. Planning of experimental processes and procedures; manual and direct computer collection of experimental data, and off-line and on-line data analysis. Reports of experimental investigation, including descriptions of study objectives, procedures and methods, analysis methods, results, and conclusions.  
(Every semester)

**EGR 252. Probability and Statistics for Engineers (3-0-3)**

Prerequisite: C or better in MAT 191.

Techniques and applications of probability and statistics. Variability and representation of data. Laws of probability, random variables and distributions. Confidence intervals and statistical hypothesis testing. Quality control and statistical inference. Design of experiments. Regression analysis. Use of spreadsheets and statistical software packages.  
(Every semester)

**EGR 301. Junior Engineering Honors I (1-0-1)**

Prerequisite: EGR 202.

Each student works with a faculty advisor in accordance with a personal project plan that was approved for the remainder of the engineering honors experience. This course is graded S/U.  
(Every year)

**EGR 302. Junior Engineering Honors II (1-0-1)**

Prerequisite: EGR 301.

Each student works with a faculty advisor in accordance with a personal project that was approved for the remainder of the engineering honors experience. This course is graded S/U.  
(Every year)

**EGR 312. Engineering Economy (3-0-3)**

Prerequisite: MAT 192.

Economics in engineering decision making, interest and present worth, depreciation, economic analysis of engineering alternatives. Project management, budgeting and cost estimation, and economic analysis. The use of software tools in economic analysis and project management.  
(Every semester)

**EGR 386. Feedback Control and Modeling for Engineers (3-0-3)**

Prerequisite: MAT 330.

Co-requisites: EGR 236, EGR 245.

Solving linear time-invariant differential equations using Laplace transforms. Transient response for first and second order systems, including time constants, damping ratio, natural frequencies, overshoot and settling time. Relative and absolute stability. Analytical and empirical modeling of engineering systems. Control engineering topics including block diagrams, Routh Hurwitz, root locus and bode plots. Introduction to PID and lead/lag compensators and to design of feedback control systems with root locus, bode and/or simulation.  
(Every semester)

**EGR 401. Senior Engineering Honors I (1-0-1)**

Prerequisite: EGR 302.

Each student submits a draft version of his or her Engineering Honors Report. This course is graded S/U.  
(Every year)

**EGR 402. Senior Engineering Honors II** (1-0-1)

Prerequisite: EGR 401.

Each student revises the draft version of his or her engineering Honors Report in response to faculty reviews and submits the final version in completion of the requirements for the Engineering Honors Program. This course is graded S/U. (Every year)

**EGR 482. Engineering Innovation and Creativity** (3-0-3)

Prerequisites: senior standing or permission of MEEEP Director.

This is an engineering technical elective open to those student who have selected and been accepted into the MEEEP. The course will focus on integrating elements of entrepreneurship with engineering. New venture creations and creation of new product lines within existing businesses are analyzed through case studies and semester projects. Students will develop a business plan associated with their senior design projects. (Every year)

**EGR 483. Entrepreneurship in Engineering Design** (0-1-0)

Prerequisites: EGR 482; BME 487, ECE 485, ECE 487, EVE 487, ISE 487, or MAE 487.

Student seminars and advising for assessment of business plans related to entrepreneurship and innovation in an engineering design project. This course is graded S/U. (Every year)

**SPECIAL COURSES:** EGR 191, 192, 193, 291, 292, 293, 491, 492, 493, 498, 499 for variable credit. May be repeated for credit with approval of academic advisor and permission of the Dean.

**EGR 191-192-193. Special Topics** (1-6 hours)

**EGR 291-292-293. Special Topics** (1-6 hours)

**EGR 491-492-493. Special Topics** (1-6 hours)

**EGR 498. Professional Seminar** (1-6 hours)

**EGR 499. Independent Study** (1-6 hours)

## **Biomedical Specialization**

During the last quarter century the world has witnessed unprecedented progress in engineering and medical science resulting in dramatic lifestyle changes. Biomedical engineering is at the confluence of modern engineering and medicine. Biomedical engineers apply engineering methods to problems in medicine and the life sciences and have played a vital role in the rapid and unparalleled advances that have occurred in these fields.

Biomedical engineers contribute to improved health care and enrich the quality of our lives. A biomedical engineer may work as a member of a research team, along with other health professionals, to find solutions to diverse medical problems. Biomedical engineers design new therapeutic and diagnostic instruments that permit treatment and visualization of internal organs. Biomedical engineers develop new materials and devices to supplant or augment diseased or malfunctioning organs and systems. Biomedical engineers analyze human and prosthetic performance in clinical environments. Among the most visual examples of biomedical engineering developments are the computer assisted tomography (CAT) and ultrasonic imaging scanners, kidney dialysis units, and pacemakers, heart valves and vascular grafts.

Biomedical engineers have secured challenging positions in a variety of related fields with responsibilities ranging from the practice of medicine and traditional engineering, to the design and manufacture of bioinstrumentation devices, to the administration health-

care services and management of hospital components, to the computer monitoring and simulation of medically related systems.

In recognition of the complexity of the biomedical engineering field, many employers expect entry-level graduates to possess academic credentials beyond the Bachelor of Science in Engineering Degree. Because of this, and to increase one's flexibility, biomedical specialization students are strongly encouraged to excel academically so that graduate/professional school is an option.

### **Academic Requirements for BSE, Biomedical Specialization**

In addition to the retention, graduation, and academic requirements of Mercer University and the School of Engineering, students choosing the biomedical specialization must maintain a Mercer grade point average of at least 2.0 in required biomedical specialization courses and technical electives.

### **Departmental Honors for BSE, Biomedical Specialization**

Each year, the engineering faculty in the biomedical specialization determines the graduating biomedical specialization student who has best distinguished himself or herself and recognizes this student as the Outstanding Engineering Graduate in the Biomedical Specialization.

### **The BSE Curriculum, Biomedical Specialization**

The goals of the biomedical specialization curriculum are to produce graduates who can effectively accomplish biomedical engineering design and analysis, who can effectively communicate orally and in writing, and who can successfully compete with other engineers in their first engineering position, and to provide a curriculum that exceeds minimum recognized standards for engineering education.

Owing to the technical complexities of, and team-oriented approach to, solving medical problems, biomedical specialization students study the basic sciences, mathematics, and engineering common among traditional engineering fields. Beyond this, they study the life sciences and how traditional engineering can be used to understand, analyze, and design physiological and medical systems. Specific components of the curriculum are outlined in the following section.

In recognition of the expectations of employers, all biomedical specialization students are required to select elective courses and curricular paths that allow them to explore engineering or medical sciences in more detail. Among these options at the bachelor's level are the pre-medical or other science course requirements or a concentration of courses in at least one of the other engineering disciplines. Qualified students are strongly encouraged to pursue post baccalaureate education whether in a medical or other professional school, or in graduate school, all of which are available at Mercer.

Mercer's five-year Master of Science in Engineering (MSE) in Biomedical Engineering degree is available to the top academic students and also includes the emphasis of minoring in another engineering discipline. The emphasis of this degree is on the practice of engineering. Students accepted into the MSE program begin combined BSE and MSE studies at the beginning of their senior year. The two degrees are awarded simultaneously upon graduation. The MSE degree may also be used as a stepping stone for advanced graduate education at other institutions.

## Bachelor of Science in Engineering (BSE)

### Degree Requirements: Biomedical Specialization—Traditional Path

1. BSE General Education .....32 hours  
(includes PHY 162)
2. Engineering Core .....45 hours
3. Additional Mathematics .....3 hours  
MAT 293 Multivariable Calculus
4. Additional Science ..... 16 hours  
BIO 205. Introduction to Biology for Biomedical Engineers  
BIO 325. Comparative Animal Physiology  
CHM 112. General Chemistry II  
CHM 221. Organic Chemistry I
5. Required Biomedical Engineering (BME) courses .....24 hours  
BME 288. Introduction to Biomedical Engineering I  
BME 402. Biomedical Instrumentation  
BME 412. Biomechanics  
BME 425. Basic Transport Phenomena  
BME 445L. Senior Biomedical Engineering Lab  
BME 440. Dynamics of Biological Fluids  
BME 460. Biomedical Materials  
BME 470. Biomedical Applications/Microcontrollers  
BME 480. Introduction to Senior Design  
BME 487. Engineering Design Exhibit I  
BME 488. Engineering Design Exhibit II
6. Technical Electives .....9 hours  
Technical electives are advanced engineering, science, and math courses chosen by the student with the approval of the student's faculty advisor for the purpose of providing additional depth in areas of special interest to the student. Students pursuing the MSE degree must select technical electives consistent with minor requirements in another engineering discipline. Students are strongly encouraged to pursue post baccalaureate education.

**Total Semester Hours Required (Traditional Path) ..... 129 hours**

### Degree Requirements: Biomedical Specialization—Pre-Medical Path

1. BSE General Education .....32 hours  
(includes PHY 162)
2. Engineering Core .....45 hours
3. Additional Science .....26 hours  
BIO 211. Introduction to Biology I  
BIO 212. Introduction to Biology II  
BIO 325. Comparative Animal Physiology  
CHM 112. General Chemistry II  
CHM 221. Organic Chemistry I  
CHM 222 Organic Chemistry II



4. Required Biomedical Engineering (BME) courses .....24 hours  
 BME 288. Introduction to Biomedical Engineering I  
 BME 402. Biomedical Instrumentation  
 BME 412. Biomechanics  
 BME 425. Basic Transport Phenomena  
 BME 445L. Senior Biomedical Engineering Lab  
 BME 440. Dynamics of Biological Fluids  
 BME 460. Biomedical Materials  
 BME 470. Biomedical Applications/Microprocessors  
 BME 480. Introduction to Senior Design  
 BME 487. Engineering Design Exhibit I  
 BME 488. Engineering Design Exhibit II
5. Technical Electives .....6 hours  
 Technical electives are advanced engineering, science, and math courses chosen by the student with the approval of the student's faculty advisor for the purpose of providing additional depth in areas of special interest to the student. Students pursuing the MSE degree must select technical electives consistent with minor requirements in another engineering discipline. Students are strongly encouraged to pursue post baccalaureate education.

**Total Semester Hours Required (Pre-Medical Path) .....133 hours**

**Biomedical Specialization-Traditional Path**

**Freshman Year**

<b>Fall Semester</b>			<b>Spring Semester</b>		
TCO 141	Intro to Prof. Comm		TCO 141	Intro to Prof. Comm	
<b>Or</b>		3 0 3	<b>Or</b>		3 0 3
EGR 126	Program for Engr		EGR 126	Program for Engrs	
MAT 191	Calculus I	4 0 4	EGR 107	Intro to Engr Design	3 0 3
CHM 111	General Chem I	3 3 4	MAT 192	Calculus II	4 0 4
UNV 101	The Freshman		CHM 112	General Chemistry II	3 3 4
	Experience	1 0 1	XXX	Gen Ed Grp 2/3/4	3 0 3
XXX	Gen Ed Grp 2/3/4	3 0 3			
		<u>14 3 15</u>			<u>15 6 17</u>

**Sophomore Year**

<b>Fall Semester</b>			<b>Spring Semester</b>		
BME 288	Intro Biom Engr	0 3 1	EGR 236	Dynamics	3 0 3
EGR 232	Statics/Solid Mech	3 0 3	EGR 245	Intro Elec & Elec Power	3 0 3
EGR 244	Electric Circuit Ana.	4 0 4	EGR 246L	Electr. Circuits Lab	0 3 1
MAT 330	Intro to Diff Equat	3 0 3	BIO 205	Biology for BME's	3 3 4
PHY 161	General Physics I	3 3 4	MAT 293	Multivariable Cal	3 0 3
			PHY 162	General Physics II	3 3 4
		<u>12 8 15</u>			<u>15 9 18</u>

### Junior Year

#### **Fall Semester**

CHM 221	Organic Chemistry	3	3	4
EGR 235	Thermodynamics	3	0	3
EGR 386	Feedback Control	3	0	3
TCO 341	Tech Comm	3	0	3
XXX	Technical Elective	3	0	3
		<hr/>	<hr/>	<hr/>
		15	3	16

#### **Spring Semester**

EGR 252	Prob & Stats for Engr	3	0	3
BME 402	Bio Instrumentation	2.5	1.5	3
BME 425	Basic Trans Pheno	2.5	1.5	3
BME 480	Intro to Sen Design	0	1	0
EGR 312	Engr Economy	3	0	3
XXX	Gen Ed Grp 2/3/4	3	0	3
		<hr/>	<hr/>	<hr/>
		14	4	15

### Senior Year

#### **Fall Semester**

BIO 325	Comp Animal Phys	3	3	4
BME 412	Biomechanics	3	0	3
BME 440	Dyn of Bio Fluids	3	0	3
BME 445L	BME Sr. Cap Lab	0	3	1
BME 470	Bio Appl of Microct	3	0	3
BME 487	Engr Design Exhibit I	0	6	2
		<hr/>	<hr/>	<hr/>
		12	12	16

#### **Spring Semester**

BME 460	Bio Materials	3	0	3
BME 488	Engr Dsgn Exhibit II	0	6	2
XXX	Hum/SS/Comm Elec	3	0	3
XXX	Hum/SS/Comm Elec	3	0	3
XXX	Technical Elective	3	0	3
XXX	Technical Elective	3	0	3
		<hr/>	<hr/>	<hr/>
		15	6	17

### **Biomedical Specialization-Pre-Med Path**

#### Freshman Year

#### **Fall Semester**

TCO 141	Intro to Prof. Comm	3	0	3
<b>Or</b>				
EGR 126	Program for Engr	4	0	4
MAT 191	Calculus I	3	3	4
CHM 111	Gen Chemistry I	1	0	1
UNV 101	The Freshman Experience	3	0	3
XXX	Gen Ed Grp 2/3/4	3	0	3
		<hr/>	<hr/>	<hr/>
		14	3	15

#### **Spring Semester**

TCO 141	Intro to Prof. Comm	3	0	3
<b>Or</b>				
EGR 126	Program for Engr	3	0	3
EGR 107	Intro to Engr Dsgn	4	0	4
MAT 192	Calculus II	3	3	4
CHM 112	Gen Chemistry II	3	0	3
XXX	Gen Ed Grp 2/3/4	3	0	3
		<hr/>	<hr/>	<hr/>
		15	6	17

#### Sophomore Year

#### **Fall Semester**

BME 288	Intro Biomed Engr	0	3	1
EGR 232	Statics/Solid Mech	4	0	4
EGR 244	Electric Circuits Ana.	3	0	3
MAT 330	Intro to Diff Eqns	3	3	4
PHY 161	General Physics I	3	3	4
		<hr/>	<hr/>	<hr/>
		12	8	15

#### **Spring Semester**

EGR 236	Dynamics	3	0	3
EGR 245	Intro Elec & Elec Power	0	3	1
EGR 246L	Electr. Circuits Lab	4	3	5
BIO 211	Intro to Biology I	3	3	4
PHY 162	General Physics II	3	0	3
XXX	Gen Ed Grp 2/3/4	3	0	3
		<hr/>	<hr/>	<hr/>
		16	9	19

### Junior Year

#### **Fall Semester**

BIO 212	Intro to Biology II	4	3	5
CHM 221	Organic Chemistry I	3	3	4
EGR 235	Thermodynamics	3	0	3
EGR 386	Feedback Control	3	0	3
TCO 341	Tech Comm	3	0	3
		<hr/>	<hr/>	<hr/>
		16	6	18

#### **Spring Semester**

EGR 252	Prob & Stat for Engr	3	0	3
BME 402	Bio Instrumentation	2.5	1.5	3
BME 425	Basic Trans Pheno	2.5	1.5	3
BME 480	Intro to Sr Dsgn	0	1	0
CHM 222	Organic Chem II	3	3	4
EGR 312	Engr Economics	3	0	3
		<hr/>	<hr/>	<hr/>
		14	7	16

### Senior Year

#### **Fall Semester**

BIO 325	Comp Animal Phys	3	3	4
BME 412	Biomechanics	3	0	3
BME 440	Dyn of Bio Fluids	3	0	3
BME 445L	BME Sr. Cap Lab	0	3	1
BME 470	Bio Appl of Microcon	3	0	3
BME 487	Engr Design Exhibit I	0	6	2

12 12 16

#### **Spring Semester**

BME 460	Bio Materials	3	0	3
BME 488	Engr Dsgn Exhibit II	0	6	2
XXX	Hum/SS/Comm Elec	3	0	3
XXX	Hum/SS/Comm Elec	3	0	3
XXX	Technical Elective	3	0	3
XXX	Technical Elective	3	0	3

15 6 17

### Fifth Year

See Master of Science in Engineering (MSE) Degree Programs  
In the Graduate section of this catalog.

## **BME Courses**

### **BME 288. Introduction to Biomedical Engineering (0-3-1)**

Prerequisite: EGR 126.

An introduction to LabVIEW programming language and to biomedical engineering. Ethics in biomedical engineering will be introduced. (Every year)

### **BME 310. Numerical Methods for Biomedical Engineers (3-0-3)**

Prerequisite: MAT 330.

The course objectives are to build concrete concepts/ideas and skills of numerical methods and to apply these to solve engineering and scientific problems for Biomedical Engineers. Topics include modeling, computers, error analysis, roots of equations, linear algebraic equations, optimization, curve fitting, numerical differentiation, ordinary differential equations, and partial differential equations. MATLAB is the main computer software to solve problems numerically. Independent course project is required. (Every two years)

### **BME 402. Biomedical Instrumentation (2.5-1.5-3)**

Prerequisite: EGR 245, and EGR 386.

Methods and instrumentation for measuring quantities of biological and medical significance, especially electrical signals from the body, but also including temperature, blood pressure, and body chemistry. Design of biomedical instruments. A laboratory experience is associated with this class and provides hands-on experience on instrument component design including amplifiers and filters. (Every year)

### **BME 412. Biomechanics (3-0-3)**

Prerequisites: EGR 232, EGR 236.

Stress-strain characteristics of bone, muscle, and soft tissues. Analysis of human motion. Design of orthopedic appliances. Study of fracture and failure mechanisms. Evaluation of joint and muscle forces and moments. Time-dependent mechanical properties. Friction, lubrication and wear of diarthrodial joints. (Every year)

### **BME 413. Advanced Biomechanics (3-0-3)**

Prerequisite: BME 412.

Current topics in biomechanics research including musculoskeletal mechanics, sports biomechanics, tissue engineering, 3-D segmental analysis, fracture fixation, implant design, and/or clinical biomechanics are examined. Students will be exposed to current issues in the field through discussions, presentations, and paper. (Occasionally)

**BME 425. Basic Transport Phenomena (2.5-1.5-3)**

Prerequisites: MAT 330 and a C or better in EGR 235.

Fundamentals of the transport of energy, mass and momentum in human cells and tissues. Introduction to the chemical and physical properties of body fluids, cell and tissue structures, and solute transport in biological systems. Thermal transport via conduction, convection, radiation, and evaporation in the human body. Oxygen transport in the lungs and other biological tissue. Introduction to pharmacokinetic analysis and modeling. Applications and design of transport processes in extracorporeal devices. A laboratory experience is associated with this class providing hands-on experience with the concepts. (Every year)

**BME 426. Diagnostic Imaging Systems (3-0-3)**

Prerequisites: EGR 244, EGR 245, MAT 330.

Applications of modern imaging methods to presentation of visual information obtained from a variety of sources including x-ray, fluoroscopy, computed tomography, fiber optics, nuclear medicine, ultrasonic and magnetic resonance imaging. (Every two years)

**BME 440. Dynamics of Biological Fluids (3-0-3)**

Prerequisites: BME 425.

Fluid statics. Cardiovascular system function. Rheology of blood. Mechanics of blood vessels. Navier-Stokes equations. Reynolds number and Womersley parameter. Flow of Newtonian and non-Newtonian fluids. Steady and pulsatile flows. Wave propagation. Design of cardiovascular systems. (Every year)

**BME 445L. Senior Biomedical Engineering Laboratory (0-3-1)**

Prerequisites: BME 402, BME 425.

Laboratory investigation of biomedical instrumentation and signal analysis. Basic experiments in biofluid and thermal transport. Design and conduct of experiments using modern techniques, skills and tools. (Every year)

**BME 450. Advanced BioFluids (3-0-3)**

Prerequisites: BME 440 or MAE 430 (or permission of instructor).

The course objectives continue to build on advanced theories and solution techniques related to biological fluid flow phenomena primarily concentrating on the flows in cardiovascular and respiratory systems. Topics covered include: hemodynamics in carotid artery bifurcations, coronary arteries, abdominal bifurcations, arterial anastomoses, and air-particle transport in the lung airways. Computational fluid dynamics modeling and simulation are the tools to solve the flow phenomena numerically. A group project report and presentation, in the form of a conference paper/presentation, are required. (Every two years)

**BME 460. Biomedical Materials (3-0-3)**

Prerequisites: BIO 205 or BIO 211, CHM 221, EGR 232.

Chemical and physical properties of metals, polymers, and ceramics for use in biomedical applications. Biological corrosion of materials, and response of living tissue to foreign substances. Criteria for evaluation of materials for prostheses and artificial organs. Design considerations for implantable prostheses materials. (Every year)

**BME 470. Biomedical Applications of Microcontrollers (3-0-3)**

Prerequisite: EGR 245.

Interface of memory and other devices such as analog-to-digital converters and digital-to-analog converters to microcontroller chips. Selection and assembly-language programming of microcontrollers for interfacing to peripherals. Design of microcomputer systems for medical use. Includes laboratory exercises and design projects. (Every year)

**BME 480. Introduction to Senior Design (0-1-0)**

Co-requisites/Prerequisites: BME 402, BME 425, EGR 312, and TCO 341.

Course will provide guidance for the selection of team members and topic for the senior design project to be completed in BME 487 and BME 488. To successfully complete the course, a student must belong to a team (3 to 4 persons) and briefly outline the project goals to be implemented in BME 487 and BME 488. A seminar series will be conducted to facilitate student introduction to potential industrial clients and projects. Seminar attendance is required to obtain a satisfactory course grade. This course is graded S/U. (Every semester)

**BME 487. Engineering Design Exhibit I (0-6-2)**

Prerequisites: TCO 341, BME 402, BME 425, and BME 480.

Must have completed all required 100- and 200-level engineering, mathematics, chemistry, biology and physics courses. If approved by department chair and course instructor, a waiver may be granted for one of the BME prefixed prerequisites or co-requisites, provided that the course to be waived does not provide content essential to the successful completion of the capstone project. No additional prerequisite waivers will be granted.

Co-requisites: BME 445L.

Multi-disciplinary design projects with substantial BME content.

Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**BME 488. Engineering Design Exhibit II (0-6-2)**

Prerequisite: BME 487.

Continuation of BME 487 multi-disciplinary design projects with substantial BME content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**SPECIAL COURSES:** BME 491, 492, 493, 498, 499 for variable credit. May be repeated for credit with approval of academic advisor and the Chair of the Biomedical Engineering Department.

**BME 491-492-493. Special Topics (1-6 hours)**

**BME 498. Professional Seminar (1-6 hours)**

**BME 499. Independent Study (1-6 hours)**

**Computer Specialization**

The central focus of the computer specialization is the engineering design of systems which operate in real-time with computers embedded in the system as a component or controller. The embedded computer is often a single chip "microcontroller" or a custom designed small computer which consists of a small number of chips. A mix of electronics fundamentals, general engineering fundamentals, engineering design, and computer system principles form the computer specialization. This is obviously a rapidly expanding field of which growth is fueled by the progress in semiconductor chip size and speed. The amount of memory available on a single chip has quadrupled each three years for over two decades. Processor and logic chips are not far behind in this growth pattern and this has led to astonishing increases in the power of computers, especially at the low cost end of the spectrum. As a consequence, computers are found "embedded" in the design of everything from household appliances to automobiles. The growth in

chip capacity also leads to the ability to put a lot of software on just one or two chips, enabling these embedded, low-cost computers to run more and more complex software. That drives engineering programs with a computer specialization to include not only modern programmable chip based hardware design, but also modern software design methodology in anticipation of the implementation of more and more complex software on even cheaper systems. As the Internet expands, local communication capability between computers is also rising in importance.

### **Academic Requirements for BSE, Computer Specialization**

The computer specialization builds upon the base provided by the engineering core and general studies. Beyond this base, the curriculum is composed of two parts; computer specialization required courses and technical electives. Approved technical elective courses enable students to deepen their background in computer engineering and to expand their knowledge in related fields. Successful completion of the curriculum leaves the student prepared to embark on a career in computer engineering or to pursue advanced education in graduate school. The attention of the student is directed to the retention, graduation and academic requirements of the University and the School of Engineering. Required computer specialization courses require a C or better in ECE, EGR, and CSC prerequisites. Students must also maintain a minimum cumulative grade point average of 2.0 in courses with the ECE and CSC prefix. Computer specialization students must complete the key foundation courses in the discipline before enrolling in senior design ECE 485.

### **Departmental Honors for BSE, Computer Specialization**

Each year, the engineering faculty in the computer specialization determines the graduating computer engineering student who has best distinguished himself or herself and recognizes this student as the Outstanding Engineering Graduate in the Computer Specialization.

### **Bachelor of Science in Engineering (BSE) Degree Requirements:**

#### **Computer Specialization**

1. BSE General Education .....32 hours  
(includes PHY 162)
  
2. Engineering Core .....45 hours
  
3. Additional Mathematics .....4 hours  
MAT 225. Topics in Discrete Mathematics
  
4. Required ECE and CSC Courses .....45 hours  
ECE 202. Signals and Systems  
CSC 204. Programming I  
CSC 205. Programming II  
CSC 245. Data Structures and Algorithm Analysis  
CSC 3XX/4XX. Approved CSC Elective  
ECE 322. Digital Logic and Computer Organization  
ECE 323. Microcomputer Fundamentals  
ECE 340. Electromagnetic Applications  
ECE 424. Digital Design with VHDL  
ECE 425. Introduction to Computer Architecture  
ECE 428. Embedded Computer Systems  
ECE 455. Computer Networks

ECE 4XX. ECE Tech Elective

ECE 481. Introduction to Senior Design - Computer Specialization

ECE 485. Engineering Design Exhibit I - Computer Specialization

ECE 486. Engineering Design Exhibit II - Computer Specialization

5. Technical Electives .....3 hours  
 Technical electives are chosen by the student with the approval of the student's faculty advisor for the purpose of advancing the student's academic goals. Technical electives must be selected from a list provided by the computer specialization faculty, and must provide depth and appropriate design content in computer engineering areas.

**Total Semester Hours Required .....129 hours**

**Computer Specialization**

**Freshman Year**

**Fall Semester**

CHM 111	General Chemistry	3	3	4
EGR 126	Programming for Engr	3	0	3
MAT 191	Calculus I	4	0	4
UNV 101	Freshman Experience	1	0	1
XXX	Gen Ed Grp 2/3/4	3	0	3
		<u>14</u>	<u>3</u>	<u>15</u>

**Spring Semester**

EGR 107	Intro to Engr Design	3	0	3
TCO 141	Intro to Prof Comm	3	0	3
MAT 192	Calculus II	4	0	4
PHY 161	General Physics I	3	3	4
XXX	Gen Ed Grp 2/3/4	3	0	3
		<u>15</u>	<u>6</u>	<u>17</u>

**Sophomore Year**

**Fall Semester**

EGR 232	Statics/Solid Mech	3	0	3
EGR 244	Electric Circuit Ana.	4	0	4
MAT 330	Intro to Diff Eqns	3	0	3
PHY 162	General Physics II	3	3	4
XXX	Gen Ed Grp 2/3/4	3	0	3
		<u>15</u>	<u>5</u>	<u>17</u>

**Spring Semester**

CSC 204	Prog I	3	3	4
ECE 322	Digital Logic	2	0	2
EGR 236	Dynamics	3	0	3
EGR 245	Intro Elec & Elec Power	3	0	3
EGR 246L	Electr. Circuits Lab	0	3	1
ECE 202	Signals and Sys	3	0	3
		<u>14</u>	<u>6</u>	<u>18</u>

**Junior Year**

**Fall Semester**

CSC 205	Programming II	3	3	4
TCO 341	Tech Comm	3	0	3
ECE 323	Microcomputer Fund	2	3	3
MAT 225	Top in Discrete Math	4	0	4
ECE 424	Digital Design/VHDL	3	3	4
		<u>15</u>	<u>9</u>	<u>18</u>

**Spring Semester**

CSC 245	Data Struct and Algo	3	0	3
ECE 428	Embed Comp Sys	3	0	3
ECE 481	Intro to Sr Dsgn	0	1	0
EGR 235	Thermodynamics	3	0	3
EGR 386	Feedback Control	3	0	3
EGR 252	Prob & Stat for Engr	3	0	3
		<u>15</u>	<u>1</u>	<u>15</u>

**Senior Year (Standard BSE Program)**

<b>Fall Semester</b>			<b>Spring Semester</b>		
CSC 3xx/ 4xx	Approved CSC Elective	3 0 3	ECE 455	Computer Networks	3 0 3
ECE 340	Electromagn Appl	3 0 3	ECE 486	Engr Dsgn Exhibits II	0 6 2
ECE 425	Comp Architecture	3 0 3	ECE 4xx	Tech Elective	3 0 3
ECE 485	Engr Dsgn Exhibits I	0 6 2	EGR 312	Engineering Econ	3 0 3
ECE 4xx	ECE Tech Elective	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
XXX	Hum/SS/Comm Elec	3 0 3			
		<hr/> 15 6 17			<hr/> 12 6 14

**Integrated Bachelor of Science in Engineering /Master of Science in Engineering in Computer Engineering\***

Students who complete the first three years of the Bachelor of Science in Engineering with a Computer Specialization or in any engineering specialization with appropriate computer courses included and with grades which qualify them for graduate study may directly pursue the Master of Science in Engineering degree during their fourth and fifth years of study. A full calendar year, including one summer term, is needed to complete the Master of Science in Engineering in Computer Engineering or in Electrical Engineering degrees. See the graduate studies section near the back of this catalog for more information about the Integrated Bachelor of Science in Engineering/Masters of Science in Engineering Program.

**Senior Year (Integrated Bachelor of Science in Engineering/  
Master of Science in Engineering students only)**

<b>Fall Semester</b>			<b>Spring Semester</b>		
ECE 340	Electromagn Appl	3 0 3	EGR 312	Engineering Econ	3 0 3
EGR 235	Thermodynamics	3 0 3	ECE 486	Engr Dsgn Exhibits II	0 6 2
CSC 3xx/ 4xx	Approved CSC Elective	3 0 3	ECE 455	Computer Networks	3 0 3
ECE 485	Engr Dsgn Exhibit I	0 6 2	SSE 554	Obj-Orient Dsgn II	3 0 3
SSE 5/6xx	Grad Course	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
ECE 4xx	ECE Tech Elective	3 0 3			
		<hr/> 15 6 17			<hr/> 12 6 14

**Graduate Year (Integrated Bachelor of Science in Engineering/  
Master of Science in Engineering students only)**

<b>Fall Semester</b>			<b>Spring Semester</b>		
ECE 6xx	Grad ECE Course	3 0 3	ECE 6xx	Grad Course	3 0 3
SSE 6xx	Grad SSE Course	3 0 3	ECE/SSE 6xx	Grad Course	3 0 3
ECE 5/6xx	Grad Course	3 0 3	ECE/SSE 6xx	Grad Course	3 0 3
XXX	Tech Elective	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
		<hr/> 12 0 12			<hr/> 12 0 12

**Summer Term (Integrated Bachelor of Science in Engineering/  
Master of Science in Engineering students only)**

ECE/SSE 6xx	Grad Course	3 0 3
ECE/SSE 6xx	Grad Course	3 0 3
		<hr/> 6 0 6



\*Computer Engineers may select either Computer Engineering or Software Engineering for their fifth year Master's degree program. See graduate section of this catalog for 600-level graduate course information.

## **Electrical Specialization**

The professional activities of electrical engineers directly affect the lives of most of the world's population every day. They are responsible for the design and application of digital computers, design and development of telephone networks and communication systems, radio and television transmitters and receivers, automatic control systems, electric power generation and distribution systems, and a wide variety of other electrical and electronic systems. Within the broad scope of these systems, the electrical engineer is concerned with a challenging and diverse array of design and development problems, and is in fact functioning as a prime mover in the "high tech" age.

Electrical engineers design minuscule semiconductor integrated circuits which contain many thousands of elementary devices. They design systems for automatically controlling mechanical devices and a variety of processes. They are responsible for the design of satellite communication links as well as biomedical instrumentation for patient monitoring systems for hospitals and medical research. The development of the microprocessor has expanded the opportunities for electrical engineers to improve the design of familiar products since these devices are now incorporated into automobiles, consumer and office products, entertainment systems, communication systems and a vast variety of test and measurement instruments and machine tools.

### **Academic Requirements for BSE, Electrical Specialization**

The electrical specialization builds upon the base provided by the engineering core and general studies. Beyond this base, the curriculum is composed of two parts; electrical specialization required courses and technical electives. Approved technical elective courses enable students to deepen their background in electrical and computer specializations and to expand their knowledge in related fields. Successful completion of the curriculum leaves the student prepared to embark on a career in electrical engineering or to pursue advanced education in graduate school. The attention of the student is directed to the retention, graduation and academic requirements of the University and the School of Engineering. Required electrical specialization courses require a C or better in ECE and EGR prerequisites. Students must also maintain a minimum cumulative grade point average of 2.0 in courses with the ECE prefix. Engineering students in the Electrical specialization must complete the key foundation courses in the discipline before enrolling in senior design, ECE 487.

### **Departmental Honors for BSE, Electrical Specialization**

Each year, the engineering faculty in the electrical specialization determines the graduating electrical specialization student who has best distinguished himself or herself and recognizes this student as the Outstanding Engineering Graduate in the Electrical Specialization.

### **The Dixie Crow Educational Foundation Scholarship**

The Dixie Crow Educational Foundation Scholarship program provides financial awards for selected undergraduate students of the Mercer School of Engineering, with a preference for those who are pursuing an engineering degree in the electrical specialization and are residents of the Middle Georgia area. These scholarships are renewed for three additional years provided the student meets the academic requirements required for renewal, enrolls full-time, and maintains continuous

enrollment. The Dixie Crow Chapter of the National Old Crows Association is an electronic warfare engineering organization.

### **The BSE Curriculum, Electrical Specialization**

The electrical specialization curriculum is designed to provide a foundation for a student to pursue a career in engineering with expertise in electrical engineering and possibly special expertise in one or more of its sub-fields. The program puts emphasis on learning to function within teams of professionals whose members are pursuing a common engineering goal, and on communicating effectively with both technical and non-technical audiences. Graduates of the bachelors degree program are competent engineers who are prepared to pursue a broad variety of professional avenues.

### **Bachelor of Science in Engineering (BSE)**

#### **Degree Requirements: Electrical Specialization**

1. BSE General Education .....32 hours  
(includes PHY 162)
2. Engineering Core .....45 hours
3. Additional Mathematics .....3 hours  
MAT 293. Multivariable Calculus
4. Required ECE Courses .....46 hours  
ECE 202. Signals and Systems  
ECE 311. Electronics I  
ECE 312. Electronics II  
ECE 312L. Electronics II Laboratory  
ECE 322. Digital Logic and Computer Organization  
ECE 323. Microcomputer Fundamentals  
ECE 340. Electromagnetic Applications  
ECE 341. Electromagnetic Field Theory  
ECE 404. Engineering Analysis for Electrical Engineers  
ECE 431. Analog and Digital Signal Processing  
ECE 451. Communications I  
ECE 451L. Communications Laboratory  
ECE 452. Digital Communications and Stochastic Processes  
ECE xxx. Senior Design Elective  
ECE xxx. Senior Design Elective  
ECE xxx. Senior Design Elective  
ECE 480. Introduction to Senior Design - Electrical Specialization  
ECE 487. Engineering Design Exhibit I - Electrical Specialization  
ECE 488. Engineering Design Exhibit II - Electrical Specialization
5. Technical Electives .....3 hours  
Electives are chosen by the student with the approval of the student's faculty advisor for the purpose of advancing the student's academic goals. The three ECE Senior Design Electives are selected from a list of ECE courses provided by the electrical specialization faculty. The additional Technical Elective is selected from a list of engineering, mathematics, computer science, chemistry, and physics courses provided by the electrical specialization faculty.

**Total Semester Hours Required ..... 129 hours**

## Electrical Specialization

### Freshman Year

<b>Fall Semester</b>					<b>Spring Semester</b>					
CHM 111	General Chemistry	3	3	4	EGR 107	Intro to Engr Dsgn	3	0	3	
EGR 126	Programming for Engr	3	0	3	TCO 141	Intro to Prof Comm	3	0	3	
MAT 191	Calculus I	4	0	4	MAT 192	Calculus II	4	0	4	
UNV 101	Freshman Experience	1	0	1	PHY 161	General Physics I	3	3	4	
XXX	Gen Ed Grp 2/3/4	3	0	3	XXX	Gen Ed Grp 2/3/4	3	0	3	
		<hr style="width: 100%;"/>						<hr style="width: 100%;"/>		
		14						15		

### Sophomore Year

<b>Fall Semester</b>					<b>Spring Semester</b>					
EGR 232	Statics/Solid Mech	3	0	3	ECE 202	Signals and Sys	3	0	3	
EGR 244	Electr Circuit Ana	4	0	4	EGR 236	Dynamics	3	0	3	
MAT 330	Intro to Diff Equat	3	0	3	EGR 245	Intro Elec & Elec Pwower	3	0	3	
PHY 162	General Physics II	3	3	4	EGR 246L	Electr Circuits Lab	0	3	1	
XXX	Gen Ed Grp 2/3/4	3	0	3	ECE 322	Digital Logic	2	0	2	
					EGR 252	Prob & Stats for Engr	3	0	3	
		<hr style="width: 100%;"/>						<hr style="width: 100%;"/>		
		15						17		

### Junior Year

<b>Fall Semester</b>					<b>Spring Semester</b>					
ECE 311	Electronics I	3	0	3	ECE 312	Electronics II	2	0	2	
ECE 323	Microcomp Fund	2	3	3	ECE 312L	Electronics II Lab	0	3	1	
ECE 431	Ana/Dig Sig Proc	3	0	3	ECE 341	Emag Field Theory	3	0	3	
EGR 386	Feedback Control	3	0	3	ECE 480	Intro to Sr Design	0	1	0	
MAT 293	Multivariable Cal	3	0	3	EGR 235	Thermodynamics	3	0	3	
ECE 340	Electromag Applic	3	0	3	ECE 404	Egr Ana. for Ele Egr	3	0	3	
					TCO 341	Tech Comm	3	0	3	
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		17						18		

### Senior Year (Standard BSE Program)

<b>Fall Semester</b>					<b>Spring Semester</b>					
ECE 451	Communications I	3	0	3	ECE 488	Eng Design Exhibit II	0	6	2	
ECE 451L	Comm Lab	0	3	1	EGR 412	Engineering Econ	3	0	3	
ECE 487	Eng Design Exhibit I	0	6	2	ECE 4xx	ECE Technical Elect	3	0	3	
ECE 4xx	ECE Technical Elect	3	0	3	ECE 452	Dig Comm & St Proc	3	0	3	
ECE 4xx	ECE Technical Elect	3	0	3	XXX	Technical Elective	3	0	3	
XXX	Hum/SS/Comm Elec	3	0	3	XXX	Hum/SS/Comm Elec	3	0	3	
		<hr style="width: 100%;"/>						<hr style="width: 100%;"/>		
		12						15		

## **Integrated Bachelor of Science in Engineering/Master of Science in Engineering, Electrical Specialization\***

Students who complete the first three years of the Bachelor of Science in Engineering with an electrical specialization with grades which qualify them for graduate study may directly pursue the Master of Science in Engineering degree during their fourth and fifth years of study. A full calendar year, including one summer term, is needed to complete the Master of Science in Engineering in Electrical Engineering or in Computer Engineering degrees. See the graduate studies section near the back of this

catalog for more information about the integrated Master of Science in Engineering programs.

**Senior Year (Integrated Bachelor of Science in Engineering/  
Master of Science in Engineering students only)**

Fall Semester			Spring Semester		
ECE 451	Communications I	3 0 3	ECE 488	Eng Dsgn Exhibit II	0 6 2
ECE 451L	Comm Lab	0 3 1	ECE 452	Dig Comm & St Proc	3 0 3
ECE 487	Eng Dsgn Exhibit I	0 6 2	ECE 4xx	ECE Tech Elect*	3 0 3
ECE 4xx	ECE Tech Elect*	3 0 3	ECE 4xx	ECE Tech Elect*	3 0 3
ECE 4xx	ECE Tech Elect*	3 0 3	ECE 5/6xx	Grad Course	3 0 3
ECE 6xx	Grad Course	3 0 3	XXX	Technical Elective*	3 0 3
		<hr/>			<hr/>
		12 9 15			15 6 17

**Graduate Year (Integrated Bachelor of Science in Engineering/  
Master of Science in Engineering students only)**

Fall Semester			Spring Semester		
ECE 6xx	Grad Course	3 0 3	ECE 6xx	Grad Course	3 0 3
ECE 6xx	Grad Course	3 0 3	ECE 6xx	Grad Course	3 0 3
ECE 5/6xx	Grad Course	3 0 3	ECE 5/6xx	Grad Course	3 0 3
XXX	Hum/SS/Comm Elec	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
		<hr/>			<hr/>
		12 0 12			12 0 12

**Summer Term (Integrated Bachelor of Science in Engineering/  
Master of Science in Engineering students only)**

6xx	Grad Course	3 0 3
6xx	Grad Course	3 0 3
		<hr/>
		6 0 6

\*Electrical Engineers who have a minor in Computer Science may select either Computer Engineering or Software Engineering for their fifth year Master's degree program. See graduate section of this catalog for 600-level graduate course information.

## ECE Courses

### **ECE 202. Signals and Systems (3-0-3)**

Prerequisites: C or better in EGR 244, MAT 330.

Signals and systems concepts; linear time-invariant systems; impulse response and convolution; transforms analysis of signals and systems; Fourier Series and Fourier Transforms; frequency-domain analysis of circuits; frequency selective filters; Bode plots; fundamentals of analog filter design. (Every year)

### **ECE 311. Electronics I (3-0-3)**

Prerequisites: C or better in ECE 202, C or better in EGR 245.

Introduction to the characterization of passive and active semiconductor devices and applications in electrical circuits. Focus on diodes, junction and field effect transistors, integrated circuit operational amplifiers, and on their typical uses in amplifiers, ac/dc conversion, switching, and other linear and nonlinear systems. Features use of simulation tools. (Every year)

**ECE 312. Electronics II** (2-0-2)

Prerequisite: C or better in ECE 311.

Co-requisite: ECE 312L.

Continuation of the study of characteristics and applications of semiconductor devices electronic circuits. Extension to power devices, multi-component integrated circuits, optoelectronic devices, and to oscillators and filters at video and RF frequencies. Focus hands-on laboratory experiences and the circuit design process. (Every year)

**ECE 312L. Electronics II Laboratory** (0-3-1)

Co-requisite: ECE 312.

Hands-on laboratory experiences with a focus on the circuit design process. (Every year)

**ECE 322. Digital Logic** (2-0-2)

Co-requisite: EGR 244.

Engineering approaches to design and analysis of digital logic circuits. Number systems, Boolean algebra, logic gates, truth tables, Karnaugh maps, combinational circuits, sequential circuits, PLDs in digital design. (Every year)

**ECE 323. Microcomputer Fundamentals** (2-3-3)

Prerequisite: C or better in ECE 322.

A study of the basic principles related to the design and interfacing of microcomputer systems. Designing microprocessor based CPU modules, EPROM, SRAM, and DRAM memory interfaces. Address decoding techniques, timing requirements, adding wait states for slow memory systems. Concepts related to parallel I/O, serial I/O, and Programmed I/O. Introduction to hardware interrupts and DMA. Embedded systems. Experiments and design projects related to digital logic circuits, microprocessors, programming, and interfacing are an important part of the course. Ethics in electrical and computer engineering will be introduced. (Every year)

**ECE 340. Electromagnetic Applications** (3-0-3)

Prerequisite: C or better in EGR 245.

Applications of electromagnetic field theory and principles to the design of modern electronic systems. Emphasis on applications in high-frequency analog and high-speed digital systems. Time-varying fields and Maxwell's equations, uniform plane waves, transmission lines, microwaves, and antennas. (Every year)

**ECE 341. Electromagnetic Field Theory** (3-0-3)

Co-requisite: MAT 293.

An introduction to the theory of electromagnetic fields with emphasis on time-varying applications. Vector calculus, Maxwell's equations, uniform plane waves, transmission lines, microwaves, and antennas. (Every year)

**ECE 404. Engineering Analysis for Electrical Engineers** (3-0-3)

Prerequisite: C or better in MAT 330.

Course provides the foundation of mathematical techniques and analysis which are highly applicable to engineering disciplines. The subtopics in the two main areas: Linear algebra and complex analysis will be covered. Some topics from numerical methods may be covered at the discretion of the instructor and in accord with the students' interests. (Every year)

**ECE 410. Analog Filter Design** (3-0-3)

Prerequisites: C or better in ECE 202, C or better in ECE 311.

Principles of active and passive filter design, simulation, and realization. Design and implementation of lowpass, highpass, bandpass, and notch filters. Butterworth, Chebyshev, and elliptic filter design. (Every two years)

**ECE 411. Power Electronics (3-0-3)**

Prerequisite: C or better in ECE 312.

Principles of diode rectifiers and controlled rectifiers, inverters, voltage regulators and large-signal discrete and integrated-circuit power amplifiers. (Every two years)

**ECE 424. Digital Design with VHDL (3-3-4)**

Prerequisite: C or better in ECE 322.

VHDL is introduced as a hardware design language for the design of large scale digital systems. Specific targets include FPGA, MACH, and other VLSI programmable chips. (Every year)

**ECE 425. Introduction to Computer Architecture (3-0-3)**

Prerequisite: C or better in ECE 323.

Concepts of computer architecture including pipelining, cache memory, memory management, disk management systems, computer arithmetic, and instruction set architecture. Design of microprogrammed and hardwired controllers. (Every year)

**ECE 428. Embedded Computer Systems (3-0-3)**

Prerequisites: C or better in ECE 323 and C or better in ECE 424.

Design of computer systems as components of larger engineering systems. Emphasis is on real-time applications. Integration of high-level and low-level software components in a real-time environment. The course will emphasize applications which involve hard deadlines for real-time data handling and real-time control of physical systems with a significant lab component. (Every year)

**ECE 431. Analog and Digital Signal Processing (3-0-3)**

Prerequisite: C or better in ECE 202.

Fundamentals of signal processing in both analog and digital domains, emphasizing the relationships between the two. Review of Fourier analysis and Bode plot. Analog filter design techniques: Butterworth, Chebyshev, and elliptic; implementation of analog filters using active circuits. Sampling and mapping of analog frequency to digital frequency. Basic topics in digital signal processing: difference equations, impulse response, z transform, IIR and FIR digital filters, discrete-time frequency response. (Every year)

**ECE 432. Digital Signal Processing (3-0-3)**

Prerequisite: C or better in ECE 431 or consent of instructor.

Z-transform, design of frequency-selective digital filters (Butterworth, Chebyshev, and elliptic), filter structures, transient and steady-state response of filters, DFT, FFT, windowing effects, frequency resolution. Use of Matlab and Simulink to implement and analyze digital filters. (Every two years)

**ECE 435. Introduction to Data Compression (3-0-3)**

Prerequisite: C or better in ECE 431 or consent of the instructor.

Mathematics and techniques for common methods of both lossless and lossy compression of digital data: compression of one-dimensional and two-dimensional signals; Huffman and Tunstall codes; quantization; predictive coding; transform coding; sub-band coding. (Every two years)

**ECE 441. Fiber Optic Communications (3-0-3)**

Prerequisite: C or better in ECE 341.

Introduction to optics and optical systems as applied to modern engineering problems. Principles and applications of fiber optic communication systems. Optical communications channel design. Fiber optic sensing. Optic fiber waveguides. Traveling-wave amplification and optical resonators (Lasers). (Every two years)

**ECE 442. Electromagnetic Compatibility (3-0-3)**

Prerequisite: C or better in ECE 340.

Design of electronic systems to prevent interference and to satisfy governmental regulations on radiated and conducted emissions. Interference scenarios, EMC requirements on electronic systems, non-ideal behavior of components, signal spectra, radiated emissions, conducted emissions, crosstalk, shielding. (Occasionally)

**ECE 443. Antenna Theory (3-0-3)**

Prerequisite: C or better in ECE 340.

Introduction to the theory and applications of antennas. Antenna fundamentals, patterns, directivity, gain, impedance, polarization. Electrically small dipoles and loops, arrays, line sources, resonant antennas, and broadband antennas. (Occasionally)

**ECE 445. Transmission Lines (3-0-3)**

Prerequisite: C or better in ECE 340.

Advanced study of transmission line theory in the design of high-frequency analog and high-speed digital system. Emphasis on electrically-long lines. Signal integrity in high-speed digital interconnects, crosstalk in multi-conductor transmission lines. Extensive use of computer simulation tools. (Occasionally)

**ECE 451. Communication Systems I (3-0-3)**

Prerequisites: C or better in ECE 202, EGR 252.

Co-requisite: ECE 451L.

Review of Fourier analysis, linear channels, and linear distortion, linear modulation schemes, DSBTC, DSBSC, SSB, VSB, frequency and phase modulation, radio broadcasting, discrete probability, random variables, probability distribution functions, expected values and correlation. (Every year)

**ECE 451L. Communications Lab (0-3-1)**

Co-requisite: ECE 451.

Software and hardware tools for communication/telecommunication systems experimentation and design, RF system design for communications, simulation of complex communication links. (Every year)

**ECE 452. Communication Systems II (3-0-3)**

Prerequisite: C or better in ECE 451 or consent of instructor.

Stochastic processes, stationary and ergodic processes, autocorrelation function and power spectral density, linear channels and random input, white noise and AWGN channels, sampling theorem and pulse code modulation, Nyquist criteria, binary modulation schemes and their performance in AWGN channels, coherent and noncoherent detection. (Every year)

**ECE 455. Computer Networks (3-0-3)**

Prerequisite: C or better in ECE 323.

Protocols and structures for computer networks. Circuit and Packet switch networks. Basic network performance issues. (Every year)

**ECE 461. Feedback Control Systems: Digital Control (3-0-3)**

Prerequisite: C or better in EGR 386.

Control system analysis and design with emphasis on digital controllers and additional topics include multi-input/multi-output systems and non-linear controllers. (Occasionally)

**ECE 471. Power Systems Fundamentals (3-0-3)**

Prerequisites: C or better in ECE 202, C or better in EGR 245.

Basic power system analytical concepts, three-phase systems, phasors, impedances, steady-state network analysis, normalization, transmission lines, transformers, synchronous machines, power flow. (Every two years)

**ECE 480. Introduction to Senior Design - Electrical Specialization (0-1-0)**

Co-requisites: TCO 341, ECE 311, ECE 323, and EGR 386.

Course will provide guidance for the selection of team members and topic for the senior design project to be completed in ECE 487 and ECE 488. To successfully complete the course, a student must belong to a team (3 to 4 persons) and briefly outline the project goals to be implemented in ECE 487 and ECE 488. A seminar series will be conducted to facilitate student introduction to potential industrial clients and projects. Seminar attendance is required to obtain a satisfactory course grade. This course is graded S/U. (Every semester)

**ECE 481. Introduction to Senior Design - Computer Specialization (0-1-0)**

Co-requisites: TCO 341, ECE 202, ECE 323, EGR 386, and CSC 205.

Course will provide guidance for the selection of team members and topic for the senior design project to be completed in ECE 485 and ECE 486. To successfully complete the course, a student must belong to a team (3 to 4 persons) and briefly outline the project goals to be implemented in ECE 485 and ECE 486. A seminar series will be conducted to facilitate student introduction to potential industrial clients and projects. Seminar attendance is required to obtain a satisfactory course grade. This course is graded S/U. (Every semester)

**ECE 485. Engineering Design Exhibit I - Computer Specialization (0-6-2)**

Prerequisites: TCO 341, ECE 202, ECE 323, ECE 481, EGR 386, and CSC 205. Must have completed all required 100- and 200-level engineering, mathematics, chemistry and physics courses. If approved by department chair and course instructor, a waiver may be granted for one of the ECE prefixed prerequisites, provided that the course to be waived does not provide content essential to the successful completion of the capstone project. No additional prerequisite waivers will be granted.

Multi-disciplinary design projects with substantial Computer Engineering content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**ECE 486. Engineering Design Exhibit II - Computer Specialization (0-6-2)**

Prerequisite: ECE 485.

Continuation of ECE 485 multi-disciplinary design projects with substantial Computer Engineering content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**ECE 487. Engineering Design Exhibit I - Electrical Specialization (0-6-2)**

Prerequisites: TCO 341, ECE 311, ECE 323, ECE 480, and EGR 386. Must have completed all required 100- and 200-level engineering, mathematics, chemistry and



physics courses. If approved by department chair and course instructor, a waiver may be granted for one of the ECE prefixed prerequisites, provided that the course to be waived does not provide content essential to the successful completion of the capstone project.

Multi-disciplinary design projects with substantial ECE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**ECE 488. Engineering Design Exhibit II - Electrical Specialization (0-6-2)**

Prerequisite: ECE 487.

Continuation of ECE 487 multi-disciplinary design projects with substantial ECE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**SPECIAL COURSES:** ECE 491, 492, 493, 498, 499 for variable credit. May be repeated for credit with approval of academic advisor and the Chair of the Electrical and Computer Engineering Department.

**ECE 491-492-493. Special Topics (1-6 hours)**

**ECE 498. Professional Seminar (1-6 hours)**

**ECE 499. Independent Study (1-6 hours)**

## **Environmental Specialization**

Environmental consciousness and sustainable design have surfaced as primary initiatives during the last forty years. The negative effects of modern society on the earth's natural environment are the result of industrialization, population growth, and numerous man-made environmental calamities. The prevention of future environmental accidents, reduction of pollutants into the environment, and cleanup of previously contaminated sites have come to be recognized initiatives in virtually all nations.

Environmental engineers translate physical, chemical, biological, and engineering sciences into processes and systems for the protection of the public's health and safety. Environmental engineers are charged with implementing and designing systems that meet environmental standards and control pollution in water, air, and on land. They also consult with regional authorities in the site selection, design, construction, and management of secure landfills, potable water treatment facilities, and wastewater reclamation plants. Environmental engineers assess the danger of groundwater contamination and devise plans to minimize ecological risk. They study atmospheric conditions and the effects of air pollutants on the surrounding community. Environmental engineers recommend process improvements to reduce the amount of spent/utilized industrial waste.

Employment opportunities for environmental engineering graduates are diverse. Major employers include consulting engineering firms, industrial facilities, local, state and federal governments, as well as regulatory agencies.

### **Academic Requirements for BSE, Environmental Specialization**

In addition to the retention, graduation, and academic requirements of Mercer University and the School of Engineering, all environmental specialization students must obtain a grade of C or better in EVE 290, EVE 384, and EVE 405. Also, environmental

specialization engineering students must maintain a grade point average of at least 2.0 in all courses carrying an EVE prefix.

### **Departmental Honors for BSE, Environmental Specialization**

Each year, the engineering faculty in the environmental specialization determines the graduating engineering student in the environmental specialization who has best distinguished himself or herself, and designates this student as the Dr. Robert Rozett Outstanding Engineering Graduate in the Environmental Specialization.

### **The BSE Curriculum, Environmental Specialization**

The goal of the BSE program with environmental specialization is to produce graduates who are prepared for employment in professional practice or for graduate study. The natural environment in itself represents a complex and interactive biological, chemical, and physical system. Moreover, engineering strategies that operate in concert with environmental systems rely on application of fundamental engineering expertise coupled with specific environmental engineering practice. Engineering students in the environmental specialization study in the basic sciences, mathematics, and traditional engineering so they can apply engineering analysis and design to environmental systems. Beyond this they study well-established environmental engineering topics including water and wastewater treatment, air pollution control, solid waste systems, public health, atmospheric chemistry, and bioremediation. Hands-on engineering in the environmental specialization is accomplished through laboratory exercises and experiences. Opportunities for environmental students to deepen and broaden their technical education exist through several avenues, including faculty-led research, Habitat for Humanity, and Mercer on Mission.

### **Bachelor of Science in Engineering (BSE) Degree Requirements:**

#### **Environmental Specialization**

1. BSE General Education .....32 hours  
(includes CHM 112)
2. Engineering Core .....45 hours
3. Other Required Courses outside of EVE .....10 hours  
MAE 205. Visualization and Graphics  
**(Any two lab-science courses, 8-hours, is required. A subset of the acceptable courses follows.)**  
BIO 205. Introduction to Biology for Engineers  
BIO 211. Introduction to Biology I  
CHM 221. Organic Chemistry I  
CHM 222. Organic Chemistry II  
ENB 150. Introduction to Environmental Science  
ENV 105. Geology  
ENV 110. Meteorology  
ENV 330. Introduction to Geographic Information Systems  
PHY 115. Descriptive Astronomy
4. Required Environmental Engineering (EVE) courses .....27 hours  
EVE 290. Intro to Environmental Engineering  
EVE 290L. Intro to Environmental Engineering Laboratory  
EVE 384. Engineering Hydraulics  
EVE 385. Engineering Hydrology

- EVE 405. Design and Analysis of Wastewater Systems
- EVE 430. Bioremediation
- EVE 445L. Senior Environmental Engineering Laboratory
- EVE 480. Introduction to Senior Design
- EVE 486. Public Health
- EVE 487. Engineering Design Exhibit I
- EVE 488. Engineering Design Exhibit II
- EVE 490. Groundwater Hydrology

5. Environmental Engineering (EVE) Electives ..... 12 hours  
Environmental Engineering electives are 300/400 level advanced EVE concepts courses that are chosen by the student with the approval of the student's faculty advisor.
  
6. Technical Electives ..... 3 hours  
Technical electives are 300/400 level advanced engineering, science and math courses chosen by the student with the approval of the student's faculty advisor for the purpose of providing additional depth in areas of special interest to the student.

**Total Semester Hours Required ..... 129 hours**

**Environmental Specialization**

**Freshman Year**

<b>Fall Semester</b>						<b>Spring Semester</b>	
CHM 111	General Chemistry I	3	3	4	EGR 107	Intro to Engr Design	3 0 3
EGR 126	Programming for Engr	3	0	3	TCO 141	Intro to Prof Comm	3 0 3
MAT 191	Calculus I	4	0	4	MAT 192	Calculus II	4 0 4
UNV 101	Freshman Experience	1	0	1	CHM 112	General Chemistry II	3 3 4
XXX	Gen Ed Grp 2/3/4	3	0	3	XXX	Gen Ed Grp 2/3/4	3 0 3
		14		3			15
							6
							17

**Sophomore Year**

<b>Fall Semester</b>						<b>Spring Semester</b>	
EGR 232	Static/Solid Mech	3	0	3	EGR 236	Dynamics	3 0 3
EGR 244	Electr Circuit Ana.	4	0	4	EGR 235	Thermodynamics	3 0 3
EVE 290	Intro to EVE	3	0	3	EGR 245	Intr Elec & Elec Power	3 0 3
MAT 330	Intro to Diff Equ	3	0	3	EGR 246L	Electr Circuits Lab	0 3 1
PHY 161	General Physics I	3	3	4	EGR 252	Prob & Stats for Engr	3 0 3
EVE 290L	Intro to EVE Lab	0	3	1	XXX	Gen Ed Grp 2/3/4	3 0 3
		15		8			18
							3
							16

**Junior Year**

<b>Fall Semester</b>						<b>Spring Semester</b>	
EGR 312	Engineering Econ	3	0	3	EVE 384	Engr Hydraulics	3 0 3
EVE 4xx	Elective	3	0	3	EVE 4xx	Elective	3 0 3
EVE 385	Enginee Hydrology	3	0	3	EVE 405	Des/Anal/WWW sys	3 0 3
TCO 341	Tech Comm	3	0	3	EVE 480	Intro to Senior Dsgn	0 1 0
XXX	Laboratory Science	3	3	4	XXX	Hum/SS/Comm Elec	3 0 3
MAE 205	Vis and Graphics	0	6	2	XXX	Laboratory Science	3 3 4
		15		9			18
							4
							16

### Senior Year (Standard BSE Program)

<b>Fall Semester</b>			<b>Spring Semester</b>		
EVE 4xx	Elective	3 0 3	EVE 4xx	Elective	3 0 3
EGR 386	Feedback Control	3 0 3	EVE 430	Bioremediation	3 0 3
EVE 486	Public Health	3 0 3	EVE 488	Eng Dsgn Exhibit II	0 6 2
EVE 487	Eng Design Exhibit I	0 6 2	XXX	Technical Elective I	3 0 3
EVE 490	Groundwater Hydrol	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
EVE 445L	Environmental Lab	0 3 1			
		<u>12 9 15</u>			<u>12 6 14</u>

### **Integrated Bachelor of Science in Engineering/Master of Science in Engineering, Environmental Specialization**

Students who complete the first three years of the Bachelor of Science in Engineering with an environmental specialization with grades which qualify them for graduate study may directly pursue the Master of Science in Engineering degree during their fourth and fifth years of study. A full calendar year, including one or two summer terms, is needed to complete the Master of Science in Engineering in Environmental Engineering degree. See the graduate studies section near the back of this catalog for more information about the integrated Master of Science in Engineering programs.

### Senior Year (Integrated Bachelor of Science in Engineering/ Master of Science in Engineering students only)

<b>Fall Semester</b>			<b>Spring Semester</b>		
EVE 4xx	Elective	3 0 3	EVE 4xx	Elective	3 0 3
EGR 386	Feedback Control	3 0 3	EVE 430	Bioremediation	3 0 3
EVE 445L	Environmental Lab	0 3 1	EVE 480	Intro to Senior Dsgn	0 1 0
EVE 5xx	Grad Course	3 0 3	EVE 6xx	Grad Course	3 0 3
EVE 6xx	Grad Course	3 0 3	EGR 5xx	Grad Course	3 0 3
		<u>12 3 13</u>			<u>12 1 12</u>

### Graduate Year (Integrated Bachelor of Science in Engineering/ Master of Science in Engineering students only)

<b>Fall Semester</b>			<b>Spring Semester</b>		
EVE 6xx	Grad Course	3 0 3	EVE 6xx	Grad Course	3 0 3
EGR 5xx	Grad Course	3 0 3	EVE 5xx	Grad Course	3 0 3
EVE 486	Public Health	3 0 3	XXX	Technical Elective	3 0 3
EVE 490	Groundwater Hydrol	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
EVE 487	Eng Design Exhibit I	0 6 2	EVE 488	Eng Design Exhibit II	0 6 3
		<u>12 6 14</u>			<u>12 6 14</u>

### Summer Term (Integrated Bachelor of Science in Engineering/ Master of Science in Engineering students only)

EGR 6xx	Grad Course	3 0 3
		<u>3 0 3</u>

The EGR graduate course prefix includes ECE, EGR, ETM, or MAE graduate courses. The senior design sequence can either be taken in the senior or graduate year of study. See graduate section of this Catalog for more information about the Integrated Bachelor of Science in Engineering/Master of Science in Engineering Program.

## **EVE Courses**

### **EVE 290. Introduction to Environmental Engineering (3-0-3)**

Prerequisites: CHM 111 and MAT 191.

An overview of the major topics in environmental engineering, including water quality and treatment, solid and hazardous waste management, and air pollution; mass and energy balance principles; pollutant fate and transport characteristics; ethical implications of global business practices. (Every year)

### **EVE 290L Introduction to Environmental Engineering Laboratory (0-3-1)**

Prerequisite: CHM 111.

An introduction to environmental engineering analyses with emphasis on traditional water and wastewater analyses. Parameters to be measured include: pH; alkalinity; hardness; total solids; suspended solids; dissolved solids; chemical oxygen demand; biochemical oxygen demand; dissolved oxygen, making standard solutions; and microbiological techniques. (Every year)

### **EVE 384. Engineering Hydraulics (3-0-3)**

Prerequisite: EVE 290 or consent of instructor.

Introduction to hydrostatics, fluid motion, continuity, momentum, and energy applications. Applications to pipe networks and hydraulic systems. Modeling of water distribution systems and engineering ethics. (Every year)

### **EVE 385. Engineering Hydrology (3-0-3)**

Prerequisite: EVE 290 or consent of instructor.

Precipitation, evaporation, consumptive use, infiltration, flood routing; statistical analysis of hydrological data; introduction to urban drainage design; and modeling of hydrologic systems. (Every year)

### **EVE 402. Air Pollution Generation and Control (3-0-3)**

Prerequisite: EVE 290.

Fundamental concepts including the origin and fate of air pollutants. Basic concepts of atmospheric chemistry and meteorology, atmospheric dispersion phenomena, governmental regulations, emission and air-quality standards. Design of processes and equipment for control of gaseous and particulate emissions. Current issues. (Every two years)

### **EVE 403. Atmospheric Chemistry I (3-0-3)**

Prerequisite: EVE 290.

An introduction to atmospheric chemical transformations; atomic structure and chemical bonding; thermodynamics, gas-phase kinetics, and photochemistry; tropospheric processes; stratospheric processes. (Every two years)

### **EVE 405. Design and Analysis of Wastewater Systems (3-0-3)**

Prerequisite: EVE 290.

Analysis and design of wastewater treatment systems beginning with an overview of the sources of water pollution and discussion of wastewater characteristics. Fundamental theory and design of conventional wastewater treatment facilities is presented followed by the principles used to design advanced wastewater treatment facilities. (Every year)

**EVE 406. Design and Analysis of Water Systems (3-0-3)**

Prerequisite: EVE 290.

Analysis and design of water treatment systems beginning with an overview of the sources of water and discussion of water quality parameters. Fundamental theory and design of conventional water treatment facilities is presented followed by the principles used to design advanced water treatment facilities. (Every two years)

**EVE 420. Solid Waste Management (3-0-3)**

Prerequisites: CHM 112 and EVE 290.

Chemical, mechanical and biological equipment and instrumentation for the collection, processing and disposal of solid wastes are studied and designed. Federal, state, and local regulations regarding generation and disposal of wastes are covered. Handling and recycling of municipal wastes is emphasized. (Every two years)

**EVE 430. Bioremediation (3-0-3)**

Prerequisite: EVE 405 or consent of instructor.

Introduction to the underlying microbial physiological/biochemical capabilities responsible for contaminant transformation, mathematical descriptions of biological processes, applications and limitations of microbial reactors, applications and limitations of in-situ bioremediation techniques currently used in field-scale remediation, and current and future directions of bioremediation research and field applications. (Every year)

**EVE 445L. Senior Environmental Engineering Laboratory (0-3-1)**

Prerequisites: Senior standing; EVE 290L.

Laboratory investigation of unit operations and processes in environmental engineering. Emphasis is placed on experiment design and analysis of results using modern techniques, skills, and tools. Various bench-scale experiments are performed and assessed using standard environmental microbiological, wet chemistry, and instrumental analytical techniques. (Every year)

**EVE 480. Introduction to Senior Design (0-1-0)**

Co-requisites: TCO 341 and EVE 405.

Course will provide guidance for the selection of team members and topic for the senior design project to be completed in EVE 487 and EVE 488. To successfully complete the course, a student must belong to a team (3 to 4 persons) and briefly outline the project goals to be implemented in EVE 487 and EVE 488. A seminar series will be conducted to facilitate student introduction to potential industrial clients and projects. Seminar attendance is required to obtain a satisfactory course grade. This course is graded S/U. (Every semester)

**EVE 486. Public Health (3-0-3)**

Prerequisites: senior standing and EGR 252.

Public health engineering principles for protection against biological and chemical hazards. Introduction to toxicology and epidemiology. Basic risk assessment concepts as applied to water, airborne, and toxic pollutants. Emphasis on major communicable diseases that plague mankind, organisms that cause them, routes of transmission, and engineering control methods. Appropriate control methods, for rural areas and developing countries. (Every year)

**EVE 487. Engineering Design Exhibit I (0-6-2)**

Prerequisites: TCO 341, EVE 405, EVE 384, and EVE 480. Must have completed all required 100- and 200-level engineering, mathematics, chemistry and physics courses. If approved by department chair and course instructor, a waiver may be granted for one of the EVE prefixed prerequisites, provided that the course to be waived does not

provide content essential to the successful completion of the capstone project. No additional prerequisite waivers will be granted.

Multi-disciplinary design projects with substantial EVE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral projects. (Every semester)

### **EVE 488. Engineering Design Exhibit II (0-6-2)**

Prerequisite: EVE 487.

Continuation of EVE 487 multi-disciplinary design projects with substantial EVE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

### **EVE 490. Groundwater Hydrology (3-0-3)**

Prerequisite: EVE 385.

Fundamental theories and properties of porous media, groundwater movement, and geological factors are presented. This course emphasizes development of fundamental governing equations and the determination of aquifer formation constants. The design of production and monitoring wells and the development of aquifer testing plans are introduced. (Every year)

**SPECIAL COURSES:** EVE 491, 492, 493, 498, 499 for variable credit. May be repeated for credit with approval of academic advisor and Chair of the Environmental Engineering Department.

## **Industrial Specialization**

Industrial engineering is concerned with the design, improvement, and installation of integrated systems of people, material, information, equipment, and energy. The discipline draws upon specialized knowledge and skills in the mathematical, physical, and social sciences, together with the principles and methods of engineering analysis and design to specify, predict, and evaluate the results to be obtained from such systems.

To a large extent the industrial engineer is a “people” engineer, joining the worker together with the “things” that are designed by engineers from other disciplines such as mechanical and electrical engineering. As a consequence of the need for people skills the Mercer program places a heavy emphasis on working as a team and working on real industrial engineering problems from the neighboring communities. The development of the skill in working with and through other people results in many industrial engineers rising to the top of technical companies through the ranks of management.

The industrial specialization at Mercer draws upon four foundational areas—management science, the application of mathematical techniques to solve management problems; ergonomics, the study and design of the interaction between humans and machines; manufacturing, the design and development of processes and systems to transform inputs to products; and quality, the application of statistical methods and managerial principles to improve the quality of products and services. This broad base provides industrial specialization students at Mercer with a solid and varied background.

### **Academic Requirement for BSE, Industrial Specialization**

In addition to the retention, graduation, and academic requirements of the University and the School of Engineering, the student in the industrial specialization must achieve a grade of C, or better, in EGR 252. A student may not enroll or remain enrolled in a

course for which EGR 252 is a pre-requisite without satisfying this requirement. Students must also maintain a grade point average of at least 2.0 in all courses carrying an ISE prefix. Students must complete all required 100 and 200 level engineering, mathematics, and science courses prior to enrolling in ISE 487.

### **Departmental Honors for BSE, Industrial Specialization**

Each year, the faculty in the industrial specialization determines the graduating industrial specialization student who has best distinguished himself or herself and recognizes this student as the Outstanding Engineer Graduate in the Industrial Specialization.

### **The BSE Curriculum, Industrial Specialization**

The industrial specialization undergraduate program prepares graduates to use techniques such as application of probability and statistics, modeling and simulation, and optimization methods to analyze engineering problems. Engineering design in the industrial specialization places special emphasis on factors such as ergonomics, safety, and engineering economics.

### **Bachelor of Science in Engineering (BSE)**

#### **Degree Requirements: Industrial Specialization**

1. BSE General Education .....32 hours  
(ISE Students are strongly encouraged to include ECN 150 or ECN 151 as part of their General Education Requirements.)
2. Engineering Core..... 45 hours
3. Required ISE Courses .....31 hours
  - ISE 288. Intro. to Industrial Engineering and Mfg. Engineering
  - ISE 302. Management Science/Operations Research
  - ISE 311. Ergonomics and Work Measurement
  - ISE 327. Statistical Process and Quality Control
  - ISE 352. Design of Experiments
  - ISE 362. Production Planning and Control
  - ISE 370. Manufacturing Processes
  - ISE 480. Introduction to Senior Design
  - ISE 482L. Industrial Engineering Capstone Lab
  - ISE 487. Engineering Design Exhibit I
  - ISE 488. Engineering Design Exhibit II
  - ACC 204. Introductory Financial Accounting
  - MAE 205. Visualization and Graphics
  - MAE 250L. Manufacturing Practices
4. ISE Concentration Areas ..... 15 hours  
In addition to the courses listed in item 3 above, the student must take 15 hours of 400-level ISE prefixed courses, with no more than 3 of these hours coming from ISE 498 or ISE 499.
5. Professional Electives .....6 hours  
Industrial specialization students must take two additional professional electives, at least one of which must be at the 300-level or above. The student should carefully plan this elective in consultation with his or her advisor. Typically, courses such as Entrepreneurship (EGR 482), courses from the Department of Psychology, the Department of Computer Science, the Stetson School of Business and Economics, or the School of Engineering are acceptable



professional electives. The student's faculty advisor will provide specific guidance in the selection of a professional elective.

### Industrial Specialization

#### Freshman Year

Fall Semester			Spring Semester		
TCO 141	Intro to Prof Comm		TCO 141	Intro to Prof Comm	
<i>Or</i>		3 0 3	<i>Or</i>		3 0 3
EGR 126	Program for Engr		EGR 126	Program for Engr	
MAT 191	Calculus I	4 0 4	EGR 107	Intro to Engr Dsgn	3 0 3
CHM 111	General Chemistry I	3 3 4	MAT 192	Calculus II	4 0 4
UNV 101	Freshman Experience	1 0 1	PHY 161	General Physics I	3 3 4
XXX	Gen Ed Grp 2/3/4	3 0 3	XXX	Gen Ed Grp 2/3/4	3 0 3
		<u>14 3 15</u>			<u>15 6 17</u>

#### Sophomore Year

Fall Semester			Spring Semester		
EGR 232	Statics/Solid Mech	3 0 3	EGR 236	Dynamics	3 0 3
EGR 244	Electr Circuit Ana.	4 0 4	EGR 235	Thermodynamics	3 0 3
MAE 205	Visual & Graphics	0 6 2	EGR 245	Intr Ele & Ele Power	3 0 3
MAT 330	Intro to Diff Equation	3 0 3	EGR 246L	Electr Circuits Lab	0 3 1
XXX	Laboratory Science	3 3 4	EGR 252	Prob & Stat for Engr	3 0 3
		<u>12 11 16</u>	EGR 312	Engineering Econ	3 0 3
			ISE 288	Intro to ISE	0 3 1
					<u>15 6 17</u>

#### Junior Year

Fall Semester			Spring Semester		
ISE 302	Mgt Sci/Op Res	3 0 3	EGR 386	Feedback Control	3 0 3
ISE 327	Stat Proc & Qual Ctrl	3 0 3	ISE 311	Ergonomic/Work Mst	3 0 3
ISE 352	Dsgn of Experiments	3 0 3	ISE 362	Prod Plan and Ctrl	3 0 3
MAE 250L	Manuf Practice Lab	0 6 2	ISE 370	Mfg Processes	3 0 3
TCO 341	Tech Comm	3 0 3	ISE 480	Intro to Sr Design	0 1 0
XXX	Gen Ed Grp 2/3/4	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
		<u>15 6 17</u>			<u>15 1 15</u>

#### Senior Year (Standard BSE Program)

Fall Semester			Spring Semester		
ACC 204	Intro to Financial Acct	3 0 3	ISE 4xx	ISE 400 level	3 0 3
ISE 4xx	ISE 400 level	3 0 3	ISE 4xx	ISE 400 level	3 0 3
ISE 4xx	ISE 400 level	3 0 3	ISE 482L	ISE Capstone Lab	0 3 1
ISE 4xx	ISE 400 level	3 0 3	ISE 4xx	EGR Dsgn Exhibit II	3 6 2
ISE 487	Engr Design Exhibit I	0 6 2	XXX	Prof Elective	3 0 3
XXX	Professional Elective	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
		<u>15 6 17</u>			<u>15 9 15</u>

### Integrated Bachelor of Science in Engineering / Master of Science in Engineering in Engineering Management

The increasing demand for technology in today's society creates additional demand for graduate degrees in engineering as the entry level degree for engineering practice. The purpose of the Master of Science in Engineering in Engineering Management degree is to prepare engineers to successfully address supervisory and managerial needs in a technological environment. The Master of Science in Engineering in

Engineering Management is designed to enable students to simultaneously obtain a Bachelor of Science in Engineering and a Master of Science in Engineering degree in five years. Thirty additional hours of graduate coursework are required for the Master of Science in Engineering degree. This coursework is integrated throughout the fourth and fifth years of study.

Students who complete the coursework required in the first three years of the bachelor's degree in an engineering program with grades which qualify them for graduate study may apply for admission to the Master of Science in Engineering program. In general, application for admission would be made during the term in which the last of the required courses is taken. Final acceptance into the program will be granted on satisfactory completion of work in progress at the time of application.

For additional details, program requirements, and course descriptions, please refer to the information in the graduate studies section of this catalog.

### 5 Year BSE/MSE Program

		<u>4<sup>th</sup> Year</u>									
<b>Fall Semester</b>		<b>Spring Semester</b>									
ACC 204	Intro to Financial Acct	3	0	3	ISE 482L	ISE Capstone Lab	0	3	1		
ISE 4xx	ISE 400 level	3	0	3	ISE 488	EGR Dsgn Exhibit II	0	6	2		
ISE 487	Engr Design Exhibit I	0	6	2	ISE 4xx	ISE 400 level	3	0	3		
ETM 6xx	ETM Grad Course	3	0	3	ETM 6xx	ETM Grad Course	3	0	3		
EGR XXX	Graduate Course	3	0	3	EGR XXX	Graduate Course	3	0	3		
		15			16			12		9	

		<u>Summer Semester</u>		
ETM 6xx	Graduate Course	3	0	3
		3		

		<u>5<sup>th</sup> Year</u>									
<b>Fall Semester</b>		<b>Spring Semester</b>									
ISE 4xx	ISE 400 level	3	0	3	ISE 4xx	ISE 400 level	3	0	3		
ISE 4xx	ISE 400 level	3	0	3	XXX	Professional Elective	3	0	3		
EGR XXX	Graduate Course	3	0	3	EGR XXX	Graduate Course	3	0	3		
ETM 6xx	Graduate Course	3	0	3	ETM 6xx	Graduate Course	3	0	3		
		12			0			12		12	

		<u>Summer Semester</u>		
ETM 6xx	Graduate Course	3	0	3
		3		

## ISE Courses

### ISE 288. Introduction to Industrial Engineering and Manufacturing Engineering (0-3-1)

Prerequisite: sophomore standing.

An overview of the concepts important to industrial engineering and manufacturing engineering. Topics include operations research, facility design, quality control,

information systems, economic analysis, management concepts, human factors, and engineering ethics. (Every year)

**ISE 302. Management Science/Operations Research (3-0-3)**

Prerequisites: C or better in EGR 252 or permission of instructor, MAT 191 or MAT 141 or equivalent.

Applications of, and theory behind deterministic models in management science/operations research, including; linear, integer, goal, non-linear and dynamic programming; network models to include the transportation and assignment algorithms, forecasting and decision analysis. (Every year)

**ISE 311. Ergonomics and Work Measurement (3-0-3)**

Prerequisite: C or better in EGR 252.

Design and evaluation of tools, work spaces, work methods, and work environments, with an emphasis on industrial environments. Task analysis, time/motion studies, and work sampling. Physiological and biomechanical considerations. Safety engineering. (Every year)

**ISE 327. Statistical Process and Quality Control (3-0-3)**

Prerequisite: C or better in EGR 252.

Statistical process control methods for products and services; design of quality assurance systems; control inputs, production processes and outputs. Contributions of Deming and Taguchi. (Every year)

**ISE 352. Design of Experiments (3-0-3)**

Prerequisite: C or better in EGR 252.

Advanced model designs (fractional factorials, Latin squares, nested, etc.) Estimation of model parameters and model adequacy checking. Multiple regression. Response surface methodology and Taguchi methods. (Every year)

**ISE 362. Production Planning and Control (3-0-3)**

Prerequisite: ISE 302.

Development and application of scheduling and inventory theory; including an introduction to modern manufacturing concepts such as aggregate planning, MRP, JIT, Lean Manufacturing, Theory of Constraints, Continuous Improvement, etc. (Every year)

**ISE 370. Manufacturing Processes (3-0-3)**

Prerequisites: EGR 312 or equivalent, C or better in EGR 252 or equivalent.

Pre/co-requisite: MAE 250L or permission of instructor.

Introduction to manufacturing systems. Manufacturing processes: casting, metal cutting, welding and joining processes, and plastic materials and processes. Introduction to geometric dimensioning and tolerancing, metrology and testing, numerical control, and process automation. Integrated laboratory assignments. (Every year)

**ISE 403. Modeling and Simulation (3-0-3)**

Prerequisites: C or better in EGR 252.

Applications of and theory behind queuing models and the application of discrete event simulation to model service and manufacturing systems. (Occasionally)

**ISE 412. Human Factors Engineering (3-0-3)**

Prerequisite: ISE 311.

Human-machine systems modeling and design for human interaction with complex systems such as nuclear power plants, aircraft, and automated manufacturing systems. Models of human information processing, perception, memory, decision making and

error generation. Design of interfaces for complex systems, including human-computer interfaces. (Occasionally)

### **ISE 425. Computer Assisted Manufacturing Systems & Lab (3-3-4)**

Prerequisite: ISE 370.

Introduction to computer assisted manufacturing product specification; geometric tolerancing; computer-aided design; geometric modeling; process engineering; tooling and fixing; programmable logic controllers; data communication and LANs in manufacturing; fundamentals of numerical control; numerical control programming; rapid prototyping; and industrial robotics. Laboratory work: CAE and CAD/CAM integration; CNC machining operations; numerically controlled devices, and robots. Measurements using coordinate measuring machine (CMM). Use of G-codes and CAD/CAM/CMM software packages. Projects illustrating CAD/CAM/CMM and robots. (Occasionally)

### **ISE 427. Reliability and Quality Assurance (3-0-3)**

Prerequisite: ISE 327.

Design and management of reliability programs and quality assurance systems; mathematics of reliability. (Occasionally)

### **ISE 428. Quality Engineering (3-0-3)**

Prerequisite: IDM 355 or ISE 327.

Statistical decision making. Cost of Quality. Six Sigma. Lean Enterprise in Service and Manufacturing. Quality Function Development. Failure Modes and Effects Analysis. Management's role in assuring quality. Case studies in design and implementation of quality systems. (Occasionally)

### **ISE 429. Robotics (3-0-3)**

Prerequisite: ISE 370 or permission of instructor.

Introduction to robotics. Robot arm kinematics and dynamics. Trajectory planning and control of robot manipulators. Sensing and vision capabilities of robots. Robot programming languages. Robot intelligence and task planning. Integrated laboratory assignments. (Occasionally)

### **ISE 443. Project Management (3-0-3)**

Prerequisite: EGR 312 or FIN 362 or permission of instructor.

Tools and techniques for managing engineering projects. Includes both the technical aspects (work breakdown structures, cost estimating, CPM/PERT, scheduling, etc.) and the human aspects (organizational culture, management structures, leadership, etc.) Integrated case studies and team exercises. (Occasionally)

### **ISE 445. Innovation and Product Development (3-0-3)**

Prerequisite: ISE 311 or permission of instructor.

Introduction to the conceptualization, design, and development of new products. Concepts of innovation, ideation, user-centered design, prototyping, and testing. Consideration of issues such as design optimization and the social, environmental, economic, and political implications of design. Emphasis on hands-on design and development, teamwork, and effective communication. (Occasionally)

### **ISE 456. Supply Chain and Logistics (3-0-3)**

Prerequisites: ISE 362 or permission of instructor.

Components in supply chain systems; designing and managing supply chain in a typical logistics environment, product life-cycle modeling, rotational production and supply, integrated component supply systems, multi-source supplier and buyer systems, just-in-time supply chain systems, warehousing and distribution systems, transportation

management, distribution network design, and information technology for supply chain system. (Occasionally)

**ISE 460. Facilities Planning and Design (3-0-3)**

Prerequisite: ISE 370.

Comprehensive design of industrial production systems. Determination of requirements, generation and evaluation of alternatives, process design, materials handling, and location analysis. (Occasionally)

**ISE 468. Healthcare Process Improvement (3-0-3)**

Prerequisite: EGR 252 or consent of the instructor.

Tools and techniques for improving the delivery of healthcare. Lean and Six Sigma process improvement methodologies. Application of both parametric and non-parametric statistical analysis. (Occasionally)

**ISE 480. Introduction to Senior Design (0-1-0)**

Prerequisites or Co-requisites: TCO 341, ISE 302, ISE 311, ISE 327, and ISE 370.

Course will provide guidance for the selection of team members and topic for the senior design project to be completed in ISE 487 and ISE 488. To successfully complete the course, a student must belong to a team (3 to 4 persons) and briefly outline the project goals to be implemented in ISE 487 and ISE 488. A seminar series will be conducted to facilitate student introduction to potential industrial clients and projects. Seminar attendance is required to obtain a satisfactory course grade. This course is graded S/U. (Every semester)

**ISE 482L. Industrial Engineering Capstone Laboratory (0-3-1)**

Prerequisites: TCO 341, ISE 302, ISE 311, ISE 327, ISE 352 and ISE 370.

Laboratory work involving the use of the tools and techniques of Industrial Engineering. Design of experiments, measurement and data collection, statistical analysis, and reporting. Emphasis on team solutions and communications. (Every two years)

**ISE 484. 3D Modeling and Rapid Prototyping (3-0-3)**

Production design, 3D Modeling, and CAD and related software. Basic principles, development, and process chain of rapid prototyping/additive manufacturing. Photopolymerization processes; powder based fusion processes; extrusion-based systems; printing processes; sheet lamination processes; beam deposition processes; direct write technologies; design for rapid prototyping/additive manufacturing; guidelines for process selection; software issues and direct digital manufacturing; medical applications; post processing; use of multiple materials; business opportunities and future directions; integrated 3D scanning and 3D printing lab experiments. (Occasionally)

**ISE 487. Engineering Design Exhibit I (0-6-2)**

Prerequisites: TCO 341, ISE 302, ISE 311, ISE 327, ISE 370, and ISE 480. Must have completed all required 100- and 200-level engineering, mathematics, chemistry and physics courses. If approved by department chair and course instructor, a waiver may be granted for one of the ISE prefixed prerequisites, provided that the course to be waived does not provide content essential to the successful completion of the capstone project. No additional prerequisite waivers will be granted.

Multi-disciplinary design projects with substantial ISE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

## **ISE 488. Engineering Design Exhibit II**

**(0-6-2)**

Prerequisite: ISE 487.

Continuation of ISE 487 multi-disciplinary design projects with substantial ISE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**SPECIAL COURSES:** ISE 491, 492, 493, 498, 499 for variable credit. May be repeated for credit with approval of academic advisor and Chair of the Industrial Engineering and Industrial Management Department.

**ISE 491-492-493. Special Topics** (1-6 hours)

**ISE 498. Professional Seminar** (1-6 hours)

**ISE 499. Independent Study** (1-6 hours)

## **Mechanical Specialization**

Mechanical engineering involves the practical application of engineering science and design to areas as diverse as the generation, conversion, transmission, and use of thermal and mechanical energy; the production of tools, machines, and consumer products; the design and optimization of mechanical, thermodynamic, and fluid systems; and materials selection and processing. It is virtually impossible to name a manufactured product that has not been touched in some way by a mechanical engineer. Research, design, production, operation, administration, and economics are functional aspects of mechanical engineering. Mechanical engineers are responsible for the design and application of transportation systems, medical devices, automated manufacturing systems, robotics, power generation, cooling of electronic components, and automatic control systems. Within the broad scope of these systems, the mechanical engineer is concerned with a challenging and diverse array of design and development problems.

In modern society, mechanical engineers must extend their interest beyond the strictly technical aspects of their positions to include economic, safety, ethical, and environmental considerations. Today's mechanical engineers must be creative problem solvers with a broad scope of capabilities-including the ability to communicate their ideas effectively.

### **Academic Requirements for BSE, Mechanical Specialization**

The student choosing the mechanical specialization must satisfy all of the retention, graduation, and academic requirements of the University and the School of Engineering. In addition, the student must achieve grades of C or better in EGR 232 (Statics/Solid Mechanics), EGR 235 (Thermodynamics) and EGR 236 (Dynamics). A student may not enroll or remain enrolled in a course for which one of these courses is a prerequisite without satisfying this requirement. Students must also maintain a minimum cumulative grade point average of 2.0 in courses with the MAE prefix. Mechanical specialization students must complete all required 200-level and 300-level MAE courses (except MAE 302) and all required 100 and 200 level engineering, mathematics, chemistry and physics courses before enrolling in Senior Design (MAE 487).

### **Departmental Honors for BSE, Mechanical Specialization**

Each year, the engineering faculty in the mechanical specialization determines the graduating mechanical specialization student who has best distinguished himself or herself and recognizes this student as the Outstanding Engineering Graduate in the Mechanical Specialization.

## The BSE Curriculum, Mechanical Specialization

The undergraduate curriculum covers the fundamentals of engineering, emphasizes basic principles, and educates the student in the use of these principles to reach optimal design solutions for engineering problems. Successful completion of this curriculum prepares the student for a career in one of the many phases of practice as a mechanical engineer, or for advanced education in graduate school.

### Bachelor of Science in Engineering (BSE) Degree Requirements:

#### Mechanical Specialization

1. BSE General Education .....32 hours
2. Engineering Core .....45 hours
3. Additional Mathematics and Laboratory Science .....3 hours  
MAT 293. Multivariable Calculus
4. Required MAE Courses .....37 hours  
MAE 205. Visualization and Graphics  
MAE 250L. Manufacturing Practices  
MAE 302. Experimental Methods for Mechanical Engineers  
MAE 310. Engineering Analysis for Mechanical Engineers  
MAE 320. Solid Mechanics  
MAE 322. Machine Design  
MAE 330. Fluid Mechanics  
MAE 362. Structure and Properties of Materials  
MAE 402L. Mechanical Engineering Laboratory II  
MAE 430. Heat Transfer  
MAE 435. Thermal Systems Analysis  
MAE 460. Engineering Materials  
MAE 480. Introduction to Senior Design  
MAE 487. Engineering Design Exhibit I  
MAE 488. Engineering Design Exhibit II
5. Technical Electives ..... 12 hours  
This specialization requires twelve hours of technical elective courses, chosen by the student with the approval of the student's faculty advisor. The student must take at least nine hours in MAE technical electives. The remaining three technical elective hours can be satisfied by any non-required 300-level or 400-level course in BME, ECE, EGR, EVE, ISE, MAE, CHM, CSC, MAT, or PHY.

**Total Semester Hours Required ..... 129 hours**

#### Mechanical Specialization

<b>Fall Semester</b>		<b>Freshman Year</b>				<b>Spring Semester</b>					
TCO 141	Intro to Prof Comm					TCO 141	Intro to Prof Comm				
<b>Or</b>						<b>Or</b>					
EGR 126	Programming for Engr	3	0	3		EGR 126	Program for Engr	3	0	3	
MAT 191	Calculus I	4	0	4		EGR 107	Intro to Engr Dsgn	3	0	3	
CHM 111	General Chemistry I	3	3	4		MAT 192	Calculus II	4	0	4	
UNV 101	Freshman Experience	1	0	1		PHY 161	General Physics I	3	3	4	
XXX	Gen Ed Grp 2/3/4	3	0	3		XXX	Gen Ed Grp 2/3/4	3	0	3	
		14	3	15				15	6	17	

### Sophomore Year

#### Fall Semester

EGR 232	Statics/Solid Mech	3	0	3
EGR 244	Electr Circuit Ana.	4	0	4
MAT 330	Intro to Diff Equation	3	0	3
XXX	Laboratory Science	3	3	4
XXX	Gen Ed Grp 2/3/4	3	0	3

#### Spring Semester

EGR 236	Dynamics	3	0	3
EGR 235	Thermodynamics	3	0	3
EGR 245	Intro Ele & Ele Power	3	0	3
EGR 246L	Electr Circuits Lab	0	3	1
EGR 252	Prob & Stats for Engr	3	0	3
MAE 205	Visual and Graphics	0	6	2
MAT 293	Multivariable Calculus	3	0	3

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### Junior Year

#### Fall Semester

EGR 312	Engineering Econ	3	0	3
<b>Or</b>				
EGR 386	Feedback Control	0	6	2
MAE 250L	Manuf Practices Lab	3	0	3
MAE 310	Engr Analysis for ME	3	0	3
MAE 320	Solid Mechanics II	3	0	3
MAE 330	Fluid Mechanics	3	0	3
TCO 341	Tech Comm	3	0	3

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#### Spring Semester

EGR 312	Engineering Econ	3	0	3
<b>Or</b>				
EGR 386	Feedback Control	3	3	4
MAE 302	Exp Meth for ME's	3	0	3
MAE 322	Machine Design	3	0	3
MAE 362	Struc & Prop of Mat	3	0	3
MAE 430	Heat Transfer	3	0	3
MAE 480	Intro to Sr Design	0	1	0

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### Senior Year (Standard BSE Program)

#### Fall Semester

MAE 402L	Mech Engr Lab II	0	3	1
MAE 435	Thermal Sys Analys	3	0	3
MAE 460	Engineering Material	3	0	3
MAE 487	Engr Dsgn Exhibit II	0	6	2
MAE 4xx	Technical Elective	3	0	3
XXX	Hum/SS/Comm Elec	3	0	3

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#### Spring Semester

MAE XXX	Tech Elective	3	0	3
MAE 488	Engr Dsgn Exhibit II	0	6	2
MAE 4xx	Tech Elective	3	0	3
XXX	Tech Elective	3	0	3
XXX	Hum/SS/Comm Elec	3	0	3

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## Integrated Bachelor of Science in Engineering/

### Master of Science in Engineering in Mechanical Engineering

Students who complete the first three years of the Bachelor of Science in Engineering with a Mechanical Specialization with grades which qualify them for graduate study may directly pursue the Master of Science in Engineering during their fourth and fifth years of study. A full calendar year, including one additional summer term, is needed to complete the Master of Science in Engineering in Mechanical Engineering degree. See the graduate studies section near the back of this catalog for more information about the master of science in engineering programs.



**Senior Year (Integrated Bachelor of Science in Engineering/  
Master of Science in Engineering students only)**

<b>Fall Semester</b>			<b>Spring Semester</b>		
MAE 402L	Mech Engr Lab II	0 3 1	MAE XXX	Technical Elective	3 0 3
MAE 460	Engineering Material	3 0 3	MAE 480	Intro to Sr Design	0 1 0
XXX	Hum/SS/Comm Elec	3 0 3	EGR XXX	Graduate Course	3 0 3
EGR XXX	Graduate Course	3 0 3	MAT 6xx	Graduate Course	3 0 3
MAE 6xx	Graduate Course	3 0 3	XXX	Hum/SS/Comm Elec	3 0 3
		<hr/>			<hr/>
		12 3 13			12 1 12

**Summer Semester (Integrated BSE/MSE students only)**

MAE 6xx	Graduate Course	3 0 3
		<hr/>
		3 0 3

**Graduate Year (Integrated BSE/MSE students only)**

<b>Fall Semester</b>			<b>Spring Semester</b>		
MAE 435	Thermal Sys Analysis	3 0 3	MAE 488	Engr Dsgn Exhibit II	0 6 2
MAE 487	Engr Design Exhibit I	0 6 2	MAE XXX	Technical Elective	3 0 3
MAE 4xx	Technical Elective	3 0 3	XXX 4xx	Technical Elective	3 0 3
MAE 6xx	Graduate Course	3 0 3	MAE 6xx	Graduate Course	3 0 3
EGR XXX	Graduate Course	3 0 3	EGR XXX	Graduate Course	3 0 3
		<hr/>			<hr/>
		12 6 14			12 6 14

**Summer Semester (Integrated BSE/MSE students only)**

MAE 6xx	Graduate Course	3 0 3
		<hr/>
		3 0 3

See the graduate section of this catalog for more information about the Integrated Bachelor of Science in Engineering/Master of Science in Engineering Program.

## MAE Courses

### **MAE 205. Visualization, Graphics, and Solid Modeling (0-6-2)**

Prepare hand sketches and engineering drawings using some drafting tools. Visualize 3D objects from 2D drawings and vice versa. Use commercial quality CAD software to draw 2D figures and drawings including orthographic projections, and working and assembly drawings. Use a commercial quality solid modeler to create solid models, and appropriate working and assembly drawings. (Every semester)

### **MAE 250L. Manufacturing Practices (0-6-2)**

Prerequisites: PHY 141 or PHY 161, MAE 205.

Theory and applications of metal working machinery. Industrial safety. Engineering and technological aspects of joining operations. Interpretation of engineering drawings. Introduction to design of simple jigs and fixtures. (Every semester)

### **MAE 302. Experimental Methods for Mechanical Engineers (3-3-4)**

Prerequisites: EGR 252, MAE 320, C or better in EGR 235.

Co-requisite: MAE 430.

Basic concepts of experimental investigation. Measurement of force, strain, pressure, fluid flow, and thermal properties. Electrical measurement and sensing devices. Identification of experimental objectives, planning of processes and procedures, collection and evaluation of data. Uncertainty and statistical analysis of results. Data presentation, discussion, and report writing. Engineering ethics. (Every year)

**MAE 310. Engineering Analysis for Mechanical Engineers (3-0-3)**

Prerequisites: EGR 126, MAT 293, MAT 330.

Introduction to the solution of partial differential equations and numerical methods in mechanical engineering. Separation of variables, root finding, systems of simultaneous equations, numerical integration, matrix methods, finite difference methods. (Every year)

**MAE 320. Solid Mechanics II (3-0-3)**

Prerequisites: MAT 192, C or better in EGR 232.

Stress, strain, axial deformation of statically determinate and indeterminate systems. Generalized Hooke's Law. Torsion, beam bending, shear stresses in beams, stress and strain transformation, beam deflections. Energy methods. Static and fatigue failure theories. Design of structural members: beams, columns, etc. (Every year)

**MAE 322. Machine Design (3-0-3)**

Prerequisites: MAE 320, C or better in EGR 232 and EGR 236.

Application of the principles of solid mechanics, materials science, and statistics to the design and analysis of specific machine components such as screws, bearings, gears, welded joints, springs, etc. Engineering design ethics. (Every year)

**MAE 330. Fluid Mechanics (3-0-3)**

Prerequisites: MAT 293, MAT 330, C or better in EGR 235 and EGR 236.

Fluid properties, statics and dynamics of ideal and real fluids. Continuity, momentum, and energy equations. Potential flow. Dimensional analysis. Pipe flow. Laminar and turbulent incompressible flows. Boundary layer analysis. Lift and drag. (Every year)

**MAE 335. Thermodynamics II (3-0-3)**

Prerequisite: EGR 235.

Co-requisite: MAT 293.

Second law analysis. Power and refrigeration cycles. Application of basic principles to engineering problems involving ideal gas mixtures, psychrometrics, real gas mixtures, and combustion. (Every two years)

**MAE 362. Structure and Properties of Materials (3-0-3)**

Prerequisites: CHM 111, MAT 330.

Mechanical behavior of materials, atomic concepts, properties of crystalline and non-crystalline solids. Materials in design. (Every year)

**MAE 402L. Mechanical Engineering Laboratory II (0-3-1)**

Prerequisites: MAE 330, MAE 302, MAE 430.

Co-requisite: MAE 460.

Design of experiments. Multiple experimental projects focused on analysis of materials and materials processing, thermal systems, and/or mechanical systems. (Every year)

**MAE 406. Introduction to Finite Element Analysis (3-0-3)**

Prerequisites: MAE 310, MAE 320.

Introduction to the theory of finite element analysis. Solutions for stress analysis, dynamic analysis, and heat transfer in two dimensions. Computer implementation. Modeling and applications. (Occasionally)

**MAE 422. Intermediate Dynamics (3-0-3)**

Prerequisites: MAE 310, C or better in EGR 236.

Three dimensional kinematics of rigid bodies. Three dimensional kinetics of rigid bodies: force and acceleration. Vibrations. Design of systems to produce different types of motion. (Every two years)

**MAE 425. Vibrations (3-0-3)**

Prerequisites: MAT 330, C or better in EGR 236.

Elements of vibrating systems. One degree of freedom systems: free and forced, and damped and undamped. Multi-degree of freedom systems: free and forced, and damped and undamped. Vibration of continuous systems. Design of vibration systems. (Every two years)

**MAE 427. Solid Mechanics III (3-0-3)**

Prerequisites: MAE 310, MAE 320.

Three dimensional stress at a point, compatibility equations, strain energy, plane stress, plane strain, mechanical behavior of materials, beam bending, torsion of prismatic bars, elastic foundations, elastic stability, energy methods. (Every two years)

**MAE 430. Heat Transfer (3-0-3)**

Prerequisites: MAE 310, MAE 330, MAT 330, C or better in EGR 235.

Conduction, convection, and radiation and their use in engineering applications. Steady and transient heat transfer; analytical, graphical, and numerical solutions. Normalization of the boundary layer equations. Convective correlations for external and internal flows. Introduction to radiation. (Every year)

**MAE 435. Thermal Systems Analysis (3-0-3)**

Prerequisites: MAE 330 and MAE 430.

Introduction to heat exchangers and heat exchanger design. Design and optimization of thermal systems, including modeling, simulation, and ethical considerations. Component design. Examples from power generation systems, heat exchanger/ recovery, HVAC. (Every year)

**MAE 436. Turbomachinery (3-0-3)**

Prerequisite: MAE 330.

Introduction to the theory, analysis, and design of turbomachinery. Incompressible flow devices: pumps, fans, and hydraulic turbines. Gas turbine engines for aircraft and industrial power generation. Radial and axial flow configurations. (Every two years)

**MAE 437. Internal Combustion Engines (3-0-3)**

Prerequisite: C or better in EGR 235.

Theory, design, and operation of spark-ignition and compression-ignition engines. Combustion analysis, efficiencies, and performance. Knock phenomena, exhaust-gas analysis, and air pollution. (Occasionally)

**MAE 439. Heating, Ventilation, and Air Conditioning Design (3-0-3)**

Prerequisite: MAE 430.

Comfort and health requirements for space conditioning. Psychrometrics. Heating and cooling load calculations. Solar heating and cooling systems. Systems design. Computer applications. (Occasionally)

**MAE 444. Flight Structures (3-0-3)**

Prerequisite: MAE 320.

Loads, fatigue, minimum weight design, stress analysis of semi-monocoque structures, and design of members in tension, bending, and torsion. (Every two years)

**MAE 460. Engineering Materials****(3-0-3)**

Prerequisite: MAE 362.

Co-requisite: MAE 402L.

Engineering application of materials. Material, shape, and process selection for mechanical designs based on function, constraints, objectives, and free variables. Materials and the environment. (Every year)

**MAE 480. Introduction to Senior Design****(0-1-0)**

Co-requisites: TCO 341, MAE 250L, MAE 310, MAE 322, MAE 330, and MAE 362.

Course will provide guidance for the selection of team members and topic for the senior design project to be completed in MAE 487 and MAE 488. To successfully complete the course, a student must belong to a team (3 to 4 persons) and briefly outline the project goals to be implemented in MAE 487 and MAE 488. A seminar series will be conducted to facilitate student introduction to potential industrial clients and projects. Seminar attendance is required to obtain a satisfactory course grade. This course is graded S/U. (Every semester)

**MAE 487. Engineering Design Exhibit I****(0-6-2)**

Prerequisites: TCO 341, MAE 250L, MAE 310, MAE 322, MAE 330, MAE 362, and MAE 480. Must have completed all required 100- and 200-level engineering, mathematics, chemistry and physics courses. If approved by department chair and course instructor, a waiver may be granted for one of the MAE prefixed prerequisites or corequisites, provided that the course to be waived does not provide content essential to the successful completion of the capstone project. No additional prerequisite waivers will be granted.

Co-requisites: MAE 302, MAE 430.

Multi-disciplinary design projects with substantial MAE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**MAE 488. Engineering Design Exhibit II****(0-6-2)**

Prerequisite: MAE 487.

Continuation of MAE 487 multi-disciplinary design projects with substantial MAE content. Small groups design, build, and test realistic engineering systems under faculty supervision. Projects include safety, economic, environmental, and ethical considerations and require written and oral reports. (Every semester)

**SPECIAL COURSES:** MAE 491, 492, 493, 498, 499 for variable credit. May be repeated for credit with approval of academic advisor and the Chair of the Mechanical Engineering Department.

**MAE 491-492-493. Special Topics****(1-6 hours)****MAE 498. Professional Seminar****(1-6 hours)****MAE 499. Independent Study****(1-6 hours)****Bachelor of Science Degree Program**

Students who wish to pursue a liberal education with strong emphasis on engineering topical areas may pursue one of two Bachelor of Science degree programs in the School of Engineering. Graduates of these programs are prepared to pursue engineering related careers or to pursue advanced degrees that require a strong foundation in the sciences. These programs are not accredited as engineering degrees and graduates are not qualified to become licensed as professional engineers.

The following majors are available: Industrial Management and Technical Communication. Curricula and requirements for each of these majors are presented later in this document.

## **Industrial Management**

Today's business world requires managers who are knowledgeable of and comfortable with technology. This is true not only in manufacturing but also in service industries such as banking, hospital management, and a host of others that are increasingly turning toward the use of the computer and other tools to manage.

To meet these needs the School of Engineering in cooperation with the Stetson School of Business and Economics and the Department of Psychology of the College of Liberal Arts has designed the Bachelor of Science (BS) in Industrial Management degree program. The program produces graduates who are skilled in Atraditional@ managerial disciplines such as accounting and finance and, in addition, are adept at applying a number of engineering tools to management decisions. This program appeals to students who demonstrate a strong technical aptitude and who possess a high degree of interest in developing business and people skills. These students also prefer more emphasis on quantitative approaches than is generally found in a business program. Graduates of this program often pursue advanced degrees, primarily obtaining MBAs.

The main areas of emphasis in the program are: psychology, quantitative methods of management, economics, accounting, and management information systems. This basic foundation will allow the graduate to advance successfully through the ranks of management in any company that is technology driven.

### **Academic Requirements for BS, Industrial Management Major**

In addition to the retention, graduation, and academic requirements of the University and the School of Engineering, the industrial management student must achieve a grade of C or better in ECN 150, ECN 151, EGR 252, PSY 101, PSY 235, and a grade point average in excess of 2.0 for all IDM and ISE courses.

### **Departmental Honors for BS, Industrial Management Major**

Each year, the industrial management faculty determines the graduating industrial management student who has best distinguished himself or herself and recognizes this student as the Outstanding Graduate in Industrial Management.

### **The Industrial Management BS Curriculum**

The program educational objectives that have been established for the Bachelor of Science in Industrial Management are as follows. Graduates are prepared to be practicing managers with the knowledge and skills needed to: (1) Identify, formulate, and solve management problems through analysis and design using the principles of science and mathematics and the modern tools of management. Graduates will demonstrate attainment of this objective within the first five years following graduation by their proficiency in use of modern management tools, their production of high quality processes, and their sound management judgment. (2) Work effectively in a variety of contexts using superior communication skills, knowledge of contemporary issues with a commitment to professional ethics and lifelong learning. Graduates will demonstrate attainment of this objective within the first five years following graduation by their significant contributions to the success of their work teams, by their effective written and oral communications, by their demonstrated sensitivity to the ethical dimensions of professional practice, and by their successful use of opportunities to master new technologies. (3) Pursue additional graduate or professional education. Graduates will demonstrate attainment of this objective within the first five years following graduation by

their successful use of opportunities for certification and professional development; and by their engagement in, or successful completion of, graduate education. (4) Participate in their local and global communities through sustaining service and leadership. Graduates will demonstrate attainment of this objective within the first five years following graduation by their service and/or leadership roles in community organizations, and by their participation in professional societies to promote professional practice.

The student outcomes that have been established for the Bachelor of Science in Industrial Management are as follows. Student by the time of graduation will know and be able to do the following: (a) Apply quantitative techniques to the solution of management problems. (b) Apply non-quantitative (e.g. training programs, customer surveys, etc...) techniques to the solution of management problems. (c) Apply principle of human behavior. (d) Design and analyze manufacturing, management, and quality systems. (e) Function on multi interdisciplinary teams. (f) Communicate effectively. (g) Understand the impact of solutions in a global, economic, environmental, and societal context. (h) Demonstrate an understanding of professional and ethical responsibility. (i) Recognize the need for, and an ability to engage in life-long learning.

## **Bachelor of Science (BS) Degree Requirements**

### **Industrial Management Major**

1. UNV 101..... 1 hour
2. BSIDM General Education Requirement .....30 hours
  - (1) Communication and Writing (minimum of 3 hours)  
TCO 141 (written and oral communication)
  - (2) Religion (minimum of 3 hours)  
at least one course selected from: CHR 101, CHR 150, CHR 170; ENG 225; HIS 160; PHI 240; GBK 203
  - (3) Humanities/Fine Arts (minimum of 3 hours)  
at least one course selected from: ART 106, ART 107, ART 108, ART 115, ART 116, ART 223, ART 224, ART 225, ART 226, ART 254; CLA 101, CLA 102; CHR 210, CHR 270; ENG 224, ENG 226 ENG 233, ENG 234, ENG 235, ENG 237, ENG 263; ENG 264; FLL 195; GBK 202, GBK 305; HIS 110, HIS 145, HIS 165, HIS 176; JMS 220; JMS 225, JMS 230; MUS 151; PHI 176, PHI 190; PHI 230, PHI 260, PHI 265, PHI 269; PHO 230; POL 176; THR 115, THR 218; WLT 101
  - (4) Behavioral/Social Science (minimum of 9 hours)  
ECN 150, ECN 151, PSY 101  
additional courses beyond the required minimum may be selected from:  
AFR 190; AFR 210; ANT 101; COM 230; COM 250; ENV 250; GBK 407; GEO 111; GHS 200; JMS 101, JMS 240; PHI 237; POL 101; POL/IAF 253; SEP 200; SOC 101, SOC 210; WGS 180
  - (5) Quantitative Reasoning (minimum of 4 hours)  
MAT 191
  - (6) Scientific Reasoning (minimum of 8 hours)  
CHM 111 and either PHY 141 or PHY 161

3. Math and Science Foundation ..... 11 hours  
 MAT 191. Calculus I (included in general education)  
 CHM 111. General Chemistry I (included in general education)  
 PHY 141. Introductory Physics I (included in general education)  
 EGR 252. Probability and Statistics for Engineers  
 8 hours of MAT and laboratory science courses (BIO, CHM, ENB, or PHY). The student should work with his/her advisor to determine the appropriate mix of course work to meet the student's goals. Mathematics courses should be at a level of MAT 133 or above. Credit will not be allowed for both PHY 141 and PHY 161.
  
4. Business/Communications/Cultural/Humanities/Global/Social Science  
 Electives .....9 hours  
 at least three courses selected from areas prefixed by: ACC, AFR, ANT, ART, BUS, CHR, CLA, COM, CSL, CRJ, ECN, ENG, ENV, FIN, FLL, GBK, GEO, GHS, HIS, IAF, IGS, INT, JMS, LPP, MGT, MKT, MUS, PHI, PHO, POL, PSY, SEP, SOC, SST, THR, WLT, WGS, TCO, or courses in modern languages (CHN, FRE, GER, GRK, LAT, or SPN)
  
5. Psychology .....3 hours  
 PSY 101. Introduction to Psychology (included in general education)  
 PSY 235. Industrial Psychology
  
6. Management Foundation .....24 hours  
 BUS 346. The Legal, Ethical, and Regulatory Environment of Business I  
 FIN 362. Principles of Finance  
 IDM 355. Quality Management  
 IDM 404. Industrial Management Case Studies  
 ISE 302. Management Science I/Operations Research  
 MGT 363. Principles of Management  
 MGT 423. Organizational Behavior  
 MKT 361. Principles of Marketing
  
7. Accounting Foundation .....6 hours  
 ACC 204. Introduction to Financial Accounting  
 ACC 205. Introduction to Managerial Accounting
  
8. Economics Foundation .....6 hours  
 ECN 150. Microeconomics (included in general education)  
 ECN 151. Macroeconomics (included in general education)
  
9. Computers, Communications, and Engineering .....21 hours  
 EGR 107. Introduction to Engineering Design  
 EGR 126. Programming for Engineers  
 IDM 288. Introduction to Industrial Management & Manufacturing Engineering  
 IDM 480. Introduction to Senior Design  
 IDM 487. Senior Design Exhibit I  
 IDM 488. Senior Design Exhibit II  
 ISE 370. Manufacturing Processes  
 MAE 205. Visualization and Graphics  
 MAE 250L. Manufacturing Practices  
 TCO 341. Technical Communication

10. Concentration Areas ..... 18 hours  
The student must take a minimum of six hours from each of the concentration areas listed below. Additional courses should be selected based on the student's interests and career plans. The student should work closely with his/her advisor to select these courses to complete the 18 hour minimum requirement.

Advanced Management, Accounting, and Economics Concentration  
ACC 3XX/4XX

BUS 347. Legal, Ethical, and Regulatory Environment of Business II

BUS 477. Special Topics in Business

BUS 491. Seminar in Business and Economics

ECN 3XX/4XX

FIN 3XX/4XX

MGT 3XX/4XX (NOTE: Students cannot take both MGT 387 and ISE 362 for credit)

MKT 3XX/4XX

Advanced Computers, Communications, and Engineering Concentration

EGR 482. Engineering Innovation and Creativity

IDM 470/BUS 349. Management Information Systems

IDM 4XX.

ISE 311. Ergonomics and Work Measurement

ISE 362. Production Planning and Control (NOTE: Students cannot take both MGT 387 and ISE 362 for credit)

ISE 403. Modeling and Simulation

ISE 412. Human Factors Engineering

ISE 427. Reliability and Quality Assurance

ISE 428. Quality Engineering

ISE 429. Robotics

ISE 443. Project Management

ISE 460. Facilities Planning and Design

ISE 468. Healthcare Process Improvement

TCO 3XX/4XX.

11. Free Electives ..... up to 6 hours  
Students will select additional electives from any of the offerings from the entire University as needed to complete the 129 hours required for graduation.

**Total Semester Hours Required ..... 129 hours**

### **Sample 4-year Curriculum**

The Bachelor of Science in Industrial Management degree may be completed in four years. This sample curriculum shows one possible configuration of courses, but the actual configuration of courses will vary according to each student's circumstances.



## Industrial Management

### Freshman Year

<b>Fall Semester</b>				<b>Spring Semester</b>	
TCO 141	Intro to Prof Comm			TCO 141	Intro to Prof Comm
<b>Or</b>		3	0 3	<b>Or</b>	
EGR 126	Programming for Engr			EGR 126	Program for Engr
ECN 150	Microeconomics	3	0 3	EGR 107	Intro to Engr Design
MAE 205	Visual and Graphics	0	6 2	XXX	Math and Science
MAT 191	Calculus I	4	0 4	PHY 141	Intro Physics I
PSY 101	Intro to Psychology	3	0 3	PHY 121L	Intro Physics I Lab
UNV 101	Freshman Experience	1	0 1	XXX	Gen Ed Grp 2/3
		15	6 16		
				15	6 17

### Sophomore Year

<b>Fall Semester</b>				<b>Spring Semester</b>	
ACC 204	Intro to Financial Acct	3	0 3	ACC 205	Intro to Manag Acct
CHM 111	General Chemistry I	3	3 4	IDM 288	Intro to IDM and Mfg
ECN 151	Macroeconomics	3	0 3	MAE 250L	Mfg Practice Lab
EGR 252	Prob & Stats for Engr	3	0 3	MGT 363	Prin of Management
XXX	Gen Ed Grp 2/3	3	0 3	XXX	Math and Science
				PSY 235	Industrial Psych
		15	3 16		
				13	9 16

### Junior Year

<b>Fall Semester</b>				<b>Spring Semester</b>	
XXX	Concentration Area	3	0 3	FIN 362	Prin of Finance
IDM 355	Quality Management	3	0 3	ISE 370	Manuf Processes
ISE 302	Mgt Sci/Op Res	3	0 3	IDM 480	Intro to Sr Design
MKT 361	Principles of Marketing	3	0 3	XXX	Concentration Area
TCO 341	Technical Comm	3	0 3	XXX	Concentration Area
XXX	Hum/SS/Comm Elec	3	0 3	XXX	Concentration Area
		18	0 18		
				15	1 18

### Senior Year

<b>Fall Semester</b>				<b>Spring Semester</b>	
IDM 487	Senior Design Exhibit I	0	6 2	BUS 346	Legal Env of Bus
MGT 423	Organization Behavior	3	0 3	IDM 404	IDM Case Studies
XXX	Concentration Area	3	0 3	IDM 488	Sr Design Exhibit II
XXX	Concentration Area	3	0 3	XXX	Free Elective
XXX	Free Elective	3	0 3	XXX	Hum/SS/Comm Elec
XXX	Hum/SS/Comm Elec	3	0 3		
		15	6 17		
				12	6 14

## **Integrated Bachelor of Science/Master of Science in Technical Management**

The purpose of the Master of Science in Technical management degree is to prepare people to successfully address supervisory and managerial needs in a technological environment. The industrial manager's role is viewed as the link between management and technical expertise, and involves matching resources in uncoordinated

areas, working through people, and making and implementing management decisions, while simultaneously formulating technical strategies.

This program combines the concepts of management and business administration with the technical expertise developed in mathematics, and the quantitative sciences. Students will take courses in finance for technical managers, program management, operations research, and engineering economy. They will also select several courses to build directly upon their bachelor's area of preparation.

Students who complete the coursework required in the first three years of the bachelor's degree in a technical program with grades which qualify them for graduate study may apply for admission to the Master of Science program. In general, application for admission would be made during the term in which the last of the required courses is taken. Final acceptance into the program will be granted on satisfactory completion of work in progress at the time of application.

For additional details, program requirements, and course descriptions, please refer to the information in the graduate studies section of this catalog.

### 5 Year BS/MS Program

#### 4<sup>th</sup> Year

##### **Fall Semester**

MGT 423	Organization Behav	3	0	3
XXX	Concentration Area	3	0	3
XXX	Concentration Area	3	0	3
ETM 6xx	ETM Grad Course	3	0	3
EGR XXX	Graduate Course	3	0	3
		<u>15</u>	<u>0</u>	<u>15</u>

##### **Spring Semester**

IDM 480	Intro to Sr Design	0	1	0
BUS 346	Legal Env of Bus	3	0	3
ETM 6xx	ETM Grad Course	3	0	3
EGR XXX	Graduate Course	3	0	3
XXX	Hum/SS/Comm Elec	3	0	3
		<u>12</u>	<u>1</u>	<u>12</u>

#### Summer Semester

ETM 6xx	Graduate Course	3	0	3
		<u>3</u>	<u>3</u>	<u>3</u>

#### 5th Year

##### **Fall Semester**

XXX	Hum/SS/Comm Elec	3	0	3
IDM 487	Engr Design Exhibit I	0	6	2
XXX	Free Elective	3	0	3
ETM 6xx	Graduate Course	3	0	3
EGR XXX	Graduate Course	3	0	3
		<u>12</u>	<u>6</u>	<u>14</u>

##### **Spring Semester**

IDM 404	IDM Case Studies	3	0	3
XXX	Free Elective	3	0	3
IDM 488	Sr. Dsgn Exhibit II	0	6	2
ETM 6xx	Graduate Course	3	0	3
EGR XXX	Graduate Course	3	0	3
		<u>12</u>	<u>6</u>	<u>14</u>

#### Summer Semester

ETM 6xx	Graduate Course	3	0	3
		<u>3</u>	<u>3</u>	<u>3</u>

## **IDM Courses**

### **IDM 288. Introduction to Industrial Management and Manufacturing (0-3-1)**

Prerequisite: sophomore standing.

An overview of the concepts important to industrial management and manufacturing. Topics include operations research, facility design, manufacturing, quality control, information systems, economic analysis, management concepts, and human factors. (Every year)

### **IDM 302. Industrial Management I (3-0-3)**

Prerequisite: IDM 288.

Specific problems associated with managing a factory or industrial firm. Establishment of the organization, plant location, layout, facilities of production, employee's work and wages, control of product quality and cost. (Occasionally)

### **IDM 355. Quality Management (3-0-3)**

Prerequisite: C or better in EGR 252 or C or better in STA 126.

An investigation into the application of quantitative methods and human resources to improve all of the business processes and systems within an organization in order to provide superior customer value. Use of a disciplined approach which integrates fundamental management techniques, existing improvement efforts, and technical tools to achieve customer focus, total participation, and continual improvement over a wide range of applicability. (Every year)

### **IDM 404. Technical Management Case Studies (3-0-3)**

Prerequisites: IDM 355, ISE 302, and ISE 370.

Systematic problem solving utilizing actual and theoretical cases involving engineering management in both production and service environments. Detailed oral and written presentations. (Every year)

### **IDM 407. Plant Development (3-0-3)**

Prerequisite: IDM 302.

Plant design and layout procedures; materials handling analysis, equipment arrangements and line-balancing requirements. (Occasionally)

### **IDM 409. Manufacturing Scheduling and Control (3-0-3)**

Prerequisite: IDM 407.

The design of scheduling systems for various levels of production to meet aggregate demand for products and services. Lecture and case studies. (Occasionally)

### **IDM 410. Safety Programs and Administration (3-0-3)**

Prerequisite: junior standing.

Elements of administering a comprehensive hazards control program: management controls, hazard recognition, accident prevention, work environments and OSHA regulations. (Occasionally)

### **IDM 414. Industrial Safety (3-0-3)**

Prerequisite: IDM 410.

Industrial safety management and administration including economic factors such as direct and indirect costs, workmen's compensation, accident prevention. Survey of safety regulations and programs. (Occasionally)

**IDM 470. Management Information Systems I (3-0-3)**

Prerequisite: EGR 126 or IST 220; or CSC 125, ACC 205, MKT 361, and MGT 363.

Analysis and synthesis of computer-based information systems emphasizing a management approach. Planning, development, implementation, operation, evaluation, and control phases of the MIS life cycle. (Occasionally)

**IDM 480. Introduction to Senior Design (0-1-0)**

Prerequisites/Co-requisites: TCO 341, IDM 355, ISE 302, and ISE 370.

Course will provide guidance for the selection of team members and topic for the senior design project to be completed in IDM 487 and IDM 488. To successfully complete the course, a student must belong to a team (3 to 4 persons) and briefly outline the project goals to be implemented in IDM 487 and IDM 488. A seminar series will be conducted to facilitate student introduction to potential industrial clients and projects. Seminar attendance is required to obtain a satisfactory course grade. This course is graded S/U. (Every semester)

**IDM 487. Senior Design Exhibit I (0-6-2)**

Prerequisites: TCO 341, IDM 355, IDM 480, ISE 302, and ISE 370. Must have completed all required 100- and 200-level engineering, mathematics, chemistry and physics courses. If approved by department chair and course instructor, a waiver may be granted for one of the IDM or ISE prefixed prerequisites or co-requisites, provided that the course to be waived does not provide content essential to the successful completion of the capstone project. No additional prerequisite waivers will be granted.

Project design of a manufacturing facility encompassing market analysis, budget development, plant requirements and layout, production equipment, and work-force analysis. Oral and written presentations. (Every semester)

**IDM 488. Senior Design Exhibit II (0-6-2)**

Prerequisite: IDM 487.

Continuation of IDM 487 with project design of a manufacturing facility encompassing market analysis, budget development, plant requirements and layout, production equipment, and work-force analysis. Oral and written presentations. (Every semester)

**SPECIAL COURSES:** IDM 491, 492, 493, 498, 499 for variable credit. May be repeated for credit with permission of advisor and the Chair of the Industrial Engineering and Industrial Management Department.

**IDM 491-492-493. Special Topics (1-4 hours)**

**IDM 498. Professional Seminar (1-4 hours)**

**IDM 499. Independent Study (1-4 hours)**

**Technical Communication**

Technical communication is a unique professional field of study that is gaining prominence as society becomes more immersed in technology. Technical communicators serve as information architects; as translators of technical information for nonspecialist users; as bridges between people in different businesses, cultures, or disciplines; and as user advocates on design teams. They are skilled in writing, speaking, designing documents, using advanced information technologies, working with people, and solving complex problems of communicating information using technology.

The Bachelor of Science (BS) in Technical Communication degree draws upon the resources of several disciplines to provide a foundation in sciences, mathematics and technology, together with strong emphasis on communication skills, which enables students to enter a wide variety of career fields. The technical communication degree

emphasizes mastery of the theoretical, rhetorical background of communication, while providing practical, hands-on experience. In the same way that engineering applies the principles of mathematics and science to real-world problems, so technical communication applies the principles of communication to real-world problems in technical settings.

Graduates are well prepared for entry-level positions in technical writing and editing, documentation, publications design and management, advertising and marketing for technical fields, training, web design, instructional design, multimedia design, and many others. Majors are encouraged to join professional organizations, such as Mercer's Student Chapter of the Society for Technical Communication. A number of graduate programs in technical communication and other fields are available for advanced study, including Mercer's Master of Science in Technical Communication Management, offered via distance learning.

Students are required to complete at least one internship for practical experience. Students may, by careful planning, earn a major both in technical communication and in another discipline. The minor in technical communication provides an attractive component for many degree programs (see description below).

Technical communication courses are open to any students, regardless of their college or major, who have the prerequisites or appropriate experience.

### **Academic Requirements for BS, Technical Communication Major**

In addition to the general academic requirements of the University and the School of Engineering, technical communication students must maintain a grade point average of at least 2.0 in all courses carrying a TCO prefix or counted as part of the TCO major.

### **Departmental Honors for BS, Technical Communication Major**

Each year, the technical communication faculty determines the graduating technical communication student who has best distinguished himself or herself academically and whose undergraduate career best exemplifies the standards of the profession, and recognizes this student as the Outstanding Graduate in Technical Communication.

### **TCO Scholarships**

The Jeffrey Mavro TCO Scholarship provides financial awards for selected undergraduates majoring in Technical Communication. Consult University Admissions or the Technical Communication Department Chair for more information.

The David C. Leonard Scholarship provides funds for selected graduate students in the Master of Science Program. Consult the Department Chair for information, or see <http://engineering.mercer.edu/ms-tcm/>.

### **The Technical Communication BS Curriculum**

The program educational objectives that have been established for the Bachelor of Science in Technical Communication are as follows. Graduates are prepared to be professionals with the knowledge and skills needed to: (1) Identify, analyze, and solve technical communication problems using the principles and modern tools of technical communication. Graduates will demonstrate attainment of this objective within the first five years following graduation by their proficiency in the use of modern communication tools and processes and their production of high quality communication products. (2) Work effectively in a variety of contexts using superior communication skills, knowledge of contemporary issues and a commitment to professional ethics. Graduates will demonstrate attainment of this objective within the first five years following graduation by their effective written and oral communications, by their demonstrated sensitivity to the ethical dimensions of professional practice, and by their successful use of opportunities to master new processes and tools. (3) Manage projects and participate effectively on

interdisciplinary teams. Graduates will demonstrate attainment of this objective within the first five years following graduation by their significant contributions to the success of their project teams. (4) Pursue additional graduate or professional education and lifelong learning. Graduates will demonstrate attainment of this objective within the first five years following graduation by their successful use of opportunities for certification and professional development, and by their engagement in, or successful completion of, graduate education. (5) Participate in local and global communities through sustaining service and leadership. Graduates will demonstrate attainment of this objective within the first five years following graduation by their service and/or leadership roles in community organizations, and by their participation in professional societies to promote professional practice.

The student outcomes that have been established for the Bachelor of Science in Technical Communication are as follows. Students by the time of graduation will know and be able to do the following: (1) Apply appropriate breadth and depth of skills in audience analysis, rhetorical purpose, and information design to identify technical communication problems. (2) Apply appropriate breadth and depth of core competencies (technical writing/editing, multimedia, usability, and instructional design) to analyze and solve technical communication problems. (3) Communicate effectively to both specialized and public audiences in a variety of modes, using appropriate media. (4) Incorporate an understanding of global contemporary issues and professional ethics in the practice of technical communication. (5) Demonstrate the ability to lead and manage projects and participate in interdisciplinary teams. (6) Relate the practice of technical communication to the need for lifelong learning. (7) Demonstrate community service and leadership (campus, civic, professional, or religious organizations).

## **Bachelor of Science (BS) Degree Requirements**

### **Technical Communication Major**

1. UNV 101..... 1 hour
2. Required Engineering Courses .....6 hours  
 EGR 107. Introduction to Engineering Design  
 EGR 126. Programming for Engineers [or CSC 204]
3. Required TCO Courses ..... 18 hours  
 TCO 285. Document and Web Design  
 TCO 341. Technical Communication  
 TCO 361. Usability  
 TCO 363. Instructional Design  
 TCO 421. Technical Editing  
 TCO 480. Introduction to Internship  
 TCO 490. Technical Communication Internship
4. TCO Electives .....24 hours  
 TCO 325. Multimedia  
 TCO 345. Communication in Management  
 TCO 376. Visual Communication  
 TCO 425. Applied Multimedia  
 TCO 451. International Technical Communication  
 TCO 476. Communication in High-Tech Environments  
 TCO 485. Social Media Management  
 TCO 491. Special Topics: (subtitle)

TCO 492. Special Topics: (subtitle)

TCO 493. Special Topics: (subtitle)

TCO 499. Independent Study

Additional electives may be selected from outside TCO with approval of the student's TCO advisor.

5. General Education Requirements .....minimum of 30 hours

(1) Communication and Writing (minimum of 3 hours)

TCO 141 (written and oral communication)

(2) Religion (minimum of 3 hours)

at least one course selected from: CHR 101, CHR 150, CHR 170; ENG 225; HIS 160; PHI 240; GBK 203

(3) Humanities/Fine Arts (minimum of 3 hours)

at least one course selected from: ART 106, ART 107, ART 108, ART 115, ART 116, ART 223, ART 224, ART 225, ART 226, ART 254; CLA 101, CLA 102; CHR 210, CHR 270; ENG 224, ENG 226, ENG 233, ENG 234, ENG 235, ENG 237, ENG 263, ENG 264; FLL 195; GBK 202, GBK 305; HIS 110, HIS 145, HIS 165, HIS 176; JMS 220, JMS 225, JMS 230; MUS 151; PHI 176, PHI 190; PHI 230, PHI 260, PHI 265, PHI 269; PHO 230; POL 176; THR 115, THR 218; WLT 101

(4) Behavioral/Social Science (minimum of 3 hours)

at least one course selected from: AFR 190, AFR 210; ANT 101; COM 230, COM 250; ECN 150, ECN 151; ENV 250; GBK 407; GEO 111; GHS 200; JMS 101, JMS 240; PHI 237; POL 101; POL/IAF 253; PSY 101; SEP 200; SOC 101, SOC 210; WGS 180

(5) Quantitative Reasoning (minimum of 7 hours)

MAT 133, STA 126

(6) Scientific Reasoning (minimum of 8 hours)

at least two courses selected from: BIO 102, BIO 110, BIO 202; CHM 110, CHM 111, CHM 112; ENB 150, ENV 105, ENV 110; PHY 102, PHY 105, PHY 108, PHY 109, PHY 115, PHY 141, PHY 142

One additional course selected from groups 2, 3, 4, or 6 (minimum of 3 hours)

6. Professional Tracks .....15 hours

Students must select one of the Professional Tracks outlined below. These courses are designed to develop strength in a corollary discipline compatible with the student's career plans. In some departments, this track may be called a minor and be so listed on the transcript.

(1) Business

This track allows students to earn a minor in business administration, accounting or economics. By enrolling in this track, technical communication majors gain expertise in business to better understand how companies operate, how business decisions are made, and how products and services

are marketed. Students wishing to pursue an MBA after graduation must take an additional six hours in business courses beyond those required for a minor in business administration. See the Stetson School of Business and Economics section of this catalog for requirements.

(2) Pre-Health

Health professionals rely increasingly on digital media to communicate with their patients, their colleagues, and the public. The pre-health track allows students to combine their technical communication skills with the mathematics and science courses required for entry into medical, dental, pharmacy, physical therapy, and veterinary schools. See the Pre-Health Professions section of this catalog for these requirements.

(3) Ministry Media and Technology

This track prepares students for work in churches or para-church organizations to develop and manage web design, social media, information systems, and worship and audio-visual technology. Students who complete the required Christianity courses in this track may be eligible for admission to the Mercer McAfee School of Theology Master of Divinity and other master's degrees.

(4) Art (including Photography and Graphic Design)

Familiarity with the principles of graphic design and photography is an advantage for technical communicators who create both print and digital media. See the College of Liberal Arts section of this catalog for descriptions of minors in art and photography.

(5) Journalism and Media Studies

Digital media, video, public relations, journalism, and media law and ethics are relevant courses for technical communicators. See the description of minors in JMS in the College of Liberal Arts section of this catalog.

(6) Computer Science or Information Science Technology

A large percentage of technical communication careers involve the computer industry; having a grasp of computer science and information technology is an asset for technical communicators. See the College of Liberal Arts section of the catalog for descriptions of minors in CSC and IST.

(7) Foreign Language

Many companies are international, and having skills in a language will be an asset. Courses leading to a minor in French, Spanish, or German will involve at least two courses numbered 300 or above. The total number of courses will depend upon the student's earlier preparation and fluency. See the College of Liberal Arts section of this catalog for minors in a foreign language.

(8) Individualized

Students may individualize their choices, providing they select at least 15 hours making a coherent, logical set of courses, with at least 3 courses numbered 300 or above. Consult with your TCO advisor and get approval from the Technical Communication Chair.



7. Free Electives ..... Variable  
 Students will take free electives as needed to gain the 120 hours required for graduation. These electives are entirely open for student choice.

**Total Semester Hours Required ..... 120 hours**

### Double and/or Second Majors

Students are encouraged to investigate the possibility of combining another major with the technical communication major, especially when preferred career directions are clear early in their academic programs. This option may provide opportunities to combine fields of interest, even widely dissimilar ones.

### Minor in Technical Communication

Students wishing to earn a minor in technical communication should select at least 15 hours of course work in technical communication courses, including TCO 285, TCO 341, and at least two other courses above 300. The student should consult with the chair of his/her major academic unit to get approval for selected courses and then formally declare the TCO minor.

### Sample 4-Year Curriculum

The Bachelor of Science in Technical Communication degree may be completed in four years. This sample curriculum shows one possible configuration of courses, but will vary according to each student's circumstances (for example, students who exempt MAT 133 will have 4 more hours of free electives).

### Technical Communication

#### Freshman Year

Fall Semester				Spring Semester					
UNV 101	Freshman Experience	1	0	1	EGR 107	Intro to Engr Design	3	0	3
TCO 141	Intro to Prof Comm	3	0	3	EGR 126	Programming for Engr	3	0	3
MAT 133	Precalculus	4	0	4	TCO 285	Doc & Web Dsgn	3	0	3
XXX 1xx	Science Course w/Lab	3	3	4	XXX 1xx	Science Course w/Lab	3	3	4
XXX	Gen Ed Grp 2	3	0	3	XXX	Gen Ed Grp 3	3	0	3
		<hr/>				<hr/>			
		14	3	15			14	6	16

#### Sophomore Year

Fall Semester				Spring Semester					
TCO XXX	TCO Elective I	3	0	3	TCO XXX	TCO Elective II	3	0	3
STA 126	Elem Statistic Meth	3	0	3	TCO 341	Tech Comm	3	0	3
XXX	Elective	3	0	3	TCO XXX	TCO Elective III	3	0	3
XXX	Gen Ed Grp 4	3	0	3	XXX	Prof Track Elec I	3	0	3
XXX	Elective	3	0	3	XXX	Gen Ed Grp 2/3/4/6	3	0	3
		<hr/>				<hr/>			
		15	3	15			15	0	15

#### Junior Year

Fall Semester				Spring Semester					
TCO XXX	TCO Elective IV	3	0	3	TCO 361	Usability	3	0	3
TCO XXX	TCO Elective V	3	0	3	TCO XXX	TCO Elective VI	3	0	3
XXX	Elective	3	0	3	XXX	Prof Track Elec III	3	0	3
XXX	Prof Track Elective II	3	0	3	XXX	Elective	3	0	3
XXX	Elective	3	0	3	XXX	Elective	3	0	3
		<hr/>				<hr/>			
		15	0	15	TCO 480	Intro to Intern	0	1	0
		<hr/>				<hr/>			
		15	1	15			15	1	15

### Senior Year

<b>Fall Semester</b>				<b>Spring Semester</b>				
TCO 363	Instructional Design	3	0	3	TCO 490 Internship	3	0	3
TCO XXX	TCO Elective VII	3	0	3	TCO 421 Tech Editing	3	0	3
TCO XXX	TCO Elective VIII	3	0	3	XXX Elective	3	0	3
XXX	Prof Track Elective IV	3	0	3	XXX Prof Track Elec V	3	0	3
					XXX Elective*	2	0	2
15				0		15		
14				0		14		

\*Number of Free Electives will vary; must reach total hours of 120

### **Integrated BS in Technical Communication/MBA Program**

The curriculum outlined below combines the BS degree in Technical Communication offered in the School of Engineering with the Macon-based evening MBA program offered by the Stetson School of Business and Economics (SSBE). Students seeking admission to the MBA program must meet the following requirements: (1) complete all undergraduate Business courses specified in the first three years of the curriculum by the end of their junior year; (2) score a minimum of 450 on the GMAT in the spring semester of their junior year or the following summer; and (3) have an earned GPA of 3.0 overall at the end of their junior year. Students who wish to be admitted to this program must also complete TCO 490 during the summer after the junior year.

### Freshman Year

<b>Fall Semester</b>				<b>Spring Semester</b>				
UNV 101	Freshman Experience	1	0	1	EGR 107 Intro to Engr Design	2	3	3
TCO 141	Intro to Prof Comm	3	0	3	EGR 126 Programming for Engr	3	0	3
MAT 133	Precalculus	4	0	4	TCO 285 Docu & Web Design	3	0	3
XXX 1xx	Science Course w/Lab	3	3	4	XXX 1xx Science Course w/Lab	3	3	4
XXX	Gen Ed Grp 2	3	0	3	ECN 150 Prin of Microeconomic (Prof Track Elective)	3	0	3
14				3		15		
14				6		16		

### Sophomore Year

<b>Fall Semester</b>				<b>Spring Semester</b>				
ECN 151	Macroeconomics (TCO Elective I)	3	0	3	XXX Elective	3	0	3
STA 126	Elem Stat Methods	3	0	3	TCO 341 Tech Communication	3	0	3
XXX	Elective	3	0	3	TCO XXX TCO Elective II	3	0	3
MGT 363	Prin of Mgt. (TCO Elective III)	3	0	3	FIN 362 Prin of Finance (Prof Track Elec)	3	0	3
ACC 204	Intro Financial Acct (Prof Track Elec)	3	0	3	MKT 361 Prin of Marketing (TCO Elective IV)	3	0	3
15				0		15		
15				0		15		

### Junior Year

#### **Fall Semester**

TCO 345	Comm in Mgmt (TCO Elective V)	3	0	3
XXX	Elective	3	0	3
XXX	Elective	3	0	3
XXX	Gen Ed Grp 3	3	0	3
BUS 346	Legal, Ethical and Reg Env of Bus I (Prof Track Elective)	3	0	3
<hr/>				
15 0 15				

#### **Spring Semester**

TCO 361	Usability	3	0	3
TCO XXX	TCO Elective VI	3	0	3
XXX	Gen Ed Grp 4	3	0	3
XXX	Gen Ed Grp 2/3/4/6	3	0	3
XXX	Business Elective (Prof Track Elec)	3	0	3
TCO 480	Intro to Internship	0	1	0
<hr/>				
15 1 15				

### Summer Semester

TCO 490	Internship	3	0	3
<hr/>				
3 0 3				

### Senior Year

#### **Fall Semester**

TCO 363	Instructional Design	3	0	3
TCO XXX	TCO Elective VII	3	0	3
BAM 602	Fin Report & Analysis	3	0	3
TCO 620	Managing Multimedia	3	0	3
<hr/>				
12 0 12				

#### **Spring Semester**

TCO 421	Tech Editing	3	0	3
TCO XXX	TCO Elective VIII	3	0	3
XXX	Elective	2	0	2
TCO 630	Man People & Proj	3	0	3
BAM 620	Sem in Strat Mktg	3	0	3
<hr/>				
14 0 14				

### Summer Semester

BAM 608	Global Macro Analysis	3	0	3
BAM 612	Corporate Fin Mgmt	3	0	3
<hr/>				
6 0 6				

### Graduate Year

#### **Fall Semester**

XXX	Elective	3	0	3
XXX	Elective	3	0	3
BAM 606	Appl Macro Analysis	3	0	3
BAM 616	Mgmt & Leadership	3	0	3
<hr/>				
12 0 12				

#### **Spring Semester**

XXX	Elective	3	0	3
XXX	Elective*	3	0	3
BAM 610	Managing Legal & Gov't Environ of Bus	3	0	3
BAM 614	Accounting for Control	3	0	3
<hr/>				
12 0 12				

### Summer Semester

BAM 618	Advanced Seminar in Business Ethics	3	0	3
BAM 699	MBA Capstone	3	0	3
<hr/>				
6 0 6				

\*Number of undergraduate Free Electives will vary; must reach total of 120 hours for all undergraduate work (courses numbered 101-499).

## **TCO Courses**

### **TCO 141. Introduction to Professional Communication (3-0-3)**

In a seminar format, small groups explore the history of technology, and the impact of technology in the context of society. Critical reading and thinking skills are developed through extensive readings and discussions of relevant engineering, social science, and humanities topics. Students gain fluency in preparing and presenting the results of these discussions in both written and oral format. (Every semester)

### **TCO 285. Document and Web Design (3-0-3)**

Designing effective print and web documents for varying audiences and purposes. Includes basic design principles, integration of visuals, analysis of multiple documents, production issues, and introduction to computer software for desktop publishing and web design. Requires additional lab time outside of class. (Every semester)

### **TCO 325. Multimedia (3-0-3)**

Prerequisite: TCO 285.

An introduction to the technical aspects of computer-based multimedia. Technical and hardware issues as well as theory and design concepts will be covered. Students will analyze the audience and purpose for multimedia, consider advantages and disadvantages of different technologies, and design, build and test multimedia products. Recommended for TCO majors and minors. Includes laboratory exercises and design projects. (Every year)

### **TCO 341. Technical Communication (3-0-3)**

Prerequisites: TCO 141 or equivalent; completed minimum of 45 credit hours.

Introduction to forms and processes of technical communication, including letters and memos, resumes, reports, instructions, and proposals. Includes oral presentations, peer reviews, and collaborative efforts. Emphasis is on determining audience and purpose, especially within organizational contexts, and on designing effective documents. Introduction to research and data gathering. (Every semester)

### **TCO 345. Communication in Management (3-0-3)**

Prerequisite: TCO 341, or permission of instructor.

Study of the role of communication in management of publications, projects, and people. Includes information specification and planning, quality standards, tracking systems, production, and evaluation. Emphasis on understanding organizational structures, building teams, and adapting to rapidly changing technologies and expectations. (Every two years)

### **TCO 361. Usability (3-0-3)**

Prerequisites: TCO 285, TCO 341.

Theory and practice of designing usable information for different audiences and purposes (document usability, interface design, web usability, etc.). Students participate in a major course project introducing planning and project management, user and task analysis, document and interface design, usability testing. Includes laboratory exercises and design projects. (Every year)

### **TCO 363. Instructional Design (3-0-3)**

Prerequisites: TCO 285, TCO 341.

Theory and practice of designing information products for teaching or training; includes concepts of adult learning theory, delivery in various models (face to face, online, on CD, etc.), and evaluation of learning. Students participate in a major course project including planning and project management, instructional design, and training. (Every year)

**TCO 376. Visual Communication (3-0-3)**

Prerequisite: TCO 285 or permission of instructor.

Introduction to theoretical and applied principles of visual communication. The course explores theories of visual communication which help us understand the structure and organization of the visual world, and explores practical applications of these principles in planning and designing visual systems for new, emerging media. Includes laboratory exercises and design projects. (Every two years)

**TCO 421. Technical Editing (3-0-3)**

Prerequisite: TCO 341.

A workshop course covering the essential tasks performed by technical editors, including editing for grammar, style, form, and content; organizational principles for reader-centered texts; integrated use of art, figures, and numbers in layout; indexing; and managing people and processes in all phases of document preparation. Attention is given to the editor's role in dealing with authors, audiences and purpose, and the complex analytical skills required for technical editors. (Every year)

**TCO 451. International Technical Communication (3-0-3)**

Prerequisites: TCO 341.

An introduction to the theory and practice of multicultural communication. Students will examine how cultural variables (beliefs, attitudes, and values) shape the communication process. Emphasis on understanding the theory, research, and practices that technical communicators need to consider when internationalizing and localizing communications products. (Every two years)

**TCO 476. Communication in High-Tech Environments (3-0-3)**

Prerequisite: TCO 341.

This senior capstone course focuses on a topic of significance in the future of technical communication. Through research and presentations, students generate a body of knowledge and identify critical issues related to the future of technical communication. (Every two years)

**TCO 480. Introduction to Internship (0-1-0)**

Prerequisites: TCO 341 and at least two additional required TCO Courses.

Course provides guidance for the required Internship. To successfully complete the course, students will find an appropriate full-time internship. Seminars will be conducted to assist students in creating portfolios, defining projects, creating an action plan, and interviewing with potential clients or employers. Seminar attendance is required to obtain a satisfactory course grade. Graded S/U. (Every year)

**TCO 485. Social Media Management (3-0-3)**

Utilize, integrate, and manage a variety of social media applications to create and maintain a consistent organizational profile. Explore best practices in social media usage, trends in social media management applications, and strategies for maintaining a constant and compelling online social presence. Develop proficiency in writing for social media platforms, including blogs, microblogs, and other short and longform social communication channels. (Every two years)

**TCO 490. Technical Communication Internship (3-0-3)**

Prerequisite: permission of TCO Department Chair.

This full-time, semester-long internship is required for TCO majors. Provides the student with practical experience in a technical communication setting, under the supervision of a faculty member. A journal and written report will be submitted, along with documents produced in the internship, if applicable. Interns will deliver a seminar for faculty and

students on their internship experience. An IP grade may be awarded if the final written report and/or the seminar are completed during a term subsequent to the internship experience. (Every year)

**SPECIAL COURSES:** TCO 491, 492, 493, 499 for variable credit. May be repeated for credit with approval of academic advisor and the Technical Communication Department Chair.

**TCO 491-492-493. Special Topics**

**(1-6 hours)**

**TCO 499. Independent Study**

# Tift College of Education

James J. Barta, Ph.D., *Dean/Professor*

Allison C. Gilmore, Ph.D., *Associate Dean/Professor*

Kelly Reffitt, Ph.D., *Associate Dean/Associate Professor*

Mary Kay Bacallao, Joseph L. Balloun, Macklin D. Duggins, Penny L. Elkins, Catherine M. Gardner, Harriet A. Hathaway, Jianhua Feng, William O. Lacefield, Susan C. Malone, Margaret R. Morris, Bruce E. Sliger, and Paige L. Tompkins, *Professors*

Elaine Artman, Sharon Augustine, Richard H. Binkney, Olivia Boggs, Edward Bouie, Jr., Lucy Bush, Jabari Cain, Sylvia Y. Cain, Sherah Betts Carr, Geri S. Collins, Jacquelyn M. Culpepper, Karen H. Davis, Ismail S. Gyagenda, J. Kevin Jenkins, Margie W. Jones, Leonard E. Lancette, Pamela A. Larde, Mary Nell McNeese, Mary O'Phelan, Justus J. Randolph, debra leigh walls rosenstein, Peter A. Ross, Wynnetta A. Scott-Simmons, Karen Weller Swanson, Jane West, and Clemmie B. Whatley, *Associate Professors*

Carl E. Davis, Tristan L. Glenn, Andrew L. Grunzke, Jeffrey Scott Hall, Carol A. Isaac, Joseph R. Jones, Sybil Anne Keesbury, Ronald Knorr, Robert L. Lawrence, Jane Metty, Jon M. Saulson, Michelle Vaughn, and Vincent Youngbauer, *Assistant Professors*

Kaye Thomas, *Director of Field Placement*

Cynthia Anderson and Rebecca Grunzke, *Visiting Assistant Professors*

Barbara McWethy, *Instructor*

Jan Johnson, *Part-time Instructor*

## Mission

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

## Goals

The Tift College of Education will:

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

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

## **Tift College of Education Degree Programs**

The Tift College of Education offers the following degree programs:

Bachelor of Science in Education

Master of Education

Master of Arts in Teaching

Specialist in Education

Doctor of Philosophy

### **Undergraduate Programs**

The Tift College of Education offers programs in Teacher Education on the Macon Campus. A student may major in The Holistic Child: Early Childhood and Special Education General Curriculum or Middle Level Education. In addition to these majors, the Tift College of Education, in conjunction with the College of Liberal Arts and the Townsend School of Music, offers certification programs in secondary education (6-12) and music education (P-12). Mercer's Teacher Education programs are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education.

**The Undergraduate Degree Programs include the following:**

#### **Majors**

The Holistic Child (Early Childhood/Special Education General Curriculum  
P-5 Certification)

Middle Level Education (4-8 certification)

**Certification Programs in conjunction with the College of Liberal Arts and the Townsend School of Music include the following:**

Secondary (6-12 certification):

Biology

Chemistry

English

History

Mathematics

Physics

Political Science

P-12 Certification:

Music

### **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 are available from the Registrar's office.

Education Majors: Because of the sequencing of education and other required courses in teacher education, a student should declare his or her major as early as



possible. However, declaring a major does not guarantee admission to the Teacher Education Program.

Please Note: Secondary Education is not a major. A student who wants to teach at the secondary level must major in a content area. See the Tift College of Education Secondary Program Coordinator for more information.

## 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: Written and Oral (15-16 hrs.)

INT 101  
INT 201  
WRT 120  
COM 210  
INT 301 or Any Foreign Language

### Religion: (3 hrs.)

CHR 101; CHR 150; CHR 170; CHR 210; ENG 225; HIS 160; PHI 240

### Humanities/Fine Arts: Choose 1 from each group. (6 hrs.)

**Group 1:** HIS 110; HIS 165; CHR 210; CHR 270; CLA 101; CLA 102; ENG 224; ENG 263; ENG 265; PHI 190; PHI 230

**Group 2:** ART 106; ART 107; ART 115; ART 116; ART 223; ART 224; ART 225; ART 226; ENG 223; ENG 226; ENG 234; ENG 235; ENG 237; MUS 151; PHI 260; PHI 218; PHI 265; PHO 230; THR 115

### Behavioral/Social Sciences: (3 hrs.)

AFR 190; AFR 210; ANT 101; COM 230; COM 250; GEO 111; GHS 200; JMS 101; PHI 237; PSY 101; POL 101; SOC 101; WGS 180

### Quantitative Reasoning (3-4 hrs.)

MAT 104; STA 126; MAT 141; MAT 191

### Scientific Reasoning: (4 hrs.)

BIO 102; BIO 110; CHM 111; ENB 105; ENB 150; PHY 102; PHY 105; PHY 109; PHY 115; PHY 141; PHY 161

### UNV101: (1 hr.)

**Total Semester Hours: 35-37**

## The Great Books Program

The Great Books program, available through the College of Liberal Arts, is allowed in the Tift College of Education as a means for meeting the General Education Requirements. The student is advised to see the Chair if interested in this program. A student choosing the Great Books option will also need to complete the quantitative reasoning and scientific reasoning requirements.

# University Honors Program in the Tift College of Education (UHP)

Dr. Margaret Morris, Director

The University Honors Program (UHP) provides academically advanced students with the supportive environment needed to pursue their intellectual interests through research within distinctive paths of enrichment. The specific goals of the program include:

- Cultivating students who ask questions, think well in answering those questions, make interdisciplinary connections in answering those questions, and can construct creative analytical responses when engaged in collaborative or independent problem solving.
- Cultivating students who obtain the distinctive characteristics necessary to compete successfully for graduate and professional school entrance, for national and international fellowships and scholarships, and for leadership roles in the student's chosen profession.
- Cultivating a community of scholars who are interested in sharing cultural, research, and leadership experiences across the tracks.

Exceptional students, either upon entrance to Mercer or after the end of their first semester, are invited to join the program based upon superior academic records in high school, demonstration of interest in their particular path, and an entrance interview. Each of the tracks is constructed to emphasize growth and development along that track during the student's career at Mercer, beginning with a first year course introducing students to the foundational concepts, methods, and terminology of academic research and documentation. In subsequent years, students will progress through their track, culminating in an advanced research and documentation project appropriate to their individual track. In addition to these two basic requirements, University Honors Program students must complete the coursework designated within their individual tracks, maintain a portfolio of their work that contains both developmentally appropriate content and reflection, participate in a designated number of University Honors Program experiences, and maintain a minimum GPA as defined by their specific track.

## General Requirements of the Program

- Completion of two first year research seminars
- Demonstration of the student's growth within the track through the production of appropriate annual products as defined within the track
- Maintenance of a portfolio of work generated by the student through the track
- Presentation of work at BEAR Day or a regional/ national conference appropriate to the track
- Completion of a Culminating Project appropriate to the track
- Participation in two University Honors Program Events annually and submission of a reflective essay on each event
- Maintenance of a minimum GPA appropriate to the track

Tracks open to Tift College of Education Students: Mercer Research Scholars Track, Mercer International Scholars Track, and Mercer Service Scholars Track. For

specific requirements of each track see the section entitled "University Honors Program" in the Academic Information section of this catalog.

## **The Tift College of Education**

### **Conceptual Framework**

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

### **TO KNOW**

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

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

### **TO DO**

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

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

### **TO BE**

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

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

## **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 experience, and culminate 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.

## **Code of Ethics for Educators**

All students admitted into the Tift 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.

## **Admission to the Teacher Education Program**

A student wishing to major in The Holistic Child (ECE and Special Education), or Middle Grades Education, or a student in the College of Liberal Arts or the Townsend School of Music seeking secondary (6-12) or special subject (P-12) certification must formally apply for admission to the Teacher Education program.

### **Criteria and Procedures for Admission to the Teacher Education Program**

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

After a student is admitted to the Teacher Education Program, that student must continue to make satisfactory progress. The Tift College of Education reserves the right

to review periodically the progress of each student and also reserves the right to remove any student from a Teacher Education Program for failing to continue to meet the established criteria and policies in effect at the time of admission, and/or for demonstrating conduct that has been judged unethical or illegal based on the Code of Ethics, on the Mercer University Honor Code, 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 INT 101 and WRT 120.
3. Have taken and have earned no grade below a "C" in the math core class.
4. Have passed all education courses taken and have earned no grade below a "C".
5. Have passed all courses taken for areas of concentration in middle grades or for certification in secondary and P-12 content areas and have earned no grade below a "C".
6. Have passed all GACE for Program Admission tests with a score on each test that reflects the minimum score set by the Georgia Professional Standards Commission. Students may be exempt from this requirement if they provide official documentation of qualifying scores on any of these tests: SAT, ACT, GRE, CBEST, CLAST, FTCE-GK or other exemption criteria as noted at [gapsc.com](http://gapsc.com).
7. Have completed the GACE Ethics Assessment for Program Entry. (See [www.gapsc.com](http://www.gapsc.com))
8. Have declared a major in teacher education. Secondary education students need to declare the appropriate major in the College of Liberal Arts and need to declare the intent to seek Secondary Education Teacher Certification (See Major–Minor Form). Those students seeking P–12 certification in music should declare Music Education as a major in the Townsend School of Music (See Major-Minor Form).
9. Have submitted an application for admission to Teacher Candidacy in the semester 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 better.
2. Apply for a Preservice Certificate from the Georgia Professional Standards Commission and receive that certificate prior to beginning field placements.
3. Maintain a 2.75 or better in all education courses required for the major. Students in the Middle Level Education program must maintain a 2.75 GPA or better in all education courses required for the major as well as a 2.75 GPA or better in each area of concentration. Students in a Secondary

Education or P-12 program must maintain a 2.75 or better in all education courses required as well as a 2.75 or better in the secondary or P-12 major.

4. Successfully complete all education courses. A teacher candidate who receives a grade below "C" in more than two (2) education courses will be dismissed from the Teacher Education Program. Only two (2) education courses with grades below "C" may be repeated, and no education course may be repeated more than one time.
5. Have positive recommendations from each field experience in order to advance in the sequence of field experiences. Please note that field experience placements must meet all diversity criteria, i.e., placement in a variety of different schools and placement in required grade clusters.
6. Have successfully completed all education courses and all content courses required for certification prior to recommendation for student teaching. Further, in order to be recommended for student teaching, a student may have no more than eight (8) hours of general education coursework to be completed in the term following student teaching. (It is preferred that all coursework be complete prior to student teaching.)

### **Candidate for Certification**

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

1. Have successfully met all Progression Policy criteria.
2. Have a positive recommendation from student teaching.
3. Have successfully completed all program/degree requirements.
4. Have successfully completed Portfolio requirements.
5. Have successfully passed the appropriate GACE Content Assessments and the GACE Ethics Assessment for Program Exit and have submitted complete score reports to the appropriate Certification Office.
6. Have met all state requirements for certification, including successful completion of edTPA. See Teacher Education Field Experience section for more information.

### **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 in all required courses for certification. Students may repeat no more than two (2) such courses. If a student receives less than a C 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 before being fully admitted.

## 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 course.

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

- Meet with Advisor prior to applying for field experience courses.
- Obtain full admission to teacher education candidacy.
- Apply for field experience during the application period.  
(The application system is open during specified dates each semester. Candidates are responsible for being aware of the application period, and must apply during the semester PRIOR to the actual field experience. Check listserv messages and the Office of Field Placement section on the webpage often.)
- Obtain Pre-Service Certification.  
Under Georgia's new Tiered Certification System, teacher candidates are required to have a Pre-Service certificate in order to be eligible for placement in any field experiences. Each semester, information will be provided through student listservs to all Tift College certification candidates with detailed instructions on applying for the Pre-Service certificate from the Tift College Office of Certification. The process will include submitting the Pre-Service Certification application form and the Verification of Lawful Presence document, which must be notarized. The Georgia Professional Standards Commission (GaPSC) will conduct a criminal background check on each candidate. If cleared, candidates will be issued a Pre-Service Certification by GaPSC. No candidate may begin enroll in a field experience prior to obtaining this certificate. See the next section for more information. Additionally, see: <http://www.gapsc.com/Certification/TieredCertification/preService.aspx>.)
- Complete the GACE Educator Ethics – Program Entry assessment (Test Code 350).  
See <http://gace.ets.org/ethics/about> for more information.
- Obtain Tort Liability Coverage.  
(All school systems with which Mercer University maintains a partnership for field experiences requires a clear criminal history and liability insurance before the student may be placed in a school. Securing criminal history clearance and insurance coverage. Maintaining both are the candidate's responsibility.)

### **Pre-Service Certification and Background Check (additional information)**

#### **Validity**

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

### **Additional Notes**

- The Pre-Service certificate is **not** a professional educator certificate. It allows the holder to participate in supervised field experience, clinical practice, student teaching, or residency work in Georgia schools;
- Holding a Pre-Service certificate does not automatically lead to Induction educator certification.
- Holding a Pre-Service certificate is not a pre-requisite to qualify for any other Georgia certificate. If you have already completed the student teaching portion of an educator preparation program, or if you will complete it outside of the state of Georgia, you need not apply for a Pre-Service certificate.

### **edTPA (additional information)**

The GaPSC-approved Content Pedagogy assessment, edTPA, is designed to assess knowledge and skills in the areas of student development and learning, instruction and assessment, and professional roles and responsibilities. See the following link: <http://www.edtpa.com/>

A passing score on edTPA is required for the following individuals:

- Applicants for Induction Pathway 1 or 2 who complete the clinical practice or student teaching requirements of their state-approved initial certification program on or after September 1, 2015;
- Applicants for conversion of an Induction Pathway 4 certificate who complete the clinical practice or student teaching requirements of their state-approved initial certification program on or after September 1, 2015.

Beginning September 1, 2015, to be eligible for certification by the Georgia Professional Standards Commission, all candidates are required to submit edTPA during the student teaching (or internship) field experience. edTPA is scored through Pearson Education, Inc. Candidates must register with Pearson and provide edTPA payment, prior to submitting edTPA work for national scoring. The current cost assessed by Pearson is \$300. More information can be found through the following Pearson website link: <http://www.edtpa.com/Content/Docs/edTPARegistrationOverview.pdf>.

### **Liability Insurance**

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

This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur at a school. No amount of vigilance or professionalism can prevent some accidents. Also, a suit that incurs expenses can be brought against a person even if it is groundless. For these reasons, education students are required to obtain Tort Liability Insurance. Tort Liability insurance is required for field experiences in any class. Be advised that you will need to provide proof of coverage/membership each semester. Proof of coverage is documented when applying for field experiences. For a small fee, you must obtain coverage by joining one of the following student organizations: Georgia Association of Educators (GAE) [www.gae2.org](http://www.gae2.org) or Student Professional Association of Georgia Educators (SPAGE). [www.pagefoundation.org](http://www.pagefoundation.org)



## THE HOLISTIC CHILD MAJOR

The Holistic Child 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 regular classroom. Following an integrated, technologically immersed curriculum, the candidate will experience varied field and life experiences within the culture of diverse school and community populations. Having completed this four-year program of study, the Holistic Child candidate will become a reflective practitioner, advocating the needs and rights of the young child, while collaborating and establishing partnerships with parents, schools, and communities.

### Program Objectives - Outcomes

Upon completion of the Holistic Child Program, the candidate will:

#### Content and Process: To Know

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

#### Application: To Do

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

#### Attitude: To Be

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

## The Holistic Child

### B.S.Ed. Degree

#### 128 Semester Hours

#### Requirements

<b>General Studies</b> .....	<b>35-37 min. hours</b>
<b>Professional and Pedagogical Studies</b> .....	<b>39 hours</b>
EDUC 101.	The Holistic Child I
EDUC 102.	The Holistic Child II
EDUC 201.	The Learning and Developing Child I
EDUC 202.	The Learning and Developing Child II
EDUC 311.	The Learning Environment I
EDUC 313.	The Learning Environment II
EDUC 102B.	Field Component 1B
EDUC 201A.	Field Component IIA
EDUC 202B.	Field Component IIB
EDUC 311A.	Field Component IIIA
EDUC 313B.	Field Component IIIB
EDUC 480.	Field Component IVA
EDUC 496.	Field Component IVB
<b>Content Studies</b> .....	<b>36 hours</b>
EDUC 315.	Curriculum Planning (6 hours)
EDUC 316.	Collaboration
EDUC 317.	Social and Cultural Studies
EDUC 331.	Math/Science Methods
EDUC 332.	Teaching Reading
EDUC 333.	Curriculum-based Assessment
EDUC 334.	Literature and Language Arts
EDUC 402.	Reading Problems — Diagnosis & Remediation
EDUC 403.	The Home, School, and Community Connection
EDUC 404.	The Holistic Capstone: A Fine Arts Approach
EDUC 405.	Classroom Management
<b>Electives</b> .....	<b>16-18 hours</b>
<b>Portfolio</b> .....	<b>0 hours</b>
<b>TOTAL</b> .....	<b>128 semester hours</b>

## The Holistic Child

### Schedule of Courses

#### Fall Semester

##### 1st Year

EDUC 101

##### 2nd Year

EDUC 201

EDUC 201A

##### 3rd Year

EDUC 311

#### Spring Semester

EDUC 102

EDUC 102B

EDUC 202

EDUC 202B

EDUC 313

EDUC 315  
EDUC 316  
EDUC 334  
EDUC 311A

EDUC 331  
EDUC 332  
EDUC 317  
EDUC 313B

**4th Year**

EDUC 333  
EDUC 402  
EDUC 403  
EDUC 404  
EDUC 480

EDUC 405  
EDUC 496

## MIDDLE LEVEL EDUCATION

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

### Program Objectives/Outcomes

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

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

9. The ability and skills to be an effective collaborator with families, community, and other partners. **TO BE**
10. The ability and skills to engage in meta-cognition and reflection for continued enhancement and effectiveness as a Transforming Practitioner. **TO BE**

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

## MIDDLE LEVEL EDUCATION

### B.S.Ed. Degree

#### 128 Semester Hours

#### **Requirements**

**General Studies:**..... **minimum 35-37 hours**

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

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

**Content Studies** ..... **minimum 53 hours**

- EDUC 210. Instructional Technologies for Teaching and Learning
- EDUC 360. Introduction to Middle Level Schooling

Two Concentration Methods Courses, chosen from the following:

- EDUC 422. Teaching of Science for MLE
- EDUC 429. Teaching of Social Studies for MLE
- EDUC 455. Teaching of Mathematics for MLE
- EDUC 466. Teaching of English/Language Arts for MLE
- EDUC 460. Middle School Curriculum
- EDUC 461. Middle Level Integrated Methods I: Processes
- EDUC 462. Middle Level Integrated Methods II:  
Instruction & Assessment
- EDUC 478. Teaching Literacy for MGE
- Concentration I (6 courses)\*
- Concentration II (6 courses)\*

\*1-2 concentration courses will overlap with general studies

**Electives**.....6-8 hours  
**Portfolio** .....0 hours  
**TOTAL** ..... **minimum 128 hours**

**MIDDLE LEVEL CONCENTRATIONS**

**Language Arts Concentration**

EDUC 466: Teaching English/Language Arts MGE  
 EDUC 379: Young Adult Literature English Language Course  
 (choose 1: ENG 323 or 325)  
 Any Cultural/Ethnic/Women's Literature  
 Any British Literature  
 Any American Literature  
 Any Literature

**Mathematics Concentration**

EDUC 455 Math Methods for MGE  
 Choose one of two tracks  
 Track 1:  
 MAT 133 Precalculus\*  
 MAT 191 Calculus I  
 MAT 192 Calculus II  
 MAT 260 Intro to Abstract Mathematics  
 MAT 340 Linear Algebra  
 MAT 350 College Geometry

Track 2:  
 MAT 133 Precalculus\*  
 MAT 191 Calculus I  
 MAT 225 Intro to Discrete Mathematics  
 MAT 340 Linear Algebra  
 MAT 350 College Geometry  
 Choose 1:  
 STA 126 Elementary Statistical Methods  
 MAT 320 Intro to Probability and Mathematical Statistics

**Science Concentration**

EDUC 422: Teaching Science MGE  
 Earth Science Courses  
 ENB 105: Geology  
 ENB 110: Meteorology or PHY 115  
 Life Science Course:  
 (choose 1: BIO 110; BIO 211; BIO 212; ENB 150)  
 Chemical/Physical Science Course:  
 (choose 1: CHM 111; CHM 112; CHM PHY 141/121L; PHY 161/121L)  
 Choose two additional courses from any course in BIO, CHM, ENB, or PHY.

**Social Studies Concentration**

EDUC 429: Teaching Social Studies MGE  
 Western Civilization Survey  
 HIS 110  
 American History Course  
 (choose 1: HIS 165; 352; 354; 355; 356; 361; 362; 363; 377)  
 HIS 365: History of Georgia  
 GEO 111: Principles of Human Geography or SOC 321: Globalization and Society  
 Government Course (choose 1: POL 101 or 305)  
 Social/Ethic/Non-Western World Studies Course (choose 1: SOC 210; 295; 321, POL 253; 313; 314; INT 301)

\* Students placing into MAT 191, choose one additional course

**MIDDLE LEVEL EDUCATION  
 RECOMMENDED SEQUENCE OF STUDY**

<b>Fall Semester</b>	<b>Junior Year</b>	<b>Spring Semester</b>
EDUC 220		EDUC 357
EDUC 256		EDUC 283
EDUC 210		EDUC 399
EDUC 360		EDUC 460
EDUC 398		EDUC 461
Content		Content and/or Concentration

**Senior Year**

EDUC 485  
EDUC 462  
Content and/or Concentration  
Methods (EDUC 422, 429, 455, and/or 466)

EDUC 492  
EDUC 406

**CERTIFICATION PROGRAMS  
SECONDARY/P12 SPECIAL SUBJECTS**

Mercer University degree-seeking students can add secondary certification to majors in English, Mathematics, Biology, Chemistry, History, Physics, and Political Science. P-12 certification is available for majors in Music. Students must meet the requirements for a degree in the relevant major and any additional courses required for certification.

**Requirements**

**Professional and Pedagogical Studies ..... 33 hours**

- EDUC 210. Instructional Technologies for Teaching and Learning  
(not required for Music certification)
- EDUC 220. Foundations of Education
- EDUC 256. Adolescent Health and Development
- EDUC 283. Fundamentals of Special Education
- EDUC 357. Psychology of Learning
- EDUC 398. Fieldwork I
- EDUC 399. Fieldwork II
- EDUC 485. Professional Practicum
- EDUC 406. Classroom Management for MLE and SEC
- EDUC 492. Student Teaching

**Content Studies ..... varies by Major**

- English Certification: EDUC 469. Secondary School Curriculum  
EDUC 468. Teaching English in the Secondary School  
EDUC 476. Teaching Literacy 6-12  
English major to include ENG 323 or 325
- Mathematics Certification: EDUC 469. Secondary School Curriculum  
EDUC 456. Teaching Mathematics in the Secondary School  
EDUC 476. Teaching Literacy 6-12  
Math major to include MAT 350 and 320;  
MAT 225 recommended
- Biology, Chemistry, & Physics EDUC 469. Secondary School Curriculum  
EDUC 423. Teaching Science in the Secondary School  
EDUC 476. Teaching Literacy 6-12  
Biology major to include GHS 200: Introduction to Health Sciences  
PHY 141/121L and 142/142L  
Chemistry major to include BIO 211 and 212 and CHM 465  
Physics major to include: PHY 115, PHY 330, PHY 370 or 460,  
BIO 211/212, STA 126 or MAT 320
- History & Political Sci Certification: EDUC 469. Secondary School Curriculum  
EDUC 430. Teaching Social Studies in the Secondary School

EDUC 476. Teaching Literacy 6-12  
History major to include at least one course in  
Non-Western History  
Political Science major to include POL 348 or 349 and one  
course in Comparative Governments

Music Certification: EDUC/MUS 157. Vocal Techniques  
EDUC/MUS 215. Sophomore Practicum I  
EDUC/MUS 216. Sophomore Practicum II  
EDUC/MUS 370. The Elementary School Music  
Specialist  
EDUC 474. Advanced Choral Methods OR EDUC 475.  
Advanced Instrumental Methods

Music Education major is fully described in the School of Music section of the catalog.

## 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 course, plus EDUC 357, 360, 378, 379). Students who have been fully admitted to teacher education and decide to minor in teacher education may include restricted courses in the 18-hour requirement for the minor.

### EDUCATION (EDUC)

#### **EDUC 101, 102. The Holistic Child I & II (3 hours)**

Prerequisite to 102: 101

Corequisite to 102: 102B

The Holistic Child I & II provide an overview of the social, philosophical, historical, legal, and psychological issues in education. The needs of all children are considered from the perspectives of inclusion and regular education. The special needs of all young children are intertwined throughout the courses to give the candidate an integrated notion of providing appropriate educational practices in the setting of the regular classroom. (3 hours each) (EDUC 101, every Fall in Macon; EDUC 102, every Spring in Macon)

#### **EDUC 102B. Field Component I B - The Holistic Child (1 hour)**

Corequisite: EDUC 102.

This field experience provides a field-based experience for students enrolled in The Holistic Child program. Students spend a minimum of 24 hours over the course of the semester observing and participating in a variety of community-based settings in activities related to and associated with young children (P-5). (1 hour) Note: grades of satisfactory (S) or unsatisfactory (U). Special fee. Application required. Orientation and Seminar attendance required. (Every Spring in Macon)

#### **EDUC 157. Vocal Techniques (2 hours)**

(Same as MUS 157)

Development of individual performance skills in voice. Instruction will broaden pedagogical understanding and provide group vocal techniques and methods for elementary and secondary school music teachers and for students interested in

improving their individual singing voice. Survey and evaluation of materials related to vocal development. (Spring semester, odd years)

**EDUC 201, 202. The Learning and Developing Child I & II - The Holistic Child (3 hours)**

Prerequisites: EDUC 101, 102, 102B.

Corequisite: EDUC 201A, 202B.

The purpose of these courses is to investigate the physical, social, emotional, and educational characteristics of young children. Particular emphasis will be placed on language development, individuals with mild intellectual disabilities, emotional and behavioral disorders, and learning disabilities, in conjunction with current theories and practices regarding litigation and legislation, assessment, advocacy, and educational resources. (3 hours each) (EDUC 201, every Fall in Macon; EDUC 202, every Spring in Macon)

**EDUC 201A, 202B. Field Component II A & B - The Holistic Child (1 hour)**

Prerequisite: EDUC 102B.

Corequisite: EDUC 201, 202.

These courses provide field-based experiences for students enrolled in the Holistic Child program. Students spend a minimum of 35 hours over the semester observing and participating in activities related to and associated with young children (P-5) in a regular education and in a special needs classroom setting. Students are placed in one of the two settings for 201A and the other setting for 202B. Students are required to attend field component orientations and seminars as scheduled. (1 hour each) Note: grades of satisfactory (S) or unsatisfactory (U). Special fee. Application required. (EDUC 201A, every Fall in Macon; EDUC 202B, every Spring in Macon)

**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 215. Sophomore Practicum I (1 hour)**  
*(Same as MUS 215)*

Sophomore Practicum I will meet each spring semester on a TBA schedule. Each student enrolled will be assigned to various elementary schools in the region for 1-2 hours weekly. At these schools the student will observe the cooperating teacher and engage in minor teaching as appropriate for the situation and experience level of the student. A portfolio of each observation/teaching experience will be maintained for each school visit. (Every year, Spring semester)

**EDUC 216. Sophomore Practicum II (1 hour)**  
*(Same as MUS 216)*

Sophomore Practicum II will meet each fall semester on a TBA schedule. Each student enrolled will be assigned to various secondary schools (vocal and instrumental) in the region for 1-2 hours weekly. At these schools the student will observe the cooperating teacher and engage in minor teaching as appropriate for the situation and experience level of the student. A portfolio of each observation/teaching experience will be maintained for each school visit. (Every year, Fall semester)



**EDUC 220. Foundations of Education (3 hours)**

This course will address topics of historical, sociological, philosophical, ethical, and professional significance to the discipline of education, and it will include a study of federal and state educational policies, laws related to education, and international education. Students will be expected to think and write critically about issues in education. (Every year in at least one location)

**EDUC 221. Performance and Instruction Techniques: (2 hours)**  
**Woodwinds**

*(Same as MUS 221)*

Development of personal performance skills on flute, clarinet, saxophone, oboe and bassoon; knowledge of the technical considerations of the other members of the flute, clarinet, and saxophone families of instruments. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Fall semester, even years)

**EDUC 222. Performance and Instruction Techniques: (2 hours)**  
**Percussion**

*(Same as MUS 222)*

Development of personal performance skills on snare drum, timpani, mallet instruments and other commonly used percussion instruments. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Spring semester, odd years)

**EDUC 223. Performance and Instruction Techniques: (2 hours)**  
**Brass**

*(Same as MUS 223)*

Development of personal performance skills on cornet or trumpet, horn, trombone, euphonium, and tuba. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Fall semester, odd years)

**EDUC 224. Performance and Instruction Techniques: (2 hours)**  
**Stringed Instruments**

*(Same as MUS 224)*

Development of personal performance skills on violin, viola, violoncello, and double bass. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Spring semester, even years)

**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. (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 special education requirement for Georgia certification. (Every year in at least one location)

**EDUC 311, 313. The Learning Environment I & II - (3 hours)**  
**The Holistic Child**

Prerequisites: EDUC 101, 102, 201, 202.

Corequisites: EDUC 311A, 313B.

Building a Learning Environment I & II comprises four major elements: Supporting the Nature of the Learners, Methods of Teaching, Collaboration, and Students for whom English is a Second Language. This block of courses provides the candidate with the opportunity to appreciate the importance of community in working with all children and their diversity. Emphasis will be given to understanding the components of building a supportive learning environment through appropriate instructional strategies, the utilization of effective collaborative skills, and effective pedagogy for culturally and linguistically diverse students. (3 hours each) (EDUC 311, every Fall in Macon; EDUC 313, every Spring in Macon)

**EDUC 311A, 313B. Field Component III A & B - (1 hour)**  
**The Holistic Child**

Prerequisites: EDUC 102B, 201A, 202B; full admission into Teacher Education for Holistic Child Program.

Corequisites: EDUC 311, 313.

These courses provide field-based experiences for candidates enrolled in the Holistic Child Program. Candidates spend a minimum of 35 clock hours over the semester observing and participating in activities related to and associated with young children (P-5) in a regular education and in special needs classroom settings. Candidates will be placed in one of the two settings for Field Component 311A and in the other setting for Field Component 313B. Students are required to attend field component orientation and seminars as scheduled. (1 hour each) Note: grades of satisfactory (S) or unsatisfactory (U). Special fee. Application required. (EDUC 311A, every Fall in Macon; EDUC 313B, every Spring in Macon)

**EDUC 315. Curriculum Planning - The Holistic Child (6 hours)**

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

Candidates focus on the development, design, and implementation of an integrated, developmentally appropriate curriculum for all areas of a child's development, including: cognitive, emotional, social, and physical. Topics to be studied include curriculum structure and content, instructional goals and objectives, integration of course content and technology, developmentally-appropriate practices, special education, and methods for assessing student performance. (Every Fall in Macon)

**EDUC 316. Collaboration - The Holistic Child (3 hours)**

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

Candidates explore the collaborative needs of the teachers in an inclusive regular classroom. Emphasis is placed on collaborative practices between teacher and the child, the parents, and various agencies involved in meeting the needs of all learners within the classroom. Ethical principles that govern school-based consultations are examined. (Every Fall in Macon)

**EDUC 317. Social and Cultural Studies - (3 hours)**  
**The Holistic Child**

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

This course introduces students to the theory, knowledge, and strategies to teach the culturally diverse student populations in today's classrooms. This course goes beyond the usual rhetoric on promoting diversity to present real world guidance and recommendations for successful teaching in the changing classroom environment.

Methods for teaching the social sciences are examined from an interdisciplinary approach. (Every Spring in Macon)

**EDUC 331. Methods for Science and Mathematics - (6 hours)**  
**The Holistic Child**

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

This technology-based course uses the basic principles of mathematics and science to assist candidates in developing instruction to meet the needs of all children. Instructional units show the developmentally-appropriate nature of science and mathematics as instruction progresses from P-4 to 5th grades. Research-based principles of successful adaptations to instruction that meet the needs of students with exceptionalities and diverse cultures are incorporated throughout the course. (Every Spring in Macon)

**EDUC 332. Teaching Reading - The Holistic Child (3 hours)**

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

A foundation of literacy experiences for young children is examined. The goal of the course is to support the understanding of candidates in how literacy is acquired by primary children. Candidates become familiar with stages of literacy development, approaches and strategies for teaching literacy from an inclusion perspective, and the integration of communication skills across the curriculum. (Every Spring in Macon)

**EDUC 333. Curriculum-based Assessment - (3 hours)**  
**The Holistic Child**

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

The Curriculum-Based Assessment course provides teacher education candidates the fundamental knowledge and skills to select, create, and implement forms of assessment (both formal and informal) that are developmentally appropriate, diagnostically reliable, and educationally sound. The emphasis of the course is on classroom assessment of the whole child in inclusive P-5 settings. (Every Fall in Macon)

**EDUC 334. Language Arts and Literature - (3 hours)**  
**The Holistic Child**

Prerequisite: full admission into Teacher Education for The Holistic Child Program.

Candidates become knowledgeable in strategies for teaching language as an integrative process. An introduction to the genres of children's literature includes contemporary literary criticism, selection and analysis of quality literature, appropriate integration of literature across the curriculum, and instruction application of language arts and response theory in literature. Attention is given to assessing and adjusting instruction to meet the reading, speaking, writing, and reading needs of all students. (Every Fall in Macon)

**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 360. Introduction to Middle Level Schooling (3 hours)**

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

**EDUC 370. The Elementary School Music Specialist (3 hours)**

*(Same as MUS 370)*

Methods and techniques for structuring and guiding music education in the elementary school. Particular attention to the development of children's voices. Acquaintance with Orff and Kodaly approaches. Field study in elementary school classrooms. Intended for music education majors. (Every Spring semester, odd years)

**EDUC 378. Children's Literature (3 hours)**

The course provides an introduction to the genres of literature for young children. 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 year in at least one location)

**EDUC 379. Young Adult Literature (3 hours)**

This course provides an introduction to and survey of young adult literature for middle and secondary school students. Emphasis will be placed on using young adult literature to create life-long learners. Areas of focus include survey of the different genres of young adult literature, utilization of young adult literature in all content areas in the middle and secondary schools, and censorship. (Every Spring in at least one location)

**EDUC 390. Special Topics (1-3 hours)**

Prerequisites: consent of program director and department chair.

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

**EDUC 398. Fieldwork I (1 hour)**

Prerequisite: full admission status.

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

**EDUC 399. Fieldwork II (1 hour)**

Prerequisites: EDUC 256, 357, and full admission status.

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

**EDUC 402. Reading Problems: Diagnosis & Remediation - The Holistic Child (3 hours)**

Prerequisites: full admission into Teacher Education for Holistic Child Program. Completion of 300-level courses in The Holistic Child Program.

Candidates understand reading problems in the regular classroom through an inclusive lens. Specific diagnostic tools, corrective techniques, preventive measure, and ways to interpret and synthesize data gathered are examined. (Every Fall in Macon)

**EDUC 403. Connecting Homes, School, and Community - (3 hours)**  
**The Holistic Child**

Prerequisites: full admission into Teacher Education for Holistic Child Program. Completion of 300-level courses in The Holistic Child Program.

Content examines 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, by school personnel, and by members of the immediate and broader community are addressed. (Every Fall in Macon)

**EDUC 404. The Holistic Capstone: A Fine Arts Approach - (3 hours)**  
**The Holistic Child**

Prerequisites: full admission into Teacher Education for Holistic Child Program. Completion of 300-level courses in The Holistic Child Program.

Designed to allow candidates to effectively explore ways that promote creative choices in using and presenting curriculum through the visual arts, drama, dance and music. Candidates learn how to plan and facilitate projects involving visual arts content, create and present productions, help students become responsible movers in space, and use music to support learning across the curriculum. (Every Fall in Macon)

**EDUC 405. Classroom Management - The Holistic Child (3 hours)**

Prerequisites: full admission into Teacher Education for Holistic Child Program, EDUC 480. Completion of 300-level courses in The Holistic Child Program.

Co-requisite: EDUC 496.

This course is an introduction to theory, knowledge, and strategies for classroom management for educators who work with early childhood and special needs students. Focus is on organizing the classroom, rules and procedures, and student behavior in three areas: general, problems, and special groups. (Every year in Macon)

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

Corequisite: EDUC 492.

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 422. Teaching Science for MLE (3 hours)**

Prerequisites: EDUC 220, 256, 357, 360, and full admission status.

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

**EDUC 423. Teaching Science for Secondary (3 hours)**

Prerequisites: EDUC 220, 256, 357, 469, and full admission status.

This course will provide emphasis on strategies for developing scientific literacy in the secondary school. Emphasis will be placed on active pupil involvement through the use of investigative and inquiry teaching strategies to provide experience in gathering data and solving problems in a cultural context. Course includes laboratory and technology. (Every Fall in Macon)

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

Prerequisites: EDUC 220, 256, 357, 360, 469, and full admission status.

The application of transcendent 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 220, 256, 357, 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 Fall in Macon)

**EDUC 455. Teaching Mathematics for MLE (3 hours)**

Prerequisites: EDUC 220, 256, 357, 360, and full admission status.

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 220, 256, 357, 469, MAT 133, 350, 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 Fall in Macon)

**EDUC 460. Middle School Curriculum (3 hours)**

Prerequisites: EDUC 220, 256, 357, 360, and full 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)**

Prerequisites: EDUC 220, 256, 357, 360, and full admission status.

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

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

Prerequisites: EDUC 220, 256, 357, 360, and full admission status.

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 466. Teaching Language Arts/MLE (3 hours)**

Prerequisites: EDUC 220, 256, 357, 360, and full admission status.

A study of methods, media, and materials for teaching language arts at the middle school level, including theory, research, curriculum, units of study, and evaluation. (Every Fall in at least one location)

**EDUC 468. Teaching English/SEC (3 hours)**

Prerequisites: EDUC 220, 256, 357, 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 Fall in Macon)

**EDUC 469. Secondary School Curriculum (3 hours)**

Prerequisites: EDUC 220, 256, 357, and full admission status.

The purpose of this course is to study methods, media and materials, curriculum structures, evaluation strategies, lesson and unit planning, and QCCs. Instructional practices appropriate for secondary learners, issues, trends, relevant standards, and relevant research are also studied. (Every Spring in Macon)

**EDUC 474. Advanced Choral Methods (3 hours)**

*(Same as MUS 474)*

This course will encompass the organization of choral music programs at all age levels. Administrative aspects, rehearsal techniques, contest procedures, trip planning, and recruitment/retention methods will be emphasized. Observation and analysis of successful choral programs will also be included. (Every Fall semester, even years)

**EDUC 475. Advanced Instrumental Methods (3 hours)**

*(Same as MUS 475)*

This course deals with the organization of public school bands, orchestras, and instrumental programs; organization and administration of the successful marching band program; rehearsal; techniques; instrumental classes; program building and maintenance; contests and trip planning. Observation and analysis of successful instrumental programs in the schools will also be included. (Every Fall semester, odd years)

**EDUC 476. Teaching Literacy 6-12 (3 hours)**

Prerequisites: EDUC 220, 256, 357, and full admission status.

Students will be introduced to theories, research, and practices related to teaching literacy in grades 6-12. The major focus will be on teaching literacy in content areas using all facets of communication skills, plus young adult literature to help develop proficient readers. (Every Spring in Macon)

**EDUC 478. Teaching Literacy for MLE (3 hours)**

Prerequisites: EDUC 220, 256, 357, 360, and full admission status.

This course will include an examination of the reading process and materials, strategies, and programs appropriate for teaching literacy for all middle grades 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 480. Field Component IVA - The Holistic Child (4 hours)**

Prerequisites: full admission into Teacher Education for Holistic Child Program. Completion of 300-level courses in The Holistic Child Program

This semester-long course provides a field based experience for students enrolled in the Holistic Child program. Teacher candidates spend at least 80 clock hours observing and participating in activities related to and associated with young children (P-5) in assigned

classroom settings. Students are required to attend field component orientations and seminars as scheduled. Note: grades of satisfactory (S) or unsatisfactory (U). Special fee. Application required. (Every Fall in Macon)

**EDUC 485. Professional Practicum (3 hours)**

Prerequisites: Application required, full admission status, successful completion of EDUC 398 and EDUC 399.

This semester-long course provides a school-based teaching experience. Teacher candidates spend the semester observing and teaching at least 60 hours in the school. See course syllabus for weekly schedule. Students will be assigned to diverse schools. Students are required to attend all orientations and seminars. Students will refer to the Handbook for specific policies and requirements. Successful completion of the Practicum is required for entry into Student Teaching. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. Application required. (Every year in at least one location)

**EDUC 492. Student Teaching (12 hours)**

Prerequisites: application required, full admission status, and successful completion of all required education courses.

This course provides a semester-long, full-day teaching experience for certification candidates who submit an application to the Office of Field Experience by the published deadline. 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(s) and University Supervisor. Several seminars will be held in conjunction with these experiences and will address a variety of topics. Student Teachers will refer to the Student Teaching Handbook for specific policies and requirements. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. Application required. (Every year in at least one location)

**EDUC 496. Field Component IVB - The Holistic Child (12 hours)**

Prerequisites: full admission into Teacher Education for The Holistic Child Program, completion of all required coursework for The Holistic Child Program except corequisite. Corequisite: EDUC 405.

This course provides a field based experience for students enrolled in the Holistic Child program. The course provides a semester-long, full day teaching experience for certificate candidates. Teacher candidates are assigned to diverse public schools and gradually assume responsibility for working with groups and with individuals. Each teacher candidate teaches full-time for a minimum of three to five weeks. Orientations and Seminars, which are required, are held in conjunction with this experience and address a variety of topics. Note: Grades of satisfactory (S) or unsatisfactory (U). Special fee. Application required. (Every Spring in Macon)



# Townsend School of Music

C. David Keith, *Dean/Professor*

Stanley L. Roberts, *Associate Dean/Professor*

Douglas M. Hill, *Director of Undergraduate Studies/Professor*

Richard Kosowski, *Director of Graduate Studies/Associate Professor*

## Faculty

Douglas M. Hill, C. David Keith, Martha L. Malone, and Stanley L. Roberts, *Professors*

Ian H. Altman, Montgomery C. Cole, Carolyn S. Goff, Richard Kosowski, Jack Mitchener, Marcus D. Reddick, Amy Schwartz Moretti, and Christopher Schmitz, *Associate Professors*

Julie Albers, Elizabeth Pridgen, and Kathryn White, *Assistant Professors*

Emily Snider Andrews, *Instructor*

Robert McDuffie, *Distinguished University Professor of Music*

Adrian Gnam, *Artist-in-Residence*

Becca Albers, Rachel Calin, Lawrence Dutton, David Halen, Hans Jorgen-Jenson, and Kurt Muroki, *Visiting Artists*

Nancy Rehberg and Marie J. Roberts, *Senior Lecturers*

Theresa Alexander, Anne Armstrong, Camille Bishop, Eric Bubacz, Terence Cantwell, Tom Gibson, Jay Hanselman, Stephen Hoy, Calista Koch, Sherry Meyer, Gail Pollock, John Sweat, Jonathan Swygert, and Kelly Via, *Lecturers*

Lois Lantz and Lowen Marshall, *Professor Emeriti*

## Mission Statement

The Townsend School of Music fosters excellence in musical learning within the context of a comprehensive university environment. Undergraduate and graduate studies prepare musicians for careers in performance, music education, church music, and musical scholarship.

## Goals – Music Unit

- To offer undergraduate, graduate, and professional programs in music based upon a strong liberal arts foundation.
- To equip student musicians with the necessary artistic skills for excellence in performance, scholarship, and teaching.
- To promote lifelong learning and musical development.
- To develop an understanding of the role of the arts and artists in society.
- To collaborate with other units within the University to develop in all students an awareness of the artistic, creative, and aesthetic dimensions of the whole person.
- To join in partnership with community, regional and national music and artistic organizations to assist with helping students make a contribution to their respective fields of study.
- To foster the acquisition of critical thinking, writing, and communication skills.
- To support an engaged and highly qualified music faculty.

## **Admission to Undergraduate Studies**

An audition is required for incoming students. Prospective music majors should contact the Administrative Assistant to the Dean for an audition appointment. Scholarships are available; students will be considered for scholarships when they audition. Music students are initially accepted into the School of Music as intended music majors. During the second semester of study, each music student who desires to proceed into upper-level study toward a specific music major must request permission to pursue that major using the "Acceptance to Music Major" form. A 3.0 applied music GPA and a 2.0 academic GPA are required to be accepted as a music major. A student may be provisionally accepted with the understanding that the expected GPA levels will be attained within another academic year of study.

## **First Year Regulation**

All intended music majors are required to begin theory and musicianship, keyboard, large ensemble, and applied music lessons in their freshman year. Therefore, MUS 105, 106, 109, 110, 111, 112 are scheduled for the freshman year and MUS 209, 210, 254, 255, 256, 257 for the sophomore year. Those students who exempt 105 or 106, 111, 112, must substitute music electives for those hours. Students whose applied music area is other than keyboard and who exempt MUS 109-110 must substitute two hours of music electives, and such students who exempt MUS 209-210 must substitute four hours of music electives.

## **Foreign Language Competency**

Students who are proficient in a language not offered at Mercer, and who wish to use it to satisfy the Foreign Language Requirement in the Townsend School of Music General Education specifications must request, in writing, permission from the Dean of the Townsend School of Music by the end of their second semester of enrollment.

## **Statement of Student Responsibility**

Each student bears responsibility for knowing the requirements for their degree and for meeting the requirements. Students should review with their advisor every semester their progress toward meeting graduation requirements.

## **Satisfactory/Unsatisfactory Grading Option**

Any student (regardless of cumulative grade point average or year at Mercer) is permitted to take two courses per academic year on a S/U basis with the following restriction:

1. From the courses listed in the general education requirements that are applicable to a student's major, minor, or concentration (including required courses in related fields) that student may take no more than two courses on a S/U basis. Courses that are offered only on the S/U basis will not count toward the allowable two per year.
2. Other than the exception mentioned above, no course that counts toward a major, minor, or concentration can be taken on a S/U basis.

## **Transfer and Transient Credit**

Transfer credits and advanced placement in music courses will be accepted contingent upon examination. This will ensure that the student is placed in the appropriate music course level for his or her ability. Students who wish to earn transient credit from another institution while enrolled in the BA in Music, BME, or BM Performance program must have prior approval from the director of undergraduate

studies. Neither transfer credit nor transient credit may be used to meet the residency requirement.

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

The policies on academic warning, probation, and suspension are specified in the University's undergraduate academic policies. A 3.0 applied music GPA and a 2.0 academic music GPA are required to remain in good standing as a major in music. BME majors are required to maintain a 2.75 academic music GPA. A student placed on probation must reach the expected GPA levels within another academic year of study. A student deemed to be making insufficient progress for a degree program will be dropped from that program.

### **Readmission**

Any student who leaves full-time enrollment in a music degree program for a period of two or more years must formally re-apply and re-audition for acceptance back into the School of Music.

### **School of Music Honors**

Majors may be selected by the music faculty for School of Music Honors by maintaining an overall 3.5 grade point average in music and presenting a senior project that is pursued and completed on a level significantly higher than would normally be required for a senior project. In the case of the Bachelor of Music in Performance degree, the project must be a recital that is appropriate in repertoire level and performance standard for honors consideration.

### **Music Minor**

The requirements for completion of a minor in music include the following twenty-two credits: Successful completion of an entrance audition and musicianship examination; completion of twenty-two credit hours in the following Townsend School of Music courses—MUS 105, 106, 111, 112 (8 hours); 4 hours of ensemble participation chosen from MUS 182, 183, 185, 191, 192, 196 or 197 (entrance audition required for each ensemble); 6 hours selected from MUS 201, 202, 402, 403; 4 hours of applied study dependent upon faculty availability and approval by the Dean; applied music fee required each semester.

### **Music Industry Minor**

The requirements for completion of a music industry minor include the following (nineteen) credits: Successful completion of an entrance audition and musicianship examination; completion of nineteen credit hours in the following Townsend School of Music courses—MUS 105 Music Theory I (3 hours); MUS 109 Class Piano (1 hour); MUS 151 Understanding Music (3 hours); MUS 357 Music Technology (3 hours); MUS 479 Music Business (3 hours); MUS 480.001 Special Topics Recording Workshop I (3 hours); MUS 480.002 Special Topics Recording Workshop II (3 hours). A lab fee is required for each Recording Workshop course.

### **Private Studio Instruction**

A limited number of non-music major students can be accepted for individual applied lessons. A special fee is charged for this instruction. Interested students must pass an entrance audition and be approved by the Dean of Townsend School of Music for study dependent upon availability of the available instructor. Students must be taking other courses at Mercer in order to be eligible to take lessons. Exceptions must be cleared with the Dean of the School of Music.

## Accreditation

Mercer University is an institutional member of the National Association of Schools of Music (NASM) and is accredited by the National Council for Accreditation of Teacher Education (NCATE). The music education degree program is also approved by the Georgia Professional Standards Commission.

## Requirements of General Education

Students in the Townsend School of Music will satisfactorily complete the following courses to meet the General Education Requirements of the University. The core requirements must include a minimum of 30 credit hours and at least one course (3 credit hrs.) in each of the six broad categories listed below.

### General Education

#### Communications: Written and Oral (15 credits)

INT 101 or GBK 101 (4 credits)

FRE 111-112; or GER 111-112; or SPN 111-112 (8 credits)

COM 210 (3 credits)

#### Religion: (3 credits)

CHR 101; 150; 170; ENG 225; HIS 160; PHI 240

#### Humanities and Fine Arts: (3 credits)

MUS 180; 181; 182; 183; 184; 185; 186; 187; 188; 189; 191; 192; 196; 197; 198 or

One course chosen from either the CLA Western Heritage or Creative Expression block.

#### Behavioral/Social Sciences: (3 credits)

ANT 101; PSY 101; SOC 101; POL 101; 253

#### Quantitative Reasoning: (3 credits)

STA 126; MAT 104; 191; CSC 204

#### Scientific Reasoning: (4 credits)

BIO 110; CHM 111; ENB 105; 110; 150; PHY 102; 105; 108; 109; 115; 141; 161

#### Additional Requirements: (8 credits)

UNV 101 (1 credit)

MUS 479/BUS 477 (3 credits)

MUS 120R (4 credits)

**Total: 39 credits**

### Minor or Additional Depth Requirements (required of BA degree only)

This requirement can be fulfilled by earning a grade point average of 2.0 or higher in one of the following: (1) a second major in another department; or (2) a minor in another department. Students in the Bachelor of Music Education and Bachelor of Music degrees are not required to pursue a minor.

## University Honors Program in the Townsend School of Music (UHP)

The University Honors Program (UHP) provides academically advanced students with the supportive environment needed to pursue their intellectual interests through research within distinctive paths of enrichment. The specific goals of the program include:

- Cultivating students who ask questions, think well in answering those questions, make interdisciplinary connections in answering those questions, and can construct creative analytical responses when engaged in collaborative or independent problem solving.
- Cultivating students who obtain the distinctive characteristics necessary to compete successfully for graduate and professional school entrance, for national and international fellowships and scholarships, and for leadership roles in the student's chosen profession.
- Cultivating a community of scholars who are interested in sharing cultural, research, and leadership experiences across the tracks.

Exceptional students, either upon entrance to Mercer or after the end of their first semester, are invited to join the program based upon superior academic records in high school, demonstration of interest in their particular path, and an entrance interview. Each of the tracks is constructed to emphasize growth and development along that track during the student's career at Mercer, beginning with first year courses introducing students to the foundational concepts, methods, and terminology of academic research and documentation. In subsequent years, students will progress through their track, culminating in an advanced research and documentation project appropriate to their individual track. In addition to these two basic requirements, University Honors Program students must complete the coursework designated within their individual tracks, maintain a portfolio of their work that contains both developmentally appropriate content and reflection, participate in a designated number of University Honors Program experiences, and maintain a minimum GPA as defined by their specific track.

### **General Requirements of the Program**

- Completion of two first year research seminars
- Demonstration of the student's growth within the track through the production of appropriate annual products as defined within the track
- Maintenance of a portfolio of work generated by the student through the track
- Presentation of work at BEAR Day or a regional/ national conference appropriate to the track
- Completion of a Culminating Project appropriate to the track
- Participation in two University Honors Program Events annually and submission of a reflective essay on each event
- Maintenance of a minimum GPA appropriate to the track

Tracks open to Townsend School of Music Students: Mercer Research Scholars Track, Mercer International Scholars Track, Mercer Business Scholars Track, and Mercer Service Scholars Track. For specific requirements of each track see the section entitled "University Honors Program" in the Academic Information section of this catalog.

## **Townsend School of Music Degrees**

### **Bachelor of Music in Performance**

This degree is uniquely designed to allow students to develop highly specialized skills and knowledge for a professional career in music performance. Excellence as performers is the School's goal for all students; those majoring in performance, however, are held to a higher standard of technical ability, artistry, and difficulty than those pursuing the other degrees offered in music.

## **Bachelor of Music with Elective Studies In An Outside Field**

This degree is uniquely designed to allow a student to develop highly specialized technical skills and knowledge for an instrument or voice. Excellence as performers is the School's goal for students majoring in this degree. Students are held to a higher standard of technical ability, artistry, and difficulty. In addition, students pursuing this degree will choose an area of elective study outside of music. Various options include: Business, English, Art, Communication, Psychology, and Theatre.

## **Bachelor of Music Education**

This degree provides undergraduate professional training for students intending careers in elementary through secondary school teaching of music. Students completing this curriculum are prepared for State of Georgia P-12 teaching certification in choral and instrumental music. Excellence in teaching competencies is achieved through specialized music education courses in Townsend School of Music and Tift College of Education and is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the National Association of Schools of Music (NASM) and approved by the Georgia Professional Standards Commission.

## **Bachelor of Arts in Music**

This degree is designed to prepare a student to pursue music within the context of a liberal arts program. The unique feature of this degree is the approximately forty-percent degree credits required in music courses. This percentage allows the student ample opportunity to pursue music studies as well as a broad range of liberal arts subjects.

## **BACHELOR OF MUSIC IN PERFORMANCE**

### **I. Supportive Courses (39 credits)**

#### **Theory Skills (21 credits)**

MUS 105	Music Theory I	3 credits
MUS 106	Music Theory II	3 credits
MUS 112	Basic Musicianship II	1 credit
MUS 256	Music Theory III	4 credits
MUS 257	Music Theory IV	4 credits
MUS 254	Advanced Musicianship I	1 credit
MUS 255	Advanced Musicianship II	1 credit

#### **History (12 credits)**

MUS 201	Intro to Music History I	3 credits
MUS 202	Intro to Music History II	3 credits
MUS 402	Music History Seminar I	3 credits
MUS 403	Music History Seminar II	3 credits

#### **Conducting (2 credits)**

MUS 340	Basic Conducting	2 credits
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#### **Keyboard Skills (4 credits)**

MUS 109	Keyboard Lab I	1 credit
MUS 110	Keyboard Lab II	1 credit
MUS 209	Keyboard Lab III	1 credit
MUS 210	Keyboard Lab IV	1 credit

## II. Study in the Area (43 Credits)

### Large Ensemble Performance (8 credits)

MUS 182	Mercer Singers	1 credit
MUS 183	Women's Chamber Choir	1 credit
MUS 191	Mercer University Wind Ensemble	1 credit
MUS 192	Mercer University Orchestra	1 credit
MUS 197	Mercer University Choir	1 credit

### Applied Music Courses (20 credits)

MUS 160	Voice (freshman year)	1 credit
MUS 265-365-465	Voice	3 credits
MUS 161	Piano (freshman year)	1 credit
MUS 266-366-466	Piano	3 credits
MUS 162	Organ (freshman year)	1 credit
MUS 267-367-467	Organ	3 credits
MUS 163	Orchestral and Band Instruments (freshman year)	1 credit
MUS 268-368-468	Orchestral and Band Instruments	3 credits
MUS 169	Harpsichord (freshman year)	1 credit
MUS 269-369-469	Harpsichord	3 credits

### BM Area- Specific/Electives (15 credits)

#### Vocal BM

MUS 155 (a,b,c)	Modern Language Diction (3 sections)	3 credits
MUS 196	Opera Workshop (5 required)	5 credits
MUS 317	Song Literature I: German	2 credits
MUS 327	Song Literature II: French & English	2 credits
MUS 438	Vocal Pedagogy	3 credits

*\*Vocal students pursuing the Bachelor of Music in Performance degree are required to take French and German for their language requirement.*

#### Instrumental BM (Woodwinds, Brass, Percussion, Guitar)

MUS 316	Literature of the Instrument	3 credits
MUS 350	Orchestration	3 credits
MUS 439	Pedagogy of Orchestral Instruments	3 credits

#### **MUS Electives:**

		6 credits
MUS 152	Jazz Improvisation I	
MUS 153	Jazz Improvisation II	
MUS 180	Chamber Music Ensemble	
MUS 181	Guitar Ensemble	
MUS 184	Flute Choir	
MUS 185	Jazz Ensemble	
MUS 186	Brass Ensemble	
MUS 187	Woodwind Ensemble	
MUS 188	Percussion Ensemble	
MUS 189	Jazz Combo	
MUS 191	Mercer University Wind Ensemble	
MUS 192	Mercer University Orchestra	

MUS 342	Advanced Instrumental Conducting and Literature	
MUS 480	Special Topics in Music	

### **Instrumental BM (Strings)**

MUS 180	Chamber Music Ensemble (four sections)	4 credits
MUS 316	Literature of the Instrument	3 credits
MUS 439	Pedagogy of Orchestral Instruments	3 credits

### **MUS Electives:** 5 credits

MUS 180	Chamber Music Ensemble	
MUS 342	Advanced Instrumental Conducting and Literature	
MUS 350	Orchestration	
MUS 480	Special Topics in Music	

### **Piano BM**

MUS 121/122	Sight Reading Skills	2 credits
MUS 241/242	Collaborative I & II	2 credits
MUS 245	Piano Pedagogy I	1 credit
MUS 311	Piano Literature I	2 credits
MUS 312	Piano Literature II	1 credit

### **MUS Electives:** 7 credits

MUS 155	Modern Language Diction	
MUS 180	Chamber Music Ensemble	
MUS 316	Literature of Orchestral Instruments	
MUS 317	Song Literature I: German	
MUS 327	Song Literature II: French & English	
MUS 336	Advanced Collaborative Piano Skills I	
MUS 337	Advanced Collaborative Piano Skills II	
MUS 480	Special Topics in Music	

### **Organ/Harpsichord BM**

MUS 139,140, 213, 214	Organ/Harpsichord Skills I, II, III, IV	4 credits
MUS 313	Literature Organ/Harpsichord I	3 credits

### **MUS Electives:** 8 credits

MUS 180	Chamber Music Ensemble	
MUS 316	Literature of Orchestral Instruments	
MUS 317	Song Literature I: German	
MUS 327	Song Literature II: French & English	
MUS 336	Advanced Collaborative Piano Skills I	
MUS 337	Advanced Collaborative Piano Skills II	
MUS 480	Special Topics in Music	

### **Music Elective Options**

MUS 152	Jazz Improvisation I	1 credit
MUS 153	Jazz Improvisation II	1 credit
MUS 155 (a,b,c)	Modern Language Diction	1 credit
MUS 180	Chamber Music Ensemble	1 credit
MUS 181	Guitar Ensemble	1 credit
MUS 182	Mercer Singers	1 credit



MUS 183	Women 's Chamber Choir	1 credit
MUS 184	Flute Choir	1 credit
MUS 185	Jazz Ensemble	1 credit
MUS 186	Brass Ensemble	1 credit
MUS 187	Woodwind Ensemble	1 credit
MUS 188	Percussion Ensemble	1 credit
MUS 189	Jazz Combo	1 credit
MUS 191	Mercer University Wind Ensemble	1 credit
MUS 192	Mercer University Orchestra	1 credit
MUS 196	Opera Workshop	1 credit
MUS 197	Mercer University Choir	1 credit
MUS 198	Collegium Musicum	1 credit
MUS 221	Performance and Instruction Techniques: Woodwinds	2 credits
MUS 222	Performance and Instruction Techniques: Percussion	2 credits
MUS 223	Performance and Instruction Techniques: Brass	2 credits
MUS 224	Performance and Instruction Techniques: Stringed Instruments	2 credits
MUS 241	Collaborative Piano Skills I	1 credit
MUS 242	Collaborative Piano Skills II	1 credit
MUS 245	Piano Pedagogy I	1 credit
MUS 311	Piano Literature I	2 credits
MUS 312	Piano Literature II	1 credit
MUS 313	Literature and Materials for Organ/ Harpisichord	3 credits
MUS 315	Accompanying	3 credits
MUS 316	Literature of Orchestral Instruments	3 credits
MUS 317	Song Literature I: German	2 credits
MUS 327	Song Literature II: French & English	2 credits
MUS 336	Advanced Collaborative Piano Skills I	1 credit
MUS 337	Advanced Collaborative Piano Skills II	1 credit
MUS 341	Advanced Choral Conducting and Literature	2 credits
MUS 342	Advanced Instrumental Conducting and Literature	2 credits
MUS 350	Orchestration	3 credits
MUS 357	Music Technology	3 credits
MUS 438	Vocal Pedagogy	3 credits
MUS 439	Instrumental Pedagogy	3 credits
MUS 480	Special Topics in Music	1-3 credits

### III. Non-Music Electives

(3-6 credits)

## Bachelor of Music with Elective Studies In An Outside Field

### Major Area Minimums

#### Basic Musicianship and Performance (21 credits)

MUS 105	Music Theory I	3 credits
MUS 106	Music Theory II	3 credits
MUS 256	Music Theory III	4 credits

MUS 257	Music Theory IV	4 credits
MUS 111	Basic Musicianship	1 credit
MUS 112	Basic Musicianship	1 credit
MUS 254	Advanced Musicianship I	1 credit
MUS 255	Advanced Musicianship II	1 credit
MUS 359/350	Counterpoint or Orchestration	3 credits

### History (9 credits)

MUS 201	Intro to Music History I	3 credits
MUS 202	Intro to Music History II	3 credits
choose one from:		
MUS 402-403	Music History Seminar I-II	3 credits

### Performance Studies (16 credits)

MUS 160-469	Private Studies	1-3 credits (8 min)
MUS 182/183/ 191/192/197	Major Ensembles	1 credit (8 min)

### Conducting (2 credits)

MUS 340	Basic Conducting	2 credits
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### Keyboard Skills (0-2 credits)

MUS 109-210	Keyboard Lab I-II	0-2 credits
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### Music Electives (10-12 credits)

#### Total Major Area (Minimum) 60 credits

### Elective Studies In An Outside Field (18 credits)

(In any single or closely-related discipline of the university, to be chosen by the student in close consultation with advisor)

Examples:

Business (including BUS, ECN, MGT, MKT)

English

Psychology

Theater

Communication

Art

### General Education

The music student must take all of the courses in the Townsend School of Music General Education Program.

### General Electives

1. Voice majors must take six hours of electives; wind, percussion and guitar majors must take nine hours of electives; string majors must take five hours of electives; keyboard majors must take twelve hours of electives. A maximum of 3 hours in a secondary applied performance area may count as an elective area of study. Credit for secondary applied areas will be given at the rate of 1 hour credit per semester for a half-hour lesson per week.
2. Voice majors are required to take a minimum of 6 hours of a second foreign language (French and German).

## **Additional Requirements**

1. A minimum of 150 recitals must be attended in order to graduate.
2. A minimum of 35 hours outside of music is required to graduate.
3. The student must participate regularly in the Mercer Singers, Women's Chamber Choir, Mercer University Choir, Mercer University Orchestra, Mercer University Wind Ensemble, or some other regularly organized performing ensemble in the area of specialization designated by the Dean.
4. The senior and junior recital is required. Students must research and write program notes for both recitals.
5. A special audition, held during the fall or spring jury of the freshman year, is required
6. for admittance to this program.
7. Application for acceptance to this program is normally made by March 1 of the freshman year.

## **BACHELOR OF MUSIC EDUCATION**

### **I. Studies in Music (71 credits)**

#### **Theory Skills (18 credits)**

MUS 105	Music Theory I	3 credits
MUS 106	Music Theory II	3 credits
MUS 111	Basic Musicianship I	1 credit
MUS 112	Basic Musicianship II	1 credit
MUS 256	Music Theory III	4 credits
MUS 257	Music Theory IV	4 credits
MUS 254	Advanced Musicianship I	1 credit
MUS 255	Advanced Musicianship II	1 credit

#### **History (12 credits)**

MUS 201	Intro to Music History I	3 credits
MUS 202	Intro to Music History II	3 credits
MUS 402	Music History Seminar I	3 credits
MUS 403	Music History Seminar II	3 credits

#### **Conducting (6 credits)**

MUS 340	Basic Conducting	2 credits
MUS 341	Advanced Choral Conducting and Literature	2 credits
or		
MUS 342	Advanced Instrumental Conducting and Literature	2 credits
MUS 474	Advanced Choral Methods	2 credits
or		
MUS 475	Advanced Instrumental Methods	2 credits

#### **Keyboard Skills (4 credits)**

MUS 109	Keyboard Lab I	1 credit
MUS 110	Keyboard Lab II	1 credit
MUS 209	Keyboard Lab III	1 credit
MUS 210	Keyboard Lab IV	1 credit

**Large Ensemble Performance (7 credits)**

MUS 182	Mercer Singers	1 credit
MUS 183	Women's Chamber Choir	1 credit
MUS 191	Wind Ensemble	1 credit
MUS 192	Mercer University Orchestra	1 credit
MUS 197	Mercer University Choir	1 credit

**Applied Music Courses (7 credits)**

MUS 160-260-360-460	Voice	1 credit
MUS 162-262-362-462	Organ	1 credit
MUS 163-263-363-463	Orchestral and Band Instruments	1 credit

**Performance Techniques (17 credits)**

MUS 155 a	Modern Language Diction (voice students only) (and b or c, voice students only)	2 credits
MUS 157	Vocal Techniques (instrumental students only)	2 credits
MUS 216	Sophomore Practicum II	1 credit
MUS 221	Performance and Instruction Techniques: Woodwinds	2 credits
MUS 222	Performance and Instruction Techniques: Percussion	2 credits
MUS 223	Performance and Instruction	2 credits
MUS 224	Performance and Instruction Techniques: Stringed Instruments	2 credits
MUS 350	Orchestration	3 credits
MUS 370	The Elementary School Specialist	2 credits

**II. Professional Education (24 Credits)**

EDUC 492	Student Teaching	12 credits
EDUC 220	Foundations of Education	3 credits
EDUC 256	Adolescent Health and Development	3 credits
EDUC 283	Fundamentals of Special Education	3 credits
EDUC 357	Psychology of Learning	3 credits

**Education**

For students who intend to teach music at either the elementary or secondary level, Mercer's program in Music Education (P-12) is approved by the State of Georgia, and accredited by the National Council for Accreditation of Teacher Education and National Association of Schools of Music. Prior to taking restricted courses in the professional education curriculum, students must be fully admitted to candidacy in teacher education through the Tift College of Education. The requirements include the following courses: EDUC/MUS 155 (a,b, or c) or 157, 193 or 194, 215, 216, 221, 222, 223, 224, 370, 474 or 475, as well as EDUC 220, 256, 283, 357, 492. Music Education majors must meet all the requirements for the Tift College of Education to be eligible for certification. These include the following: maintain a 2.75 GPA in education courses with no grade less than a C; pass the GACE II Examination, Music sections 111 and 112 with a minimum score of 220 on each section. The music student must take all of the courses in the Townsend School of Music General Education Program.

## Additional Requirements

1. A minimum of 150 recitals must be attended in order to graduate.
2. A student must participate regularly in the Mercer Singers, Women's Chamber Choir, Mercer University Choir, Mercer University Orchestra, Mercer University Wind Ensemble, or some other regularly organized performing ensemble in the area of specialization designated by the Dean.
3. A senior recital is required. Students must research and write program notes for the recital.
4. All vocal, woodwind, brass, and percussion majors are required to enroll in MUS 193 or MUS 194, Lab Band or Lab Choir during the spring semester of their freshman year.

## BACHELOR OF ARTS IN MUSIC

### I. Musicianship (29 credits)

#### Theory Skills (18 credits)

MUS 105	Music Theory I	3 credits
MUS 106	Music Theory II	3 credits
MUS 111	Basic Musicianship I	1 credit
MUS 112	Basic Musicianship II	1 credit
MUS 256	Music Theory III	4 credits
MUS 257	Music Theory IV	4 credits
MUS 254	Advanced Musicianship I	1 credit
MUS 255	Advanced Musicianship II	1 credit

#### History (9 credits)

MUS 201	Intro to Music History I	3 credits
MUS 202	Intro to Music History II	3 credits
MUS 402	Music History Seminar I or	3 credits
MUS 403	Music History Seminar II	3 credits

#### Conducting (2 credits)

MUS 340	Basic Conducting	2 credits
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### II. Performance and Electives (23 credits)

#### Large Ensemble Performance (8 credits)

MUS 182	Mercer Singers	1 credit
MUS 183	Women's Chamber Choir	1 credit
MUS 191	Mercer University Wind Ensemble	1 credit
MUS 192	Mercer University Orchestra	1 credit
MUS 197	Mercer University Choir	1 credit

#### Applied Music Courses (8 credits)

MUS 160-260-360-460	Voice	1 credit
MUS 161-261-361-461	Piano	1 credit
MUS 162-262-362-462	Organ	1 credit
MUS 163-263-363-463	Orchestral and Band Instruments	1 credit
MUS 169-269-369-469	Harpichord	1 credit

**Keyboard Skills (4 credits)**

MUS 109	Keyboard Lab I	1 credit
MUS 110	Keyboard Lab II	1 credit
MUS 209	Keyboard Lab III	1 credit
MUS 210	Keyboard Lab IV	1 credit

**Music Electives (3 credits)**

MUS 152	Jazz Improvisation I	1 credit
MUS 153	Jazz Improvisation II	1 credit
MUS 155 (a,b,c)	Modern Language Diction	1 credit
MUS 180	Chamber Music Ensemble	1 credit
MUS 181	Guitar Ensemble	1 credit
MUS 182	Mercer Singers	1 credit
MUS 183	Women's Chamber Choir	1 credit
MUS 184	Flute Choir	1 credit
MUS 185	Jazz Ensemble	1 credit
MUS 186	Brass Ensemble	1 credit
MUS 187	Woodwind Ensemble	1 credit
MUS 188	Percussion Ensemble	1 credit
MUS 189	Jazz Combo	1 credit
MUS 191	Mercer University Wind Ensemble	1 credit
MUS 192	Mercer University Orchestra	1 credit
MUS 196	Opera Workshop	1 credit
MUS 197	Mercer University Choir	1 credit
MUS 198	Collegium Musicum	1 credit
MUS 221	Performance and Instruction Techniques: Woodwinds	2 credits
MUS 222	Performance and Instruction Techniques: Percussion	2 credits
MUS 223	Performance and Instruction Techniques: Brass	2 credits
MUS 224	Performance and Instruction Techniques: Stringed Instruments	2 credits
MUS 241	Collaborative Piano Skills I	1 credit
MUS 242	Collaborative Piano Skills II	1 credit
MUS 245	Piano Pedagogy I	1 credit
MUS 311	Piano Literature I	2 credits
MUS 312	Piano Literature II	1 credit
MUS 313	Literature and Materials for Organ/Harpsichord	3 credits
MUS 316	Literature of Orchestral Instruments	3 credits
MUS 317	Song Literature I: German	2 credits
MUS 327	Song Literature II: French & English	2 credits
MUS 336	Advanced Collaborative Piano Skills I	1 credit
MUS 337	Advanced Collaborative Piano Skills II	1 credit
MUS 341	Advanced Choral Conducting and Literature	2 credits
MUS 342	Advanced Instrumental Conducting and Literature	2 credits
MUS 350	Orchestration	3 credits
MUS 359	Counterpoint	3 credits
MUS 357	Music Technology	3 credits
MUS 438	Vocal Pedagogy	3 credits

MUS 439  
MUS 480

Instrumental Pedagogy  
Special Topics in Music

3 credits  
1-3 credits

## General Education

Music majors in the B.A. program will meet all the general education and additional depth requirements or choose a second major. In addition, all vocal, woodwind, brass, and percussion majors are required to enroll in MUS 193 or 194, Lab Band or Lab Choir, spring semester of their freshman year.

## UNDERGRADUATE MUSIC COURSES

### **MUS 105-106. Music Theory I-II (3 hours)**

Prerequisite: each course is a prerequisite for the next one in the sequence.

Review of theory fundamentals. Introduction to the tonal procedures of the Common Practice period including diatonic harmony, part-writing, simple analysis, and two-part counterpoint. Requires permission of instructor to enroll. Must pass with a minimum grade of C in order to register in the next **class in sequence**. Open to music majors and minors only. (105 Every year, Fall semester; 106 Every year, Spring semester)

### **MUS 109-110. Class Piano I and II (1 hour)**

Prerequisite: each course is a prerequisite for the next one in the sequence.

Basic musicianship through elementary keyboard skills. Includes basic playing skills such as reading, fingering, technique, and elementary repertoire. Also includes functional and theoretical skills such as intervals, chord spelling, chord types, simple progressions, voice leading, and harmonizations. Courses will meet two hours weekly. Requires permission of instructor to enroll. Must pass with a minimum grade of C in order to register in the next class in sequence. Open to music majors and minors only. (109 Every year, Fall semester; 110 Every year, Spring semester)

### **MUS 111. Basic Musicianship I. (1 hour)**

The cultivation of ear-training skills, including rhythmic, melodic, and harmonic dictation, and sight-singing in the context of diatonic, Common Practice Era tonality. Must pass with a minimum grade of C to register for the next class in the sequence. Open to music majors and minors only. (Every year, Fall semester).

### **MUS 112. Basic Musicianship II. (1 hour)**

Prerequisites: A grade of C or higher in MUS 105, 111.

Continued practice of ear-training and sight-singing skills, with an increased focus on chromatic procedures in Common Practice Era tonality. Must pass with a minimum grade of C. Open to music majors and minors only. (Every year, Spring semester)

### **MUS 120R. Introduction to Music Research and Writing (4 hours)**

Prerequisite: INT 101 or GBK 101; or permission of instructor.

This class meets the criteria specified by the College of Liberal Arts Writing and General Education committees for a "discipline-specific first-year writing course," and is intended for prospective majors in music or other fine/performing arts. The primary goals of this course are: (a) to provide introduce students to the ways musicians and artists write and think about their work; and (b) to provide a basic foundation in research and communication skills necessary for advanced study in music. (Every year, Spring semester)

### **MUS 121. Sightreading Skills I (1 hour)**

This course will be required of all BA and BM Freshman Piano majors. Students will take this course the first year of study in order to help improve sight reading and functional piano skills. (Every year, Fall semester)

**MUS 122. Sightreading Skills II (1 hour)**

Prerequisite: MUS 121

This course continues the development of keyboard skills from MUS. 121. To be taken concurrently with MUS 106a by students whose applied area is piano. (Every year, Spring semester)

**MUS 139. Organ/Harpsichord Skills I (1 hour)**

This course concentrates on non-cantus firmus based and continuo improvisational skills. To be taken concurrently with 105 by students whose applied area is organ/harpsichord. (Every year, Spring semester)

**MUS 140. Organ/Harpsichord Skills II (1 hour)**

This course continues the development of keyboard improvisational skills from the MUS 139. To be taken concurrently with 106 by students whose applied area is organ/harpsichord. (Every year, Fall semester)

**MUS 151. Understanding Music (3 hours)**

A non-technical course designed for those who have little or no musical training. Elements of music, contributions and musical style of major composers, and characteristic styles and forms of the various cultural periods will be emphasized. Not open to music majors. (Every year, Fall and Spring semesters)

**MUS 152-153. Jazz Improvisation I-II (1 hour)**

Prerequisite: ability to play and understand major scales.

All major or non-major instruments and voice types will gain knowledge in the basic theory of jazz harmony and melody. They will learn the language of jazz improvisation through the study of prescribed melodic patterns that can be placed in common chord progressions in jazz music. The objective of this course is to enable students to be creative in music without notated pitches. (152 Every year, Fall semester; 153 Every year, Spring semester)

**MUS 155a. Vocal Diction I (1 hour)**

Introduction to the diction of English and Italian. Pronunciation taught will be based on the International Phonetic Alphabet. (Every year, Fall semester)

**MUS 155b. Vocal Diction II (1 hour)**

Introduction to the diction of German. Pronunciation taught will be based on the International Phonetic Alphabet. (Spring semester, Even years)

**MUS 155c. Vocal Diction III (1 hour)**

Introduction to the diction of French. Pronunciation taught will be based on the International Phonetic Alphabet. (Spring semester, odd years)

**MUS 157. Vocal Techniques (2 hours)**

(Same as EDUC 157)

Development of individual performance skills in voice. Instruction will broaden pedagogical understanding and provide group vocal techniques and methods for elementary and secondary school music teachers and for students interested in improving their individual singing voice. Survey and evaluation of materials related to vocal development. Open only to music majors and music minors. (Spring semester, Odd years)



**MUS 201. Introduction to Music History I: Music Before 1850 (3 hours)**

Prerequisite: a Grade of C or higher in MUS 106 or permission of instructor.

This class represents the first of a two-semester survey sequence designed to establish a conceptual vocabulary and historical framework for appreciating musical innovation and change. Intended primarily for music majors/minors and emphasizing aural skills, the course will focus on the manifestations of music's relationship with the sacred and the tension between "high art" and "folk art" as they shaped the idea of a Classical canon prior to the mid-nineteenth century. Students must pass with at least a C to register for MUS 202 Introduction to Music History II: Music After 1850. (Every year, Fall semester)

**MUS 202. Introduction to Music History II: Music After 1850 (3 hours)**

Prerequisite: a grade of C or higher in MUS 201.

This class is the second half of the two-semester introductory historical survey and is intended primarily for music major/minors. The course will examine the ways that Western classical music has been influenced by its changing relationships with popular art, globalization, and technology in the late nineteenth through twenty-first centuries. Students must pass with at least a C to register for MUS 402 or MUS 403. (Every year, Spring semester)

**MUS 209-210. Class Piano III and IV (1 hour)**

Prerequisite: MUS 110 or its equivalent, as determined by placement tests.

Each course is a prerequisite for the next one in the sequence. Advanced musicianship through keyboard skills. Advanced reading skills and intermediate level repertoire will be stressed along with functional and theoretical skills such as harmonizations, modulation, realization of figured bass, and accompanying. Courses will meet two hours weekly. Requires permission of instructor to enroll. Must pass with a minimum grade of C in order to register in the next class in sequence. Open to music majors and minors only. (209 Every Year, Fall Semester; 210 Every year, Spring semester)

**MUS 213. Organ/Harpsichord Skills III (1 hour)**

This course concentrates on cantus firmus based and continuo(109 Every Year, Fall Semester; 110 Every Year, Spring Semester) improvisational skills. To be taken concurrently with MUS 256a by students whose applied area is organ/harpsichord. (Every Year, Fall Semester)

**MUS 214. Organ/Harpsichord Skills IV (1 hour)**

A course examining the organ literature of the twentieth century, with emphasis on American repertoire, and improvisation in contemporary styles. To be taken concurrently with MUS 257a by students whose applied area is organ. (Every year, Spring semester)

**MUS 215. Sophomore Practicum I (1 hour)**

(Same as EDUC 215)

Sophomore Practicum I will meet each spring semester on a TBA schedule. Each student enrolled will be assigned to various elementary schools in the region for 1-2 hours weekly. At these schools the student will observe the cooperating teacher and engage in minor teaching as appropriate for the situation and experience level of the student. A portfolio of each observation/teaching experience will be maintained for each school visit. (Every year, Spring semester)

**MUS 216. Sophomore Practicum II (1 hour)**

(Same as EDUC 216)

Sophomore Practicum II will meet each fall semester on a TBA schedule. Each student enrolled will be assigned to various secondary schools (vocal and instrumental) in the region for 1-2 hours weekly. At these schools the student will observe the cooperating

teacher and engage in minor teaching as appropriate for the situation and experience level of the student. A portfolio of each observation/teaching experience will be maintained for each school visit. (Every year, Fall semester)

**MUS 221. Performance and Instruction Techniques: (2 hours)**  
**Woodwind**

(Same as EDUC 221)

Development of personal performance skills on flute, clarinet, saxophone, oboe and bassoon; knowledge of the technical considerations of the other members of the flute, clarinet, and saxophone families of instruments. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Fall semester, Even years)

**MUS 222. Performance and Instruction Techniques: (2 hours)**  
**Percussion**

(Same as EDUC 222)

Development of personal performance skills on snare drum, timpani, mallet instruments and other commonly used percussion instruments. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Spring semester, Odd years)

**MUS 223. Performance and Instruction Techniques: Brass (2 hours)**

(Same as EDUC 223)

Development of personal performance skills on cornet or trumpet, horn, trombone, euphonium, and tuba. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Fall semester, odd years)

**MUS 224. Performance and Instruction Techniques: (2 hours)**  
**String**

(Same as EDUC 224)

Development of personal performance skills on violin, viola, violoncello, and double bass. Instruction in methods and techniques for elementary and secondary school music teachers. Survey and evaluation of materials and equipment. (Spring semester, Even years)

**MUS 241. Collaborative Piano Skills I (1 hour)**

This course will be required of all Sophomore Piano majors. Focus will be on the study of technical and artistic skills required as a collaborative pianist. Practical participation and performance of standard vocal and instrumental literature will be required. Non majors may audition to register for the class. (Every year, Fall semester)

**MUS 242. Collaborative Piano Skills II (1 hour)**

Prerequisite: MUS 241

This course continues the development of keyboard skills from MUS 241. To be taken concurrently with MUS 256 by students whose applied area is piano. Focus will be on the study of technical and artistic skills required of a collaborative pianist. Practical participation and performance of vocal literature and instrumental literature will be required with particular emphasis given to German lieder and French mélodie. (Every year, Spring semester)

**MUS 245. Piano Pedagogy I (1 hour)**

This course focuses on elementary pedagogical skills for the Piano major. Practical participation is required. (Fall semester, Even years)

**MUS 246. Piano Pedagogy II (1 hour)**

Prerequisite: MUS 245

This course continues the development of pedagogical skills for the Piano major. Practical participation is required. (Spring semester, Odd years)

**MUS 254-255. Advanced Musicianship Skills I-II (1 hour)**

Prerequisite: MUS 106, 112.

Review of musicianship skills including sight-singing, rhythmic dictation, melodic dictation, and harmonic dictation in the context of tonal music. Must pass with a minimum grade of C to register for the next class in the sequence. Open to music majors and minors only. (254 Every year, Fall semester; 255 Every year, Spring semester)

**MUS 256-257. Music Theory III-IV (4 hours)**

Prerequisite: MUS 106, 112.

A detailed examination of advanced chromatic procedures used in the late 19th century, and an investigation of complex musical forms including Sonata form, Rondo, and theme and variations; in the second semester, the exclusive focus of the class will be 20th century procedures including atonal and polytonal music, partially and fully serialized composition, minimalism, and advanced rhythmic procedures. Must pass with a minimum grade of C to register for the next class in the sequence. Open to music majors and minors only, or with special permission of the instructor. (256 Every year, Fall semester; 257 Every year, Spring semester)

**MUS 258-259. Beginning Composition (1 hour)**

Prerequisite: MUS 106 or permission of the instructor.

Instruction designed to broaden the musical horizon, to introduce students to a wide range of contemporary styles and techniques, and to utilize this knowledge successfully in composition projects. (258 Every year, Fall semester; 259 Every year, Spring semester)

**MUS 311. Piano Literature I (2 hours)**

This course will be an in-depth survey of keyboard literature from the fourteenth-century through the mid-nineteenth century. Primary focus will be from the late Baroque works through the mid-Romantic masterworks. (Every Year, Fall Semester)

**MUS 312. Piano Literature II (1 hour)**

This course will be an in-depth survey of piano literature from the late Romantic through the twentieth-century. Primary focus will be on those works which have become staples of the repertoire as well as various twentieth-century schools of composition. (Every year, Spring semester)

**MUS 313. Literature and Materials for Organ/Harpsichord (3 hours)**

This course focuses on keyboard literature from its beginning to the organ literature of the present. (Every year, Fall semester)

**MUS 316. Literature of the Instrument (3 hours)**

The study, analysis and cataloguing of solo works, chamber works, and other ensemble works for the student's major instrument. Interpretation, literature, and pedagogical materials will be covered. (Every Fall semester, Even years)

**MUS 317. Song Literature I (2 hours)**

German, French, and English song will be studied. Emphasis will be on the contributions of major composers of the art song and the development of repertoire for voice students. (Every Fall semester, Odd years)

**MUS 327. Song Literature II (2 hours)**

French and English song will be studied. Emphasis will be on the contributions of major composers of the art song and the development of repertoire for voice students. (Every Spring semester, Even years)

**MUS 336. Advanced Collaborative Piano Skills I (1 hour)**

This course continues the development of the art of accompanying. Focus on the study of advanced literature will include such works as Schubert song cycles, woodwind and string sonatas, operatic aria orchestral reductions, Baroque continuo and recitative. Practical participation and performance of assigned literature will be required. (Every year, Fall semester)

**MUS 337. Advanced Collaborative Piano Skills II (1 hour)**

This course continues the development of study in MUS 336. Practical participation and performance of assigned literature will be required. (Every year, Spring semester)

**MUS 340. Basic Conducting (2 hours)**

Prerequisites: MUS 106.

A study of the basic techniques of conducting a musical ensemble. Two class sessions plus a one-hour practicum each week. (Every year, Fall semester)

**MUS 341. Advanced Choral Conducting and Literature (2 hours)**

Prerequisite: MUS 340.

A study of choral rehearsal procedure including ways of obtaining the proper balance, tone, and other properties of the choral sound. A survey of the choral music and performance practice of the various stylistic periods will be included. Two class sessions plus a one-hour practicum each week. (Every year, Spring semester)

**MUS 342. Advanced Instrumental Conducting and Literature (2 hours)**

Prerequisites: MUS 255, 257, and 340.

Analysis of wind ensemble literature of various styles and periods to determine interpretive dimensions; proper rehearsal and baton techniques will be emphasized. Two 75-minute class sessions each week. (Every year, Spring semester)

**MUS 350. Orchestration (3 hours)**

Prerequisites: MUS 255 and 257, or permission of the instructor. It is also recommended that the student have several years of successful experience in vocal, band or orchestra performance; in lieu of this, MUS 157, 221, 222, 223, 224 are recommended. Acquiring working knowledge of standard band and orchestral instruments regarding playing ranges, technical limitations, and tone-color possibilities in solo and combination. Guidance and practice in scoring for various combinations of instruments and voices. Performance of class work when practical. (Every Fall semester, odd years)

**MUS 357. Music Technology (3 hours)**

Prerequisite: MUS 105, MUS 151, or permission of instructor.

A survey of techniques used in the creation of computer music. Students acquire abilities with hardware and software for notation, MIDI sequencing, patch editing, algorithmic composition, synthesis, digital recording, and sound editing. Supplemental material on acoustic and history and repertoire of electroacoustic music will be included in lectures, readings, and listening assignments. Emphasis placed on practical experience in the school's computer music lab. (Every Spring semester, even years)

**MUS 359. Counterpoint (3 hours)**

Prerequisite: MUS 255 and 257, or permission of instructor.

Contrapuntal technique of the eighteenth century. Students acquire written skills in a variety of texture and genres common to Baroque music, with an emphasis on two and three-part imitative counterpoint. Includes analysis of representative literature. (Every Spring semester, odd years)

**MUS 370. The Elementary School Music Specialist (2 hours)**

(Same as EDUC 370)

Methods and techniques for structuring and guiding music education in the elementary school. Particular attention to the development of children's voices. Acquaintance with Orff and Kodaly approaches. Field study in elementary school classrooms. Intended for music education majors. (Every Spring semester, odd years)

**MUS 402. Music History Seminar I: American Music (3 hours)**

Prerequisites: MUS 201, 202.

Seminar in Romantic and Post-Romantic Music. Intended for upper-level music majors, this class will explore stylistic and historical developments of the 19th century and their implications for composition within Romantic and post-Romantic musical idioms. Significant attention will be given to the selection and use of primary historical sources, and the articulation of historical argument through writing. Students must earn a minimum grade of C. (Every year, Fall semester)

**MUS 403. Music History Seminar II: Topics in Baroque History and Performance (3 hours)**

Prerequisites: MUS 201, 202.

Intended for upper-level music majors, this class will explore the variety of compositional practices and philosophical orientations that have characterized Western classical musical practice post-World War I. Significant attention will be given to the selection and use of primary historical sources, and the articulation of historical argument through writing. Students must earn a minimum grade of C. (Every year, Spring semester)

**MUS 438. Vocal Pedagogy (3 hours)**

Designed for the potential voice teacher, this course will survey the literature and vocal techniques used in private and class instruction of voice students. Those enrolled will teach beginning voice students under the supervision of the instructor. (Every Spring semester, odd years)

**MUS 439. Pedagogy of Orchestral Instruments (3 hours)**

Prerequisite: permission of the applied music instructor.

Survey of the pedagogical history, pedagogical literature, and technical methods of the given instrument. Teaching methods explored for private and group settings. Supervised teaching of elementary students is required. (Every Spring semester, even years)

**MUS 474. Advanced Choral Methods (2 hours)**

(Same as EDUC 474)

This course will encompass the organization of choral music programs at all age levels. Administrative aspects, rehearsal techniques, contest procedures, trip planning, and recruitment/retention methods will be emphasized. Observation and analysis of successful choral programs will also be included. Intended for music education majors, vocal emphasis. (Every Fall semester, even years)

**MUS 475. Advanced Instrumental Methods (2 hours)**

(Same as EDUC 475)

This course deals with the organization of public school bands and orchestras, organization and administration of the successful marching band program, rehearsal, techniques, instrumental classes, program building and maintenance, contests and trip planning. Observation and analysis of successful instrumental programs in the schools will also be included. Intended for music education majors, instrumental emphasis. (Every Fall semester, odd years)

**MUS 479. Music Business (3 hours)**

(Same as BUS 477)

The Music Business course will provide an overview of the aspects and career possibilities in arts administration. The topics covered will be geared toward music performance, but many of the areas covered apply to all of the performing and visual arts. Areas such as marketing, publicity, web site development, and performance contract negotiation will be examined in the course. The business aspects of a career in music performance and administration require a unique study and approach. This course is meant to act as a framework for studying and exploring those unique aspects. (Every year, Fall semester)

**MUS 480. Special Topics in Music (Subtitle) (1-3 hours)**

Prerequisite: junior or senior status, or consent of instructor.

A study of some significant topic in music that is not otherwise covered in the Townsend School of Music course offerings. The class carries variable course credit (1 to 3 hours) dependent on the proposed course, and may be repeated with a different topic. Courses are created, approved and assigned course credit in the following manner:

- The professor and student create a proposal for the special topics class using the Special Topics Form located in the music office.
- The completed form is submitted to the Director of Undergraduate Studies at least one semester in advance.
- The Director of Undergraduate Studies will submit the proposal to the Dean for review. If approved, the Director of Undergraduate Studies will assign the credit hours of the special topics course and create the subtitle of the course.

**Applied Music Courses**

The following applied music courses are open to music majors as well as non-music majors (based upon availability of instructor and permission of the Dean of the Townsend School of Music). Applied music courses will earn one credit for students majoring in the Bachelor of Arts, Bachelor of Music Education, and Bachelor of Music degrees (freshman year only) and non-majors. Bachelor of Music majors in the sophomore, junior, and senior years will earn three credits per semester. One hour of academic credit is earned for one sixty-minute lesson each week during the semester for music majors; one hour of academic credit is earned for one thirty-minute lesson each week during the semester for non-music majors; three hours of academic credit are earned for one sixty-minute lesson each week during the semester for Bachelor of Music majors during their sophomore, junior and senior years. Students who enroll in these courses are charged an applied music fee; the fee is assessed at fifteen 60-minute lessons.

**MUS 160-260-360-460. Voice (1 hour)**

Prerequisite: permission of instructor.

Voice majors register for 1 hour credit. In addition to their private lessons, students may be required to attend a one-hour class session each week. Students must earn 2 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**MUS 161-261-361-461. Piano (1 hour)**

Piano majors register for 1 hour credit. Students must earn 2 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**MUS 162-262-362-462. Organ (1 hour)**

Prerequisite: pianistic ability satisfactory to instructor.

Organ majors register for 1 hour credit. Students must earn 2 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**MUS 163-263-363-463. Orchestra and Band Instruments (1 hour)**

Instrumental majors register for 1 hour credit. Students must earn 2 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

A - Flute & Piccolo

B - Oboe

C - Bassoon

D - Clarinet

E - Saxophone

J - Cornet & Trumpet

K -Horn

L -Trombone

M-Euphonium

N -Tuba

R - Percussion

T - Harp

V- Guitar

W- Violin

X- Viola

Y- Violoncello

Z - Doublebass

**MUS 164-264-364-464. Composition (1 hour)**

Prerequisite: MUS 258-259 or permission of instructor.

Instruction designed to impart specific objective compositional techniques leading to a synthesis of musical elements through original compositional projects. Includes aural and intellectual exposure to a broad range of contemporary compositional styles. Students must earn 2 hours in each number before moving to the next higher number. area are based upon instructor availability and approval of the Dean of the Townsend School of Music. The student is charged an applied music fee each semester. (Occasionally)

**MUS 169-269-369-469. Harpsichord (1 hour)**

Harpsichord majors register for 1 hour credit. Students must earn 2 hours in each number before moving to the next higher number.

The following applied music courses are open only to students who have been admitted into one of the Bachelor of Music programs beginning in their sophomore year of study. These courses consist of one sixty-minute lesson per week during the semester. Students who enroll in these courses are charged the applied music fee for fifteen 60-minute lessons in the semester. Academic credit in these courses, however, is awarded at 3 hours per course and reflects the increase in practice and performance outside the scheduled lesson time required of students enrolled at this level of music training. (Occasionally)

**MUS 170. Applied Music (1 hour)**

This course is open to non-majors, music minors, and music majors studying in a secondary applied music area. The student will receive a 30 minute applied music lesson each week. A student may enroll in the same section no more than 8 semesters. Course offerings in an applied area are based upon instructor availability and approval of the Dean of the Townsend School of Music. The student is charged an applied music fee each semester. (Every year, Fall and Spring semesters)

**MUS 265-365-465. Voice (3 hours)**

Prerequisite: admission to one of the Bachelor of Music programs.  
Credit: 60-minute lesson per week, 3 hours credit per semester. In addition to their private lessons, students may be required to attend a one-hour class session each week. Students must earn 6 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**MUS 266-366-466. Piano (3 hours)**

Prerequisite: admission to one of the Bachelor of Music programs.  
Credit: Same as MUS 265. Students must earn 6 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**MUS 267-367-467. Organ (3 hours)**

Prerequisite: admission to one of the Bachelor of Music programs.  
Credit: Same as MUS 265. Students must earn 6 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**MUS 268-368-468. Orchestra and Band Instruments (3 hours)**

Prerequisite: admission to one of the Bachelor of Music programs.  
Credit: Same as MUS 265. Students must earn 6 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**MUS 271-371-471. Harpsichord (3 hours)**

Prerequisite: admission to one of the Bachelor of Music programs.  
Credit: Same as MUS 265. Students must earn 6 hours in each number before moving to the next higher number. (Every year, Fall and Spring semesters)

**Center for Strings** (Every year, Fall and Spring semesters)

**MUS 16CW. Violin (1 hour)**

**MUS 16CX. Viola (1 hour)**

**MUS 16CY. Cello (1 hour)**

**MUS 16CZ. Bass (1 hour)**

**MUS 26CW-36CW-46CW. Violin (3 hours)**

**MUS 26CX-36CX-46CX. Viola (3 hours)**

**MUS 26CY-36CY-46CY. Cello (3 hours)**

**MUS 26CZ-36CZ-46CZ. Bass (3 hours)**

**Performing Ensembles**

**MUS 180. Chamber Music Ensemble (1 hour)**

Prerequisite: permission of the instructor.

Chamber Music is course designed to explore and perform the rich literature for various instrument combinations from the Renaissance to the present. The primary focus is to explore such traditional ensemble repertoire as piano trios, string trios, piano quartets,



etc. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 181. Guitar Ensemble (1 hour)**

Prerequisite: permission of the instructor.

Guitar ensemble is a course designed to explore and perform literature from the Renaissance to the present. The primary focus is to explore the musical literature for an ensemble of guitars. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 182. Mercer Singers (1 hour)**

This mixed ensemble is highly selective and consists of approximately thirty to forty students. This choir performs a cappella and other standard repertoire appropriate for a touring group. Open to all students. An audition is required. (Every year, Fall and Spring semesters)

**MUS 183. Women's Chamber Choir (1 hour)**

This vocal chamber ensemble performs a wide variety of choral music: madrigals, motets, and music theatre selections. In addition, the group participates in departmental and off-campus performances, as well as appearances in the weekly on-campus chapel services. An audition is required. (Every year, Fall and Spring semesters)

**MUS 184. Flute Choir (1 hour)**

Prerequisite: permission of instructor.

Flute Choir is a course designed to explore and perform flute music from the Renaissance through the twenty-first century. The primary focus is to explore the musical literature for an ensemble of flutes. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 185. Jazz Ensemble (1 hour)**

The Jazz Ensemble is an eighteen-member group in which students are instructed in the performance of jazz in such styles as swing, bebop, funk, rock, shuffle, and ballad. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 186. Brass Ensemble (1 hour)**

Prerequisite: permission of instructor.

Brass Ensemble is a course designed to explore and perform brass music from the Renaissance through the twenty-first century. The primary focus is to explore a large body of brass music literature in the various instrumentations for which literature exists (brass choir, brass quintet, tuba quartet, horn quartet, and trombone choir). Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 187. Woodwind Ensemble (1 hour)**

Prerequisite: permission of instructor.

Woodwind Ensemble is a course designed to explore and perform woodwind music from the Renaissance through the twenty-first century. The primary focus is to explore a large body of woodwind music literature in the various instrumentations for which literature exists (clarinet ensemble, flute choir, woodwind quintet, and saxophone quartet). Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 188. Percussion Ensemble (1 hour)**

Prerequisite: permission of instructor.

Percussion Ensemble is a course designed to explore and perform percussion music from the Renaissance through the twenty-first century. The primary focus is to explore a

large body of percussion music literature in the various instrumentations for which literature exists. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 189. Jazz Combo (1 hour)**

Prerequisite: permission of instructor.

Jazz Combo is a course designed to explore and perform jazz music of all styles from 1920 to the present. The ensemble is confined to standard instrumentation: trumpet, trombone, saxophone, trap set, bass guitar, and piano. The number of jazz combos in a given semester will not be limited. The primary focus will be to explore a large body of jazz combo music literature. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 191. Mercer University Wind Ensemble (1 hour)**

This organization of wind and percussion musicians perform music composed for full band as well as various chamber ensembles. Due to its flexible instrumentation, the ensemble performs a wide range of repertoire from the Renaissance to the present. In addition, guest soloists, conductors, and composers of international acclaim regularly appear in concert with this ensemble. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 192. Mercer University Orchestra (1 hour)**

The Mercer Orchestra is a high quality chamber orchestra which rehearses on a regular schedule and performs at least twice a semester. The repertoire is chosen from standard orchestral literature and includes student, faculty and guest artists and conductors. Open to all students. An audition/interview is required. (Every year, Fall and Spring semesters)

**MUS 193. Lab Band (0 hour)**

Lab Band will meet spring semester biannually for one hour each week within the meeting time of MUS 342. Advanced Instrumental Conducting. All freshman wind and percussion majors will be required to participate in Lab Band. The lab band will serve as a rehearsal techniques ensemble for the student conductors enrolled in MUS 342. Non music majors could enroll with permission of the instructor only. (Every year, Spring semester)

**MUS 194. Lab Choir (0 hour)**

Lab Choir will meet spring semester biannually for one hour each week within the meeting time of MUS 341 Advanced Choral Conducting. All freshman voice majors would be required to participate in lab choir. The Lab Choir will serve as a rehearsal techniques ensemble for the students enrolled in MUS 341. Non music majors could enroll with permission of the instructor only. (Every year, Spring semester)

**MUS 196. Mercer University Opera (1 hour)**

Prerequisite: Audition required.

The ensemble performs Mercer University Opera productions. At least one fully staged and costumed production is given each year, ranging from entire operas to scenes from standard opera and music theatre works. May be repeated for a total of 6 hours. (Every year, Fall and Spring semesters)

**MUS 197. Mercer University Choir (1 hour)**

Prerequisite: permission of Instructor.

This ensemble brings together the Mercer community by uniting the voices of various members of the Mercer campus. This large choral organization will perform literature of

various levels and styles with instrumental accompaniment as well as a cappella repertoire. No audition is required. (Every year, Fall and Spring semesters)

Credit Limitation: All credit hours earned in MUS 180 through MUS 198 will appear on the student's transcript but no more than eight such credits will count toward the hours required to graduate.



# College of Health Professions

Lisa Lundquist, Pharm.D., Interim Dean

Nannette Turner, Ph.D., Chair/Director, Department of Public Health

Huey Chen, Ph.D., Professor

Bradley Lian, Ph.D., Associate Professor

Cheryl R., Gaddis, Dr.P.H., Assistant Professor of Practice

Mary W. Mathis, Dr.P.H., Assistant Professor of Practice

Jimmie Smith, M.D., M.P.H., Assistant Professor of Practice

Suzie Lamarca Madden, M.P.H., Instructor

## **Mission**

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.

## **Goals**

The College of Health Professions will:

1. Provide an education that is effective, innovative, and comprehensive to include undergraduate, graduate, residencies, fellowships, and certificate programs.
2. Foster an environment that is caring, equitable, and responsive toward all stakeholders.
3. Ensure quality of programs through continuous assessment and improvement.
4. Encourage diversity and adhere to the values of the University's Judeo-Christian heritage while respecting the pluralistic values of our society.
5. Engage students in active learning to enhance critical thinking and problem solving skills.
6. Foster personal and professional growth and a commitment to lifelong learning.
7. 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.
8. Provide the infrastructure to support research that integrates components of basic science, public health, clinical interventions, and pedagogical innovation.
9. Prepare graduates to assume leadership roles in their communities and profession.
10. Engage in Interprofessional education to develop mutual understanding of and respect for the contributions of various disciplines for the better of individuals and society.

# The College of Health Professions Degree Programs

The College of Health Professions offers the following degree programs:

Bachelor of Science in Public Health

Master of Public Health

Master of Medical Science

Doctor of Physical Therapy

## Advanced Placement

Advanced placement or credit by examination for appropriate courses that satisfy University criteria may be included in the BSPH degree.

## Credit Hours

Refer to University policy.

## Dean's List

Refer to University policy.

## Academic Warning, Probation, and Suspension

Refer to University policy.

## Repeating Courses

Refer to University policy.

## Undergraduate Program

The College of Health Professions offers a Bachelor of Science in Public Health.

## Declaration of Public Health Major

Students should file a Declaration of Major with the Registrar prior to completing 64 semester hours. Forms for declaring a major are available from the Registrar's Office on the Macon campus, or online through the Mercer web site. Please note that students majoring or minoring in public health may not major or minor in Global Health Studies.

## Public Health Minor

A public health minor requires 15 hours of public health courses. PBH 101, 305, and 307 are required, and students may select the remaining 6 hours from any public health courses. Please note that any student majoring or minoring in Global Health Studies may not major or minor in public health.

## General Education Requirements

### Bachelor of Science in Public Health

General Education Requirements: General Education core requirements must include a minimum of 43 hours from the eight broad categories listed below:

#### Communication (12 hours)

(Both written and oral communication are addressed.)  
INT 101 (4); INT 201(4); WRT 120 (1); INT 301 (3)

#### Religious Heritage (3 hours)

Choose one: CHR 101; CHR 150; CHR 170; ENG 225

**Humanities/Fine Arts** (3 hours)

Choose one: CHR 210; CHR 270; ENG 224; ENG 226; ENG 263; ENG 264; FLL 195; HIS 110; HIS 145; HIS 165; JMS 225; PHI 190; PHI 230; WLT 101; ART 106; ART 107; ART 115; ART 116; ART 223; ART 224; ART 225; ART 226; ART 254; MUS 151; PHO 230; THR 115; THR 218; (3 credit hours may also be selected from the 1-hour music ensembles to meet this requirement: MUS 182; MUS 191; MUS 192; MUS 198)

**Behavioral/Social Science** (9 hours)

PSY 101; SOC 101; Plus choose one: AFR 190; AFR 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; ENV 250; GEO 111; JMS 101; JMS 240; PHI 237; POL 101; SEP 200; SOC 210; WGS 180

**Quantitative Reasoning** (7 hours)

STA 126 (3) and MAT 133 (4)

**Scientific Reasoning** (8 hours)

CHM 111 (4); CHM 112 (4)

**UNV 101** (1 hour)

**Total Semester Hours: 43**

**Additional College of Health Professions requirements:** (10 hours)

BIO 211 (5); BIO 212 (5)

## Department of Public Health

### Mission

The mission of the Department of Public Health is to prepare competent health professionals to advance public health practice in communities among primarily rural and underserved populations through instruction, research, and service to promote social justice and health equity.

### Objectives

The objectives of the B.S.P.H. program are:

1. To develop students' understanding of the underlying science of human health and disease including opportunities for promoting and protecting health across the life course;
2. To improve students' skills in critical thinking, problem solving, communication, and research in public health;
3. To develop students' knowledge of fundamental concepts and features of project implementation, planning, assessment, and evaluation;
4. To increase students' understanding of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of different agencies and branches of the government;
5. To facilitate an integrative and scholarly or applied experience that is necessary to practice in a public health setting;
6. To ensure that students have the necessary education, experience, skills, and competencies to pursue employment or graduate education.

## Public Health Accreditation

The Public Health (PH) 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>.

## Bachelor of Science in Public Health

The courses below reflect requirements for the major. The requirement for graduation with any degree is at least 120 credit hours.

**General Education .....43 hours**

**College of Health Professions requirements .....10 hours**

BIO 211 Introduction to Biology I (5)

BIO 212 Introduction to Biology II (5)

**Public Health Studies .....39 hours**

PBH 101 Systems and Services of Public Health (3 hours)

PBH 105 Population Health and the Environment (3 hours)

PBH 200 Rural Health in the U.S. (3 hours)

PBH 202 Biostatistics (3 hours)

PBH 301 Dissemination of Public Health Information (3 hours)

PBH 305 Epidemiology (3 hours)

PBH 307 Health Behavior (3 hours)

PBH 400 U.S. Health Systems (3 hours)

PBH 402 Public Health Across the Life Span (3 hours)

PBH 404 Population Health and Diversity (3 hours)

PBH 405 Health Programming (3 hours)

PBH 407 Public Health Research Methods (3 hours)

PBH 490 Public Health Capstone (3 hours)

**Public Health Electives .....6 hours**

PBH 303 Issues in U.S. Health Policy (3 hours)

PBH 304 Introduction to Health Informatics (3 hours)

PBH 401 Current Topics in Public Health Practice (3 hours)

PBH 403 Poverty and Development (3 hours)

**Experiential Requirement†..... .0 credit hours**

†A minimum of 30 clock hours in public health community service hours must be met to graduate.

**TOTAL DEGREE REQUIREMENTS ..... 120 credit hours**

### Core Public Health Studies: (39 credit hours)

Course Numbers, Course Names (credit hours) and Descriptions

#### **PBH 101. Systems and Services of Public Health (3 hours)**

This course introduces the history and philosophy of public health, its core values, concepts, and functions. Students will learn the roles, influences, and responsibilities of different agencies and branches of government in public health. Services, processes, and functions of public health are discussed in the context of historical and contemporary perspectives. Dimensions of personal and environmental health, in relation to social, economic, cultural, psychological, and political factors are also presented. (Every year)



**PBH 105. Population Health and the Environment (3 hours)**

The environmental effects on the health of human populations from multiple avenues of exposure are presented in this course. Determinants that affect human health are explored. Students will learn the roles of national and state health agencies, programs, and other resources in improving human health relative to environmental factors. (Every year)

**PBH 200. Rural Health in the U.S. (3 hours)**

Evidence is presented that affects the health and healthcare resources of rural people. Students will learn the contextual and social structural attributes of rural communities and the effects on individual and population health. Critical rural health and health policy issues will also be examined. (Every year)

**PBH 202. Biostatistics (3 hours)**

Pre-requisite: STA 126 and MAT 133.

Students will learn concepts for measuring population health, and to draw conclusions about populations from data from samples. Students will understand the scientific method and hypothesis testing. Types of data, data distributions, and measures of central tendency and dispersion will be covered. Students will also learn various parametric and non-parametric tests and when to use them. Contingency tables and simple experimental designs will also be covered in this course. (Every year)

**PBH 301. Dissemination of Public Health Information (3 hours)**

This course explores the roles of public health communication campaigns, mass media, advocacy and the evolving influence of Internet and social media on health outcomes. Concepts of public health communication, including technical and professional writing, and the use of mass media and electronic technology are included. Linkages between communication effects and selected health topics will be examined. (Every year)

**PBH 305. Epidemiology (3 hours)**

This course introduces the steps and tools for investigating infectious and communicable disease, chronic disease, foodborne illness, and other emerging population health threats. Students will understand concepts, methods and tools for data gathering and analysis. (Every year)

**PBH 307. Health Behavior (3 hours)**

This course introduces students to the relationship between behavior and health issues. Students will gain an introductory background to selected theories and models that guide understanding of health related behavior. Students will learn the way in which these theories apply to health promotion efforts. (Every year)

**PBH 400. U.S. Health Systems (3 hours)**

Students will know characteristics and organizational structures of the U.S. health system to understand its organization and delivery and the roles of technical, economic, political, ethical and social forces that shape it. (Every year)

**PBH 402. Public Health Across the Life Span (3 hours)**

Principles that influence health across the lifespan are presented in this course. Students will understand concepts and substantive issues other than the disease-based approach. Students will discuss the value of integrating demographic, human development, lifespan, and family and community context in understanding the health of populations in the U.S. (Every year)

**PBH 404. Population Health and Diversity (3 hours)**

Students will examine the definition of culture, the ways in which culture intersects with health issues, how public health efforts can benefit by understanding and working with cultural processes, and research methods that are useful in identifying relationships between culture and health to reduce health disparities. (Every year)

**PBH 405. Health Programming (3 hours)**

Pre or co-requisite: PBH 404.

Students will learn the concepts for addressing health challenges through program planning and using evidence-based practices. Students will learn the tools and methods used in planning and implementation of health programming. (Every year)

**PBH 407. Public Health Research Methods (3 hours)**

Pre-requisites: PBH 101 and 301.

Students will learn research proposal writing, methodologies, and foundations of research theories and protocols in public health. Students will learn to identify a study topic, formulate research questions, organize a literature review, and select an appropriate research design and methodology, and management of original and secondary data. (Every year)

**PBH 490. Public Health Capstone (3 hours)**

This course provides a unifying experience in which students bring together knowledge and skills gained in their public health major. This may be met in an internship, senior seminar, applied practice project, major written paper, or an applied research project and portfolio. Students must have completed at least 24 hours of major coursework, including PBH 301 and 407. (Every year)

**Public Health Electives: (6 credit hours)**

**PBH 303. Issues in U.S. Health Policy (3 hours)**

Students will be introduced to current health policy issues in the U.S. that challenge the nation. Effective program definition and identification of politically feasible solutions to the policy issues will be highlighted. (Every other year)

**PBH 304. Introduction to Health Informatics (3 hours)**

This course provides a broad exposure of the field of Health Informatics. Topics include, but are not limited to: public health terminology; descriptive and vital statistics; reporting requirements; definitions and formulas for computing hospital and public health statistics; epidemiology concepts; data abstracting and display techniques; emerging health technologies; and Health Insurance Portability and Accountability Act (HIPAA). (Every other year)

**PBH 401. Current Topics in Public Health Practice (3 hours)**

Current topics in public health are presented in this course. Students will learn to critically review and discuss public health topics including emerging public health issues, public health surveillance systems observations, and guidelines for prevention, program updates, outbreak investigations, and chronic and infectious disease problems. (Every other year)

**PBH 403. Poverty and Development (3 hours)**

This course consists of lectures, reading, and discussions on the impact that poverty during development can have on health across the life span. In this course, students will learn the risks and protective mechanisms of economic hardship on childhood

development. Students will also critically review the impact of selected social policies.  
(Every other year)



# Graduate Studies

Mercer University is committed to providing graduate degree programs, as well as undergraduate and professional education. Mercer offers programs leading to numerous graduate degrees including:

## **Stetson School of Business and Economics (specific programs offered in Macon, Atlanta, Savannah, and/or Henry County)**

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

## **School of Engineering (specific programs in Macon or through distance learning)**

- Master of Science
- Master of Science in Engineering

## **Tift College of Education (specific programs offered in various locations including Macon, Atlanta, Savannah, or Regional Academic Centers)**

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

## **Townsend School of Music (Macon)**

- Master of Music (Conducting, Performance, Church Music)

## **Penfield College of Mercer University (Atlanta and Henry County)**

- Master of Science in Clinical Mental Health Counseling
- Master of Science in School Counseling
- Master of Science in Public Safety Leadership
- Master of Science in Rehabilitation Counseling
- Master of Science in Organizational Leadership
- Master of Science in Human Services
- Educational Specialist in School Counseling
- Master of Science in Clinical Mental Health Counseling/Master of Divinity in Pastoral Counseling
- Master of Science in Organizational Leadership/Master of Divinity in Leadership for the Nonprofit Organization
- Doctor of Philosophy in Counselor Education and Supervision

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

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

## **College of Pharmacy (Atlanta)**

- Doctor of Pharmacy
- Doctor of Philosophy in Pharmaceutical Sciences

## **College of Health Professions (Atlanta and Macon)**

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

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

Master in Family Therapy  
Master of Science in Biomedical Sciences  
Master of Science in Pre-Clinical Sciences  
Doctor of Philosophy in Clinical Medical Psychology

### **McAfee School of Theology (Atlanta)**

Master of Arts  
Master of Divinity  
with various concentrations and dual degree options  
Doctor of Ministry

## **Admission to Graduate Study**

All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school which sponsors the desired degree program. Certain basic qualifications must be met for admission to graduate programs. All programs require that students hold a bachelor's degree from an accredited college or university with a specified minimum undergraduate grade point average. Graduate admissions tests appropriate to the particular academic program are usually required. Specific requirements for each graduate program are given with the description of that program.

**International students** must provide a complete record of all previous schooling. This must include a record of secondary schooling that shows the dates attended, grades achieved or examinations passed, and the student's rank in class, if available. Official transcripts must be accompanied by a certified English translation. Three reference letters, preferably from instructors in the undergraduate school(s) attended, are required, along with a personal vita which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted.

Proficiency in English must be established in one of the following ways:

1. Qualified students who present a score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), or 550 PBT (paper based TOEFL) or IELTS score of 6.5 or above will be admitted to the University. For students who desire additional language study after being admitted to the University, English Language Institute (ELI) short courses are available on the Atlanta campus in specific skill areas.
2. Qualified students who present a TOEFL score below 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), or 550 PBT (paper based TOEFL) or IELTS score of 6.5 or have no TOEFL score may be admitted conditionally, contingent upon their successful completion of the Mercer University English Language Institute (MUELI). With the permission of the student's academic advisor, an ELI student may register for up to 6 credit hours while completing the upper levels of MUELI.

## **Residency Requirements**

To receive a graduate degree from Mercer, students must complete a minimum of 75 percent of the credit hours required for conferral of the degree in residence at Mercer.

## Transfer and Transient Credit

Students may receive limited credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit varies by program, but in no instance may it exceed 25 percent of the credit hours required for the graduate degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) the courses were taken at a graduate degree granting institution accredited by a regional accrediting body; (2) the courses were graduate level courses, applicable to a graduate degree; (3) the courses were taken in residence and not by correspondence; (4) grades of at least B were received in the courses; (5) the courses may not have been completed more than five years prior to enrolling in graduate studies at Mercer; and (6) the courses have not been applied for credit to a degree previously earned. (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.) 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 a regional accrediting body and meet the minimum grade required by the Mercer University program accepting the transfer credit.

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

## Graduate Course Load

Graduate students in the Tift College of Education, the School of Engineering, the Stetson School of Business and Economics, the Georgia Baptist College of Nursing, the Townsend School of Music, the Penfield College of Mercer University, the Doctor of Philosophy Program in the College of Pharmacy, and the Master of Public Health Program in the College of Health Professions will be considered "full-time" for purposes of attendance and eligibility for financial aid, if they are enrolled for 9 credit hours in a semester (fall, spring, summer). Veterans should contact the U.S. Department of Veterans Affairs for the credit hour requirements for VA benefits and consult with the University's Office of the Registrar for VA certification.

In the School of Medicine, students in the Master in Family Therapy program are considered full-time if they are enrolled for 6 credit hours per semester in particular years of the program.

Full-time status in other graduate programs is outlined in the corresponding catalogs. Full-time status does not fall below 6 credit hours per semester for any graduate program.

## Graduate Level Courses

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

500-599: First-level graduate courses

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

### **School of Engineering**

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

### **Tift College of Education**

- 500-599: Post-baccalaureate initial certification only; credit does not apply toward degree
- 600-699: Master of Education level classes
- 700-799: Education Specialist level classes
- 800-899: Doctoral level classes  
Courses are generally 3 credit hours each.

### **Townsend School of Music**

- 500-599: Graduate level offerings in Applied and Ensemble Areas
- 600-699: Master of Music course offerings

### **Penfield College of Mercer University**

- 600-999: Master of Science and doctoral level classes

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

- 600-699: Master of Science level classes

### **College of Pharmacy**

- 300-399: 1st Year Pharm.D.
- 400-499: 2nd Year Pharm.D.
- 500-599: 3rd Year Pharm.D.
- 600-699: 4th Year Pharm.D.; MBA
- 800-899: Ph.D. Program

### **College of Health Professions**

- 500-599: PA Program; 1st Year DPT
- 600-699: PA Program; MPH Program; 2nd Year DPT
- 700-799: MPH Program

### **School of Medicine**

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

### **McAfee School of Theology**

- 500-999: Master of Arts  
Master of Divinity  
Doctor of Divinity

## **Academic Standards**

To maintain good standing in progress toward a degree, a graduate student must achieve a cumulative grade point average of at least 3.0 (B). 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. For professional degree students, the minimum grade point average for good standing is 2.0. Individual programs may set a higher g.p.a. standard.

An Incomplete (IC) grade may be given to a student passing a course, but due to illness or other compelling reason satisfactory to the instructor, a relatively small amount



of work remains. The Absent from Exam (ABX) grade may be given if a student misses only the final exam due to illness or other compelling reason satisfactory to the instructor. Work must be completed within one academic year according to the specific policies of the college/school 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 through the Office of the Registrar by the date specified in the University Calendar.

## **Thesis and Dissertation Requirements**

Some master's degree programs and the Doctor of Divinity program require, or provide an option, that each degree candidate write a thesis as part of the degree program. A dissertation is required of all candidates for the Doctor of Philosophy degree. Students who are writing a thesis or dissertation should obtain, from their graduate directors, a copy of the regulations for preparing and submitting a thesis or dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the school, a thesis or dissertation should be submitted to the Provost of the University, accompanied by a receipt indicating payment of all applicable graduation and thesis/dissertation fees.

## **Behavioral Integrity**

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms require a respect for the rights of all in the community. Disruption of the educational process, academic dishonesty, destruction of property, and interference with the orderly process of the University or with the rights of members of the University will not be tolerated. Violations of these rights will be addressed through procedures established by the dean of each graduate program or, in the case of academic dishonesty, by the procedures of the Graduate Honor System.

## **Graduate Honor System**

Academic integrity is maintained through an honor system. The Graduate Honor System is governed by policies established by the University Graduate Council. It draws upon the traditions of integrity and academic freedom - a freedom within the academic community which is based on a trust between students and faculty. The Honor System imposes upon each student the responsibility for his or her own honest behavior and assumes that each student will report any violations of the Honor Code.

The Graduate Honor System is administered by an honor committee composed of five members of the graduate faculty who are responsible for decisions regarding alleged violations. The committee's decisions are binding on the student involved but may be appealed to the chief academic officer of the University.



# Eugene W. Stetson School of Business and Economics

## Graduate Faculty

Susan P. Gilbert, *Dean/Professor*

J. Michael Weber, *Associate Dean/Professor*

Steven R. McClung, *Associate Dean/Associate Professor*

Walter W. Austin, Jordan M. Blanke, Linda L. Brennan, Tammy N. Crutchfield, James L. Hunt, Gina L. Miller, Arthur L. Rutledge, Faye A. Sisk, Lloyd J. F. Southern, Vijaya Subrahmanyam, Charles H. Andrews (Emeritus), G. Russell Barber, Jr. (Emeritus), William Carl Joiner (Emeritus), M. B. Neace (Emeritus), and Austin C. Schlenker (Emeritus), *Professors*

Sean S. Chen, Madeleine Domino, Monteserate Ferre Carracedo, Allen K. Lynch, Nicholas Marudas, Etienne Musonera, Robert Perkins, and Steven J. Simon, *Associate Professors*

Carol J. Cagle, Elizabeth Chapman, Kimberly A. Freeman, Catherine "Anitha" Manohar, Geoffrey Ngene, Julie A. Petherbridge, Ania Rynarzewska, Antonio Saravia, and William V. Luckie, Jr. (Emeritus), *Assistant Professors*

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

## Graduate Programs

The Eugene W. Stetson School of Business and Economics (SSBE) offers the MBA degree through the **Master of Business Administration (MBA), Executive Master of Business Administration (EMBA), Professional Master of Business Administration (PMBA), the Master of Accounting (MAcc), and the Master of Science in Business Analytics.**

The Master of Business Administration degree is offered on the Macon Campus. The degree is offered on the Cecil B. Day Campus in Atlanta through the MBA, EMBA, and PMBA programs. In Atlanta, joint degree tracks are offered in the Doctor of Pharmacy and the MBA, and in the Master of Divinity and the MBA. In Macon, a dual MBA - J.D. degree is offered in conjunction with the Walter F. George School of Law. The Master of Accountancy, a MBA/MAcc dual degree, and the Master of Science in Business Analytics (MSBA) are offered on the Atlanta campus.

For information on the MBA Program in Macon, please write or call Stetson School of Business and Economics, Mercer University, 1501 Mercer University Drive, Macon, Georgia 31207-0001 (478) 301-2835. For the graduate programs on the Atlanta campus, please write or call the Stetson School of Business and Economics, Mercer University, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341 (678) 547-6417.

These graduate programs are pragmatic in focus with extensive use of applied experience in instruction. This approach encompasses a mixture of lectures, case analysis, project work, and seminars. Each method is used to accomplish the goals of a specific course and to assure that students acquire the 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.

# Graduate Program Policies and Procedures

## 1. **Eligibility for Admission:**

Applicants seeking graduate admission must have a bachelor's degree with an acceptable level of scholarship from a regionally accredited institution of higher learning. The degree may be in any discipline. Graduates of foreign schools of higher learning must be able to document that their degree is the equivalent of a bachelor's degree awarded by an accredited United States college or university. Foreign educational credentials must be evaluated by an independent evaluation service at the applicant's expense prior to admission.

## 2. **Application:**

To be considered for admission an applicant must submit a completed application form accompanied by a \$50 non-refundable fee, (\$100 for international applicants.) Applications may be obtained from the Stetson School of Business and Economics or on the website: [business.mercer.edu](http://business.mercer.edu).

## 3. **Transcripts:**

All applicants must submit two official transcripts from each collegiate institution previously attended to the Stetson School of Business and Economics, MBA Office, 1501 Mercer University Drive, Macon, Georgia 31207-0001 or the Office of Admissions, Stetson School of Business and Economics, Cecil B. Day Campus, 3001 Mercer University Drive, Atlanta, Georgia 30341, depending on the campus the applicant wishes to attend. International students must present a course-by-course transcript evaluation. A list of acceptable evaluators is available from the MBA Office.

## 4. **Admission Standards:**

### **A. General Standards for Admissions**

All applicants must take the Graduate Management Admission Test (GMAT). The GMAT is administered by the Educational Testing Service, Princeton, New Jersey. A GMAT information Catalog can be obtained by contacting the Stetson School of Business and Economics, or at [www.gmat.org](http://www.gmat.org). Score reports should be forwarded to Mercer/Macon, Institutional Code #5409, and/or Mercer/Atlanta, Institutional Code #5025. A the GRE score may be offered as a substitute to the GMAT. Only GMAT and GRE scores within the five years prior to admission will be accepted. Individuals with advanced degrees are exempt from this entry requirement.

### **B. Guaranteed Admission to the Graduate Business Programs**

Guaranteed Admission Plus Degree (GAPD) Program for the Evening Master of Business Administration (MBA) or Full-Time (One Year) Master of Business Administration (MBA) or Online Master of Business Administration (MBA) or the Master of Accountancy (MAcc) or the Dual MBA/MAcc or the Master of Science in Business Analytics (MSBA).

1. Guaranteed Admission Plus Degree (GAPD) Program for BBAs may be granted to students completing a Bachelor of Business Administration (BBA) degree at Mercer University within two years of the completion of the BBA degree. To be considered for guaranteed

admission, a student must meet the following the conditions outlined below:

- a. All BBA degree requirements have been met and a minimum of 30 semester hours of undergraduate coursework must be completed at SSBE and 32 semester hours at Mercer.
  - b. An overall grade point average of 3.0 (including transferred hours), overall grade point average of 3.0 at Mercer, a 3.0 grade point average in all business core curriculum courses, and a 3.0 grade point average in all business core curriculum courses at Mercer must be maintained.
  - c. Earned a minimum grade of C in all business course work at Mercer.
2. Guaranteed Admission Plus Degree (GAPD) Program for Non-BBAs may be granted to students completing a non-business undergraduate degree at Mercer University, within two years of degree completion. To be considered for guaranteed admission, a student must meet the following the conditions outlined below:
- a. Undergraduate degree requirements have been met with at least 32 semester hours at Mercer.
  - b. Completed a minimum of statistics and pre-calculus, including at least STA 126 and one of the following: Mat 130 or Mat 133.
  - c. An overall grade point average of 3.0 (including transfer hours), overall grade point average of 3.0 at Mercer, a 3.0 grade point average in all business core curriculum courses (if applicable), and a 3.0 grade point average in all major courses at Mercer must be maintained.
  - d. Earned a minimum grade of C in all business, math, and major course work at Mercer.

5. **International Applicants:**

A qualified applicant whose native language is not English will need an official TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS, to be eligible for admission. Students successfully completing Mercer's English Language Institute's Level Six, Mercer's English Language Institute's Graduate Business Preparatory program, or completion of English Composition I and II from a US based school will be exempt from the TOEFL/IELTS requirement. Students who have studies at an international institution of higher learning where the language of instruction was in English may be exempt from the TOEFL/IELT requirement. Additionally, international applicants must meet the admissions requirements stated previously.

Upon acceptance into a degree program, additional testing may be performed by the English Language Institute of Mercer University for accepted international applicants whose primary language is not English. Those whose test results indicate a lack of proficiency in English will be required to enroll in and satisfactorily complete English courses deemed appropriate by the International Student Advisor and the Stetson School of Business and Economics. Any English courses needed as a result of this testing become a formal part of the international student's degree requirements and must be given first priority in registering for courses.

Each applicant must present official credentials attesting to academic achievement as to level and performance. Such documents will vary from country to country, but should be original documents with authoritative signatures, seals, stamps, etc. Whenever possible, these should be sent by the institution responsible for issuing such documents. In cases where it is impossible for an applicant to have these credentials sent from such institutions, the applicant should forward a duly notarized or "attested to" copy. The notarization should be done by a government official or proper representative of the American Embassy in the country. International applicants who completed all or part of their education abroad are required to have their foreign credentials evaluated by an approved independent evaluation service. Information and forms are available on request from the Stetson Office of Admissions. When the documents are in a language other than English, they must be accompanied by translations. These translations must be the original form and contain acceptable notarization as described above for a copy of the original documents. Translations should be made by the American Embassy, the home country Embassy, or an appropriate government official. As a general rule, documents translated by the Office of the American Friends of the Middle East (AFME) and the Institute of International Education (IIE) will be acceptable

Because additional processing time is required, international students should submit the application and all supporting documents at least 60 days prior to the start of the desired semester of entrance.

Each international applicant must present financial documentation showing ability to finance the student's education and living expenses for one year. Financial documents must be dated no more than one year prior to date of enrollment. Neither graduate assistantships nor financial aid is available to international students.

**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 Credit:**

The MAcc program and the MSBA do not accept graduate level transfer or transient credits. In the MBA program, students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit may not exceed six (6) semester hours. Credit for graduate transfer or transient courses completed at another institution may be awarded under the following conditions: (1) the courses were taken at a graduate-degree-granting institution accredited by a regional accrediting body and by AACSB-International; (2) the courses were graduate-degree courses; (3) 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 or MAcc degrees.

A written request for consideration of transfer credit should be submitted to the Associate Dean 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. Exceptions to this policy may be appealed to the Dean of the Stetson School of Business and Economics.

8. **Transient Credit:**

Students who wish to earn transient credit from another college while enrolled in the MBA program must have prior approval from the appropriate Associate Dean 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 Associate Dean. Transient courses must be taken at schools that are accredited by The Association to Advance Collegiate Schools of Business (AACSB International). Course equivalencies must be approved in advance.

9. **Readmission:**

A student who withdraws from the school while on academic warning or probation, or who has not completed a course in two calendar years and who wishes to reenter, must request readmission in writing to the Program Director. Requirements for continued enrollment and limits to the number of courses a student may take may be established. Furthermore, if it has been two calendar years or more since a course has been completed, the student must reenter under the catalog governing the academic year in which he/she reenters. Appeals of decisions regarding readmission must be made in writing to the Dean of the Stetson School of Business and Economics. Any student who is on academic exclusion may not be readmitted.

10. **Academic Regulations:**

Graduate students should become familiar with Catalog information, the university calendar, and the specific regulations of their degree program.

11. **Exceptions and Appeals:**

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

12. **Degree Requirements:**

To qualify for the MBA degree, the student must successfully complete at least 36 semester hours of course work numbered 600 and above as specified under the Program of Study section. On all courses taken in residence and considered for graduation, the student must have a cumulative GPA of at least 3.0. To graduate, students must obtain a minimum grade point average of 3.0 on all graduate business courses taken at Mercer University. In addition to meeting the 3.0 requirement for

graduation, students must have no more than two (2) grades of C and/or C+ in the entire graduate work. Grades below a C do not count toward Master's degrees. No more than two (2) courses with a grade of less than B may be repeated for credit in the graduate programs. Students earning five letter grades of C or C+ in required core and foundation courses will be permanently excluded from the MBA program. Macon MBA students must also complete the graduate assessment examination, the Master of Business Administration Test.

The time limit for completion of all course work for graduate degrees is seven (7) years.

13. **Residency Requirements:**

To qualify for the MBA degree, the student must complete at least 30 semester hours of course work in residence. Students in the MAcc or MSBA program must complete at least 30 hours of graduate level (not including foundation courses) course work in residence.

14. **Participation in Commencement Ceremonies:**

Students who have met all degree requirements may participate in the Commencement ceremony. Other graduate students may participate under these stipulations: (1) if they are within six (6) hours or less of completing all degree requirements, including the minimum number of semester hours required, and (2) if they meet the minimum graduation requirements for grade point averages in cumulative GPA.

15. **MBA Classes for Students Enrolled in Graduate and Professional Programs Outside of the Stetson School of Business and Economics:**

Students enrolled in other graduate and professional programs of Mercer University may take up to three classes offered in the MBA program. A student must be in good standing in their program, have a four-year undergraduate degree, and must meet all prerequisites for the courses in which they wish to enroll. All registrations must be approved by the Director of Graduate Studies.

## **Graduate Academic Deficiency**

Unsatisfactory Academic Progress: The cumulative grade point average of 3.0 is one of the requirements for graduation from the graduate program. The cumulative grade point average is an indication of a student's academic performance. Any student whose semester and/or cumulative grade point average is below 3.0 is considered to be making unsatisfactory academic progress, and the student's progress will be monitored. The statuses described below designate a single period of one or more consecutive semesters in which a student is making unsatisfactory academic progress. This period begins the semester following the semester in which the semester or cumulative grade point average is below 3.0 and ends the semester in which the cumulative and semester grade point average are at least 3.0.

## **Academic Warning**

The first semester that a student's semester and/or cumulative grade point average is below 3.0.



## **Academic Probation**

The second and subsequent consecutive semesters in which a student 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, the Director of Graduate Studies may specify conditions with which a student must comply to be able to register, such as the courses to be taken, the course load, the attainment of a specific semester grade point average, and/or counseling.

## **Academic Suspension**

After the second and subsequent semesters on Academic Probation, a student may be placed on Academic Suspension; that is, the student may not be permitted to register for classes for one or more semesters. A student who is suspended may request in writing that the Director of his or her program review the decision.

## **Academic Exclusion**

In the most serious cases of unsatisfactory academic progress a student may be permanently excluded from the program. Students earning five letter grades of C or C+ in required core and foundation courses will be permanently excluded from the MBA program.

## **Readmission**

The student who wishes to be considered for readmission following suspension must make application in writing to the Director of Graduate Studies. The application must be made at least 45 days prior to the close of registration for the semester in which the student wishes to enroll. The Director may consult with faculty before making a decision. If the student is allowed to reenter, the Director may establish conditions for the student's readmission, as well as course requirements. A negative decision by the Director may be appealed in writing to the Dean, or to the Dean's designated representative. The decision of the Dean, or the Dean's representative, is final.

## **Grades of C or Below**

Graduate students, in addition to meeting the 3.0 requirement for graduation, must not have more than 2 grades of C and/or C+ in the entire graduate work. Grades below a C do not count toward Master's degrees. Students not meeting the minimum standards may be placed on academic probation. Students earning five letter grades of C or C+ in required core and foundation courses will be permanently excluded from the MBA program.

## **MASTER OF BUSINESS ADMINISTRATION**

The Master of Business Administration (MBA) degree is a professional degree for individuals 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. The MBA program has the following objectives:

- Examine the relationship between business and society in order to heighten each student's awareness of social dilemmas and value conflicts which affect an organization's performance;

- Develop a greater understanding of human behavior in organizations and develop the attitudes and skills necessary to achieve effective working relationships;
- Develop analytical techniques and multi-disciplinary approaches useful in making and implementing decisions;
- Develop a strategic vision necessary to cope with complex managerial problems in a global environment.

## Program of Study

### Foundation Areas

To be considered for admission to the Master of Business Administration program of the Stetson School of Business and Economics, 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 four graduate level foundations courses, offered online, through the Stetson School of Business and Economics.

### Undergraduate Foundations Path

1. STA 126: Elementary Statistical Methods (This requirement is waived with an approved undergraduate course with a grade of C or better.) Students are also required to take, and score at a satisfactory level, the Statistical Skills Test prior to registering for BAM 622, Applied Data Analysis. A tutorial is available in the MBA office.
2. ECN 150: Principles of Microeconomics (This requirement is waived with an approved undergraduate course with a grade of C or better.)
3. FIN 362: Principles of Finance (This requirement is waived with an approved undergraduate course with a grade of C or better.) Students needing FIN 362 as part of their program of study and not having a course in financial accounting are required to obtain permission of the instructor prior to registering.
4. An additional 18 undergraduate semester credit hours in business with a grade of C or better. This requirement may be met by completing three semester graduate elective hours for every six semester undergraduate hours required.
5. Working knowledge of spreadsheet, word-processing, and presentation software.

### Graduate Foundations Path

1. BAA 505: Micro and Macro Economics. This course provides students with detailed foundations knowledge in the areas of micro and macroeconomics. (3 hours)
2. BAA 510: Accounting and Finance. This course provides students with detailed foundations knowledge in the areas of accounting and finance. (3 hours)
3. BAA 515: Management and Marketing. This course provides students with detailed foundations knowledge in the areas of management and marketing. (3 hours)
4. BAM 530: Business Statistics. This course provides students with core knowledge in the area of statistics and quantitative methods. (3 hours)

## **Additional Notes**

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 foundations requirements. Students interested in combining undergraduate and graduate level courses to meet foundations requirements must receive prior approval from the Office of the Associate Dean prior to completing foundations courses.

## **Core Courses**

BAM 602.	Financial Reporting and Analysis
BAM 604.	Operations Management or BAM 624. Advanced Applied Data Analysis
BAM 606.	Applied Microeconomic Analysis
BAM 608.	Global Macroeconomic Environment (or BA 613. Studies Abroad)
BAM 610.	Managers and the Legal and Government Environment of Business
BAM 612.	Corporate Financial Management
BAM 614.	Accounting for Control
BAM 616.	Management and Leadership
BAM 618.	Business Ethics
BAM 620.	Strategic Marketing
BAM 622.	Applied Data Analysis
BAM 699.	MBA Capstone

## **DUAL MASTER OF BUSINESS/LAW DEGREE PROGRAM**

The Eugene W. Stetson School of Business and Economics and the Walter F. George School of Law of Mercer University offer a dual program of study that permits both the MBA and J.D. degrees to be earned in three academic years. The MBA degree is earned through the Stetson School of Business and Economics, normally by taking a combination of courses on the Macon campus and online. Law coursework must be done at Mercer’s Walter F. George School of Law.

On the law school application, an applicant to the program must indicate his/her intent to also apply to the Stetson School of Business and Economics. Both schools will share the information in the application, including required standardized test scores. The applicant must be admitted separately by each school. No person will be admitted to the law school merely because he or she has been admitted to the regular MBA program, and no person will be admitted to the MBA program merely because he or she has been admitted to the law school.

Shown below is a sample of a course of study that would permit a student to complete the dual J.D./MBA degree course requirements in three years. This is only a sample and is not intended as the only path to completion of the dual degree program. Instead, the deans of the law school and the Stetson School of Business and Economics (or their respective designates) are expected to work with students to develop and approve alternative programs of study and courses for those students who choose not to follow this sample. Any alternative course of study must adhere to law school and Stetson School of Business and Economics requirements, as modified by the

requirements for the dual degree program. In the sample, the MBA core program is reduced to 30 semester hours.

### **First Year, Fall Semester**

Law 100: Intro to Law  
Law 103: Intro to Legal Research  
Law 107: Contracts  
Law 110: Criminal Law  
Law 119: Torts  
Law 203: Civil Lawsuits  
Total Law Credits = 14 / Total Business Credits = 0

### **First Year, Spring Semester**

Law 103: Intro to Legal Research  
Law 108: Contracts II  
Law 116: Property  
Law 149: The Legal Profession  
Law 151: Jurisdiction and Judgments  
Law 152: Legal Writing I  
Total Law Credits = 17 / Total Business Credits = 0

### **First Year, Summer Semester**

Clerk and/or  
ECN 150; MAT 126; and/or FIN 362 (prerequisites if not taken  
as an undergraduate) or BAA 505, 510, 515, 530  
Total Law Credits = 0 / Total Business Credits = 0

### **Second Year, Fall Semester**

Law 150: American Constitutional Systems  
Law 200: Intro to Counseling  
Law 207: Legal Writing II  
And 3 hours other law credit  
BAM 602: Financial Reporting and Analysis  
BAM 606: Applied Microeconomic Analysis  
**Total Law Credits = 11 / Total Business Credits = 6**

### **Second Year, Spring Semester**

Law 154: Statutory Law and Analysis  
Law 206: Evidence  
Six hours of law electives  
BAM 614: Accounting for Control  
BAM 620: Strategic Marketing  
**Total Law Credits = 11 / Total Business Credits = 6**

### **Second Year, Summer Semester**

Clerk and  
BAM 610: Managers and the Legal Environment of Business  
(waived for Law 107)  
BAM 612: Corporate Financial Management (Macon or Atlanta)  
BAM or BAA: Online Elective  
**Total Law Credits = 0 / Total Business Credits = 3-9**

### **Third Year, Fall Semester**

Law 300: Intro to Dispute Resolution

Ten hours of law electives

BAM 616: Management and Leadership

BAA 699: Capstone

**Total Law Credits = 11 / Total Business Credits = 6**

### **Third Year, Spring Semester**

Advanced Skills Seminar

Advanced writing course, or

Twelve hours of electives

BAM 618: Business Ethics (waived for Law 149)

BAM 622: Applied Data Analysis

**Total Law Credits = 12 / Total Business Credits = 3**

### **Third Year, Summer Semester**

**Total Law Credits = 0 / Total Business Credits = 0**

## **FULL-TIME (ONE YEAR) MBA PROGRAM OF STUDY**

The Full-Time (One Year) MBA is designed to be an accelerated path to the MBA that allows completion of the degree in one year or less. It is a cohort program that begins in the summer semester and ends the following spring semester. Students are expected to register for all classes listed below each semester. Course requirements differ slightly from the evening MBA; however, admission requirements are the same.

### **SUMMER SEMESTER**

**(9 hours)**

Summer Semester II

(9 hours) \*\*\*

BAA 505 Micro & Macro Economics\*\*\*

(3 hours)

BAA 510 Finance & Accounting\*\*\*

(3 hours)

BAM 530 Business Statistics\*\*\*

(3 hours)

### **FALL SEMESTER**

**(18 hours)**

Fall Semester I

(9 hours)

BAA 601 Managerial Economics

(3 hours)

BAA 603 Managerial Accounting

(3 hours)

BAA 605 Marketing Concepts

(3 hours)

Fall Semester II

(9 hours)

BAA 609 Corporate Finance

(3 hours)

BAA 613 Ethical Leadership

(3 hours)

BAA 614 Business Communications

(1.5 hours)

BAA 615 Team Dynamics

(1.5 hours)

**SPRING SEMESTER (18 hours)**

Spring Semester I (9 hours)

BAA 611 Operations Management (3 hours)

BAA 604 Corporate Law, Sustainability & Corporate Responsibility (3 hours)

Elective (3 hours)

Spring Semester II (9 hours)

Elective or Internship (3 hours)

BAA 699 Strategy/Capstone (3 hours)

International Course (chosen from existing MBA international courses) or studies abroad (3 hours)

**TOTAL 45 Semester Hours**

\*\*\* If needed. As with the Flexible MBA, students may waive out of these foundation courses with the satisfactory completion of equivalent undergraduate courses prior to matriculation into the One Year MBA.

**MASTER OF BUSINESS ADMINISTRATION CURRICULUM  
BUSINESS ADMINISTRATION (BAM)**

**Core Courses**

**BAA 505. Micro and Macro Economics (3 hours)**

This course is a study of economic theory applied to activities associated with the 21st century's global and domestic perspectives. The course analyzes and reveals the environments that are significant in business activities as they relate to economic decision-making at the micro and macro levels. (Every semester)

**BAA 510. Accounting and Finance (3 hours)**

This course is an introduction to business covering major accounting and finance issues. Topics covered include: analysis of financial statements including ratio and trend analysis; investment analysis; time value of money; evaluation of the quality of earning; forms of business organization and related taxation effects; and sources of capital and financing. (Every semester)

**BAA 515. Management and Marketing (3 hours)**

This course provides an accelerated survey of basic management and marketing concepts, principles and processes. The course examines: (1) the role of the manager in today's organizations with emphasis on leadership, communication, and managing human, financial and social resources and responsibilities; and (2) the development of a firm's marketing strategy and the identification of a target market and related marketing mix (price, product, promotion and place). (Every semester)

**BAM 530. Business Statistics (3 hours)**

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. (As needed)

**BAM 602. Financial Reporting and Analysis (3 hours)**

This course is an in-depth look at financial reporting, regulation, ratio and trend analysis. Research skills using on-line data bases will be explored. (Every fall)

**BAM 604. Operations Management (3 hours)**

Prerequisite: BAM 530 or an approved undergraduate equivalent.

This course focuses on the strategic and tactical issues in managing the creation and distribution of goods and services. Concepts and techniques for process and project management are covered. Specific topics include, but are not limited to, operations strategy, quality management, time-based competition, supply chain management and project management. (Every fall)

**BAM 606. Applied Microeconomic Analysis (3 hours)**

Prerequisite: BAA 505 or an approved undergraduate equivalent.

A survey of economic tools and analysis available to the manager for business decision making. Includes such topics as: pricing, forecasting, demand analysis, and macroeconomic policy as it affects the business environment. (Every fall)

**BAM 608. Global Macroeconomic Environment (3 hours)**

Prerequisite: BAA 505 or an approved undergraduate equivalent.

This course is a study of aggregate economic activity in an open economy format. Unemployment, inflation and growth are analyzed within a global environment. Policy issues, both monetary and fiscal in nature, are discussed with consideration given to the impact of international linkages. Emphasis is placed upon analytical methods which enable managers to understand and predict the effect of overall economic fluctuations on their firms. (Every summer)

**BAM 610. Managers and the Legal and Governmental Environment of Business (3 hours)**

This course introduces students to the many legal and regulatory challenges that managers confront during the life of a business. It focuses on the relationship between law, governments, and business, considers how effective use of legal strategies can both advance a business and avoid regulatory costs and how efficient use of counsel can be achieved. (Every spring)

**BAM 612. Corporate Financial Management (3 hours)**

Prerequisites: BAA 510 or an approved undergraduate equivalent.

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. (Every summer)

**BAM 614. Accounting for Control (3 hours)**

Prerequisite: BAM 602.

A course designed for middle managers which reviews the effective use of accounting information in business decision-making. A case approach. (Every spring)

**BAM 616. Management and Leadership (3 hours)**

This course describes and analyzes the growth, development, and application of behavioral science to industrial society. Emphasis is placed upon an understanding of the social, psychological, and cultural aspects of the work situation. (Every fall)

**BAM 618. Business Ethics (3 hours)**

Prerequisite: BAM 616 or permission of instructor.

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. (Every summer)

**BAM 620. Strategic Marketing (3 hours)**

An analytical examination of the decision-maker's process in producing a marketing strategy consistent with the underlying factors present in various situations. Case analysis is emphasized to help develop strategic marketing skills. (Every spring)

**BAM 622. Applied Data Analysis (3 hours)**

Prerequisites: successful completion of the Statistics Skills Test prior to registration, BAM 530 or an approved undergraduate equivalent.

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. (Every spring)

**BAM 624. Advanced Applied Data Analysis (3 hours)**

Prerequisite: BAM 622.

This course provides students the opportunity to directly apply the content of BAM 622, Applied Data Analysis to a real world setting. The entire course is based on a self-defined problem. 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 analysis. (As needed)

**BAM 699. MBA Capstone (3 hours)**

Prerequisite: 24 semester graduate credits.

This course provides students with the opportunity to correlate, integrate, and apply the concepts that are developed throughout the program. An emphasis of the course is strategic management. A computer simulation is used extensively. (Every summer)

**MBA Electives (BAM)**

**BAM 625. Special Topics (3 hours)**

Prerequisite: permission of the director of graduate programs.

Special Topics are courses 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 curriculum experimentation and curriculum development. Maximum degree credit for Special Topics courses for any student is 6 semester hours. (As needed)

**BAM 626. Independent Study (3 hours)**

Prerequisite: permission of the director of graduate programs.

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 Dean. Maximum degree credit of Independent Study for any student is 3 semester hours. (As needed)



## **MBA Electives (BA)**

### **Accounting/Taxation**

#### **BA 630. Individual Income Tax (3 hours)**

Prerequisite: BAA 603 or BAM 614.

An introduction to the basic skills and concepts needed for individual income taxation. A foundation of tax knowledge which can be expanded into special areas. (Atl)

#### **BA 635. Corporate, Partnership, and Estate Taxation (3 hours)**

Prerequisites: BAA 603 and BA 630, or BAM 614 and BA 630.

This course examines the income taxation of corporations and partnerships including operating, formation, and distributions. Gift and estate taxation issues are also addressed.

#### **BA 637. Governmental and Not-For-Profit Accounting (3 hours)**

Prerequisite: consent of instructor.

A study of the principles of fund accounting for and financial reporting by not-for-profit and government entities. This course also addresses CAFR analysis and current topics in the content area.

#### **BA 655. Advanced Auditing (3 hours)**

Prerequisite: ACC 431.

A continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined.

#### **BA 657. Advanced Accounting (3 hours)**

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

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

Economics

#### **BA 678. International Economics (3 hours)**

Prerequisite: BAA 601 or BAM 606.

An introduction to foreign trade theory and commercial policies. Topics may 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**

#### **BA 670. Seminar in Financial Management and Policy (3 hours)**

Prerequisite: BAA 609 or BAM 612.

Advanced topics in Financial Management will be applied to real world case studies. The course will emphasize decision making and should be the last course taken in the finance sequence.

#### **BA 671. Corporate Restructuring via Mergers and Acquisitions (3 hours)**

Prerequisite: BAA 609 or BAM 612.

This course will offer an intermediate-to-advanced treatment to the topic of corporate control, a topic that has become very popular in corporate America and which is gaining

much importance. Some of the broad topics to be covered in this course include: theory of the firm and corporate activity; economic rationale for the existence of the firm and for the major types of mergers; theories of mergers and tender offers; empirical tests of some of the more important theories; sell-offs and divestitures; methods of payment and leverage; takeover defenses; and legal framework of mergers. (Mac)

**BA 672. Financial Institutions (3 hours)**

Prerequisite: BAA 609 or BAM 612.

Analysis of money and credit system of the United States banking system and the impact of monetary and fiscal policies upon business decisions and economic activity.

**BA 673. Capital Budgeting (3 hours)**

Prerequisite: BAA 609 or BAM 612.

An analytical course that introduces advanced mathematical and statistical concepts into the analysis of the financial decision making process.

**BA 674. Investment Analysis & Portfolio Management (3 hours)**

Prerequisite: BAA 609 or BAM 612.

Rigorous and empirical study of the elements of investment; investment background and modern investment theory; analysis and valuation of equity securities and bonds; asset pricing and portfolio theory and evaluation of portfolio performance.

**BA 675. International Finance (3 hours)**

Prerequisite: BAA 609 or BAM 612.

To familiarize the student and managers with a changing international scene. The use of foreign exchange, interest rate risk, arbitrage, spot and forward rates and the applicability of hedging will be introduced. The course will emphasize applications for MBA students majoring in finance and other students interested in the topic. (Atl)

**BA 694. Financial Derivatives: Options and Futures (3 hours)**

Prerequisite: BAA 609 or BAM 612.

The course explores the latest derivative markets introduced to the U.S. and the rest of the world. These markets are the Futures, Options, Futures on Options and other financial engineering instruments. The objective is to use these instruments either as an individual investor or for hedging purposes by corporate managers. (Atl)

**General Business**

**BA 664. Electronic Commerce (3 hours)**

Technology is a driving force in the trend of globalization. This course examines how organizations are relying on the Internet for marketing and management purposes. Emphasis will be on implementing electronic commerce as a business strategy, leveraging information technologies for business processes, and reviewing state of the art applications used in product, service, and information sectors. Legal and ethical issues of electronic commerce will also be addressed.

**International Business**

**BA 613. Studies Abroad (1-6 hours)**

Travel to a foreign country in order to interview and consult with business managers, labor leaders, academicians and government officials. Lectures, discussions, facilities tours. Analysis of the role and impact of cultural, economic, social, political and legal influences on management philosophy and practice. Theories and practices of organizing, motivating, communicating and negotiation are examined in different national

settings. Research report and oral presentations required. Direct costs such as airfare, meals and lodging are added to normal tuition charges. (Atl)

**BA 675. International Finance (3 hours)**

Prerequisite: BAA 609 or BAM 612.

To familiarize the student and managers with a changing international scene. The use of foreign exchange, interest rate risk, arbitrage, spot and forward rates and the applicability of hedging will be introduced. The course will emphasize applications for MBA students majoring in finance and other students interested in the topic. (Atl)

**BA 681. International Marketing (3 hours)**

Prerequisite: BAA 605 or BAM 620.

An analysis of the social, cultural, political and economic environment for international marketing, problems in the marketing organizational structure of the firm and control of the international marketing operations in the multinational firm; also a study of alternative marketing strategies for cross national marketing and how it could develop into viable international exchange markets. (Atl)

**BA 696. International Management (3 hours)**

Prerequisite: BAA 692 or BAM 616.

Managers increasingly work either with an ethnically diverse domestic work force or at cross-national or cross-regional interfaces. To improve performance in these multicultural settings, this seminar examines ways in which cultures vary and how these variations affect work values, expectations and practices. The seminar then explores ways of effectively managing cultural diversity.

## **Internship**

**BA 656. Business Administration Intern (3 hours)**

Prerequisites: completion of at least 15 hours in the MBA program, minimum 3.0 cumulative GPA, and permission of the director of graduate programs.

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 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. Course objectives will vary based on the nature of the internship. It is expected that there will be reading requirements and written assignments to enhance the student's learning from the experience. 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.

## **Management**

**BA 642. Practitioner's Seminar (1.5 hours)**

Prerequisite: permission of the director of graduate programs.

This course is designed around a topic of interest which is presented by a practitioner along with a full-time faculty member. Each seminar has a principal objective of linking theory and practice. (Each seminar carries 1.5 hours of credit. Graduate students may take up to 6 semester elective hours in Practitioner's Seminar toward their program of study. These seminars may not substitute for core courses.)

**BA 676. Applied Decision Sciences (3 hours)**

Prerequisite: BAA 611 or BAM 622.

Management simulation through the use of a computer game. Students are divided into teams for decision making purposes and compete with other teams. The course emphasizes quantitative models such as Multiple Regression and Linear Programming. Extensive use of computer software relevant to the models and techniques introduced; however, no computer programming knowledge is assumed. (Atl)

**BA 684. Entrepreneurship, Intrapreneurship and Innovation (3 hours)**

Prerequisites: BA 692, BAA 605, and BAA 609, or permission of instructor, or BAM 6616, BAM 620, and BAM 612, or permission of instructor.

This course covers both the basics of what entrepreneurship and intrapreneurship are today, including a focus on e-commerce. The nature of the entrepreneur, firm successes and failures, the overall world climate for entrepreneurship, and marketing, financial analysis and overall business planning are covered. The student will develop a business plan as part of the class experience. (Atl)

**BA 685. Human Resource Management (3 hours)**

Prerequisite: BA 692 or BAM 616.

This course examines the fundamentals of human resource management. It emphasizes the individual-organization interface and the administration of the personnel function to achieve organization objectives.

**BA 696. International Management (3 hours)**

Prerequisite: BAA 692 or BAM 616.

Managers increasingly work either with an ethnically diverse domestic work force or at cross-national or cross-regional interfaces. To improve performance in these multicultural settings, this seminar examines ways in which cultures vary and how these variations affect work values, expectations and practices. The seminar then explores ways of effectively managing cultural diversity.

**Management Information Systems**

**BA 654. Foundations in Management Information Systems (3 hours)**

Prerequisite: BAA 611 or BAM 604.

Information systems and technologies (IS/T) are an integral part of most organizations. Managers need at least a basic understanding of IS/T in order to express requirements, make necessary choices, oversee implementations and assess results. Combining academic theory and business experience, this course is designed to provide an understanding of the concepts and fundamentals of IS/T, the challenges of designing and implementing them and their potential impact on the organization. Emphasis will be on aligning information strategies with business strategies and leveraging information technologies for business processes.

**BA 660. Information Resource Management (3 hours)**

Prerequisite: BAA 611 or BAM 604.

Information Resource Management (IRM) is designed to provide an overview of a number of the people and technical issues related to Information Systems (IS) planning, development, organization, evaluation and control. The impacts of IS on users at various levels of the organization are examined. Applications of emerging technologies will be reviewed. The goal is to integrate the issues and concepts discussed so that common themes and relationships become apparent. At all times the focus should be on practical applications of the material being discussed. (Atl)

## **Marketing**

### **BA 662. Social Media and eMarketing (3 hours)**

Prerequisite: BAA 605 or BAM 620.

This course focuses on the strategy and decision-making aspects of electronic marketing for the creation and execution of a modern, efficient direct promotional campaign. The course will incorporate and review the constantly evolving marketplace by examining database management technologies, crowd sourcing strategies, SEO, web analytics, mobile marketing, social media, and viral marketing. It is relevant to both business-to-consumer and business-to-business settings.

### **BA 681. International Marketing (3 hours)**

Prerequisite: BAA 605 or BAM 620.

This course is an examination and analysis of the social, cultural, political/legal, regulatory and economic environments facing international marketers, market entry strategies, sourcing strategies, 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.

### **BA 682. Buyer Behavior (3 hours)**

Prerequisite: BAA 605 or BAM 620.

This course focuses on the study of the behavior of buyers of consumer and industrial goods and services. Special emphasis is placed on increasing the student's sensitivity to, and understanding of, buyers and their behavior and providing the student with experience in applying this knowledge to effective marketing management decisions. (Atl)

### **BA 686. Marketing Promotion (3 hours)**

Prerequisite: BAA 605 or BAM 620.

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)

## **MBA PROGRAM: NAVICENT HEALTH**

The Navicent 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 in healthcare. Admission requirements are identified under the Graduate Program Policies and Procedures section and by contacting the MBA Program Coordinator on the Macon Campus.

### **BAA 601. Managerial Economics (3 hours)**

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. (Alternating spring)

### **BAA 603. Financial and Managerial Accounting (3 hours)**

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 functions of managerial accounting. (Alternating spring)

**BAA 605. Marketing Concepts and Practices (3 hours)**

The course provides an analysis of marketing's role in the firm. It addresses the activities involved in marketing products and services. Topics examined include global marketing, market analysis and segmentation, consumer behavior, product development and management, pricing, promotion, and distribution. (Alternating spring)

**BAA 607. Management Information Systems (3 hours)**

This course provides an understanding of the concepts and fundamentals of information systems and information technologies, the challenges of designing and implementing them, and their potential impact on the organization. The course covers the strategic role of information technology; the corporate impact of information technology; building blocks of information technology (data, knowledge and information); the Internet and e-business; information systems development; and information technology infrastructure, architecture and management. (Alternating Summer)

**BAA 609. Corporate Finance (3 hours)**

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. (Alternating Summer)

**BAA 613. Ethical Leadership (3 hours)**

The 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 and 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. (Alternating Summer)

**BAA 604. Issues in Business Law and Corporate Sustainability (3 hours)**

This course will explore the legal environment and focus on the formation and operation of a variety of business organizations including the corporation, the partnership and the LLC (Limited Liability Company). It will examine the roles and obligations of organizational participants – the directors, officers, partners, and members, and examine best practices relating to corporate sustainability and social responsibility. Included are related issues such as stock trading, valuation, shareholder's rights, mergers and acquisitions, insider trading and antitrust laws. The course will also explore topics in contract law and intellectual property. (Alternating Fall)

**BAA 611. Operations Management Science (3 hours)**

The course focuses on the strategic and tactical issues in managing the creation and distribution of goods and services. Concepts and techniques for process and project management are covered. A broad base of topics related to operations management and management science are emphasized. (Alternating Fall)

**HCM 600. Elements and International Health Care Policy (3 hours)**

This course defines health and health status from an epidemiological analysis of population health. It examines the U.S. health care delivery system, policy influences, structure and professional composition. Major topics include financing, organization, and delivery of health services as well as U.S. policy issues that affect the performance of the health care system in regard to cost, access, and quality. (Alternating Fall)

**BAA 699. Strategy/Capstone (3 hours)**

Prerequisite: Restricted to candidates who have completed the core program and are in good standing. This is normally taken as the final course in the MBA program. The

culmination course for the MBA program, it provides students with the opportunity to correlate, integrate and apply the concepts and principles learned in the core and electives courses of the MBA program. (Alternating Spring)

**BA 625. Special Topics (Healthcare Field Residency) (3 hours)**

The health care field residency is a week-long academic residency meeting with key health care stakeholders and decision makers in the health care delivery system. Visits include government agencies, legislators, and key individuals in influencing health care policy and reimbursement. Issues of compliance and medical research will be included as well. Students will be prepared prior to travel with academic coursework. (Alternating Spring)

**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. (Alternating Spring)

**MBA PROGRAM: WARNER ROBINS AIR LOGISTICS CENTER**

The MBA program offered at the Warner Robins Air Logistics Center is a 12-month cohort program specifically offered to acquisition coded employees on Robins Air Force Base. Admission requirements are identified under the Graduate Program Policies and Procedures section and by contacting the MBA Program Coordinator on the Macon Campus.

**BA 692. Organizational Behavior (3 hours)**

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. (Every Fall)

**BAM 614. Accounting for Control (3 hours)**

A course designed for middle managers which reviews the effective use of accounting information in business decision-making. (Every Fall)

**BAA 601. Managerial Economics (3 hours)**

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. (Every Fall)

**PBA 653c. Marketing Concepts and Consumer Behavior (3 hours)**

Marketing environmental factors such as the competition, the consumer, research issues, segmentation concepts, and positioning strategies are examined. This course emphasizes identification and assessment of the variety of marketing factors that are critical to the development of efficient and effective marketing initiatives. (Every Fall)

**BAM 612. Corporate Financial Management (3 hours)**

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. (Every Spring)

**BAM 610. Managers and the Legal and Governmental Environment of Business (3 hours)**

This course introduces students to the many legal and regulatory challenges that managers confront during the life of a business. It focuses on the relationship between law, governments, and business, considers how effective use of legal strategies can both advance a business and avoid regulatory costs and how efficient use of counsel can be achieved. (Every Spring)

**BAM 620. Strategic Marketing (3 hours)**

An analytical examination of the decision-maker's process in producing a marketing strategy consistent with the underlying factors present in various situations. Case analysis is emphasized to help develop strategic marketing skills. (Every Spring)

**BA 685. Human Resource Management (3 hours)**

This course examines the fundamentals of human resource management. It emphasizes the individual-organization interface and the administration of the personnel function to achieve organization objectives. (Every Spring)

**BA 699. MBA Capstone (3 hours)**

This course provides students with the opportunity to correlate, integrate, and apply the concepts that are developed throughout the program. An emphasis of the course is strategic management. A computer simulation is used extensively. (Every Summer)

**PBA 654e. Strategy Simulation (3 hours)**

Students experience through this simulation the competitive and dynamic business environment and participate as member of an executive team. Resolving issues and making collective and individual decisions to drive business performance is the focus of this experience. (Every Summer)

**BA 696. International Management (3 hours)**

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. (Every Summer)

**BAM 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. (Every Summer)



# MASTER OF ACCOUNTANCY PROGRAM (MAcc)

The Master of Accountancy degree is intended to provide students with the knowledge and skills consistent with a professional graduate degree. The program is designed to prepare students for careers in public or private accounting and enable them to achieve career advancement in the accounting profession. To implement this mission, the MAcc program is constructed around the following objectives and outcomes:

- Provide students with the necessary background for entry into, and advancement in the accounting profession.
- Enhance and further develop the written and verbal skills necessary for success in the accounting profession.
- Provide the educational requirements necessary to qualify graduates to sit for the Uniform CPA exam.
- Provide the educational requirements necessary to qualify graduates for CPA licensure for the State of Georgia.

The MAcc program comprises 30 graduate semester hours (not including foundation or prerequisite courses), including a twenty-one hour Accounting core, and nine hours of approved graduate business electives.

## Requirement for Admission to the Master of Accountancy Program

Students must meet all of the published requirements in the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Programs section.

## Academic Policies for the Master of Accountancy Program

Students should refer to the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Programs portion of this Catalog.

### Program of Study

#### Foundation Courses <sup>1</sup>

(0 - 15 hours)

BAA 510	Foundations of Accounting and Finance
ACC 550	Intermediate Accounting I
ACC 555	Intermediate Accounting II
ACC 530	Auditing
ACC 535	Individual Tax

<sup>1</sup> May be waived with appropriate prior college course work.

#### Core Program

(21 hours)

ACC 601	Accounting Theory
ACC 602	Seminar in AIS
ACC 603	Seminar in Tax
ACC 620	Accounting & Tax Research
ACC 621	Advanced Financial Statement Analysis
ACC 640	Advanced Accounting Topics
ACC 641	International Financial Reporting Standards (IFRS)
ACC 655	Advanced Auditing

#### Electives

(9 hours)

Choose three 600 level BAA, BA, or ACC courses

## **MAcc Summary**

Core Electives	21
Electives	9
<b>Total MACC Program</b>	<b>30 hours</b>

## **MASTER OF ACCOUNTANCY CURRICULUM ACCOUNTING FOUNDATION, CORE AND ELECTIVES (ACC)**

### **Foundation Courses**

#### **BAA 510. Foundations of Accounting and Finance (3 hours)**

See MBA course description.

#### **ACC 550. Intermediate Financial Accounting I (3 hours)**

Prerequisites: BAA 510 or equivalent.

This course is a study of the theory and principles underlying financial statements. It is a concise review of the basic principles and concepts relating to the collection and summarization of accounting information and the preparation of the income statement and the balance sheet. Included is basic financial statement analysis. The theory and issues related to the recognition and measurement of cash, receivables, inventories and revenue, the time value of money, and recognition and measurement of property, plant and equipment, depreciation, and intangible assets.

#### **ACC 555. Intermediate Financial Accounting II (3 hours)**

Prerequisite: ACC 550.

This course is an in depth study of theory and issues related to recognition and measurement of current liabilities, long-term liabilities, stockholders' equity, cash flows, earnings per share, investments, income taxes, pensions and leases, accounting changes and error analysis, full disclosure, and constant dollar.

#### **ACC 530. Auditing (3 hours)**

Prerequisite: ACC 550 or equivalent.

Corequisite: ACC 555 or equivalent.

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

#### **ACC 535. Individual Tax (3 hours)**

Prerequisite: BAA 510 or equivalent.

A study of the basic principles and concepts of federal income taxation of business entities (sole proprietorships, partnerships and limited liability entities, C corporations and S corporations). Brief coverage of Federal taxation of individuals.

### **Core Courses**

#### **ACC 601. Accounting Theory (3 hours)**

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course focuses on financial accounting theories, current pronouncements, problems of income determination, and accounting research and research methodology applied to accounting issues.

**ACC 602. Seminar in Accounting Information Systems (3 hours)**

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course is a study of theories and practices on the design, implementation, integration and application of accounting information systems (AIS). Topics covered include: AIS transaction processing cycles such as general ledger, revenue, expenditure, and management reporting; risks and internal control mechanisms involved in each cycle; business documentation and reporting required for each cycle; fraud detection and ethical considerations in AIS implementation and application.

**ACC 620. Issues in Accounting & Taxation Research (3 hours)**

Prerequisites: ACC 550 and ACC 555 or equivalent.

This course is an introduction to research as well as an opportunity to look at topics of current interest and importance in accounting practice. The course includes such topics as the research methodology, primary sources of research, computer research tools and the implementation of research tools.

**ACC 621. Advanced Financial Statement Analysis (3 hours)**

Prerequisites: ACC 550 and ACC 555 or equivalent.

This course will provide students with the advanced tools to analyze and use the information in corporate financial statements. The course will also increase the students' abilities to detect earnings management, and is intended to enhance students' analytical skills. Finally, the course will emphasize the role of accounting information in earnings-based and free cash flows-based valuation.

**ACC 640. Advanced Accounting Topics (3 hours)**

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course addresses issues in accounting areas that are unique for companies doing international business. Suggested topics are transfer pricing, international auditing, foreign exchange, corporate environmental auditing and international tax. Topics will vary.

**ACC 641. International Financial Reporting Standards (IFRS) (3 hours)**

Prerequisite: ACC 550 and ACC 555 or equivalent.

This course focuses on international accounting standards. It addresses the issues in international financial reporting which include organizations and efforts in international accounting harmonization, international financial reporting standards and reporting standards in foreign countries.

**ACC 655. Advanced Auditing (3 hours)**

Prerequisite: ACC 530 and ACC 550 and ACC 555 or equivalent.

This is a continuation of introductory auditing with emphasis on development of audit procedures, the internal control structure, and assessed audit risk. Major audit failures are analyzed to assess causes and appropriate remedies. Ethical standards for the audit profession are also examined.

**MAcc Electives**

Electives can be selected from any 600 level BAA and BA courses or from the following ACC electives.

**ACC 603. Seminar in Taxation (3 hours)**

Prerequisite: ACC 535 or equivalent.

This course takes an in depth look at domestic and international tax issues that are significant to the accounting profession. Potential topics include current tax policy,

corporate tax planning, compensation and retirement planning, and components of the tax gap.

### **ACC 650. Accounting Internship/Project (3 hours)**

Prerequisite: 18 graduate semester hours in the MAcc program.

The student must have completed at least 18 graduate semester hours in the MAcc program, have earned a grade point average of least 3.0, and have received the program director's permission before enrolling in an academic internship. The student will be assigned an academic internship/project advisor, who will be responsible for establishing the internship/project objectives and, if appropriate, coordinating these with the internship sponsor at the employer. The student's advisor will oversee, with the help of the sponsor as appropriate, the intern's study and review the student's work and assign the grade.

## **MBA/MAcc Dual Degree Program**

This dual degree program is intended for students who wish to pursue a graduate business administration and accountancy degree concurrently. The dual program requires 48 credit hours of graduate courses. This professional degree for qualified students is intended for those interested in the management of human, material, and financial resources in business, government and non-profit organizations in addition to preparation for public or private accounting and career advancement in the accounting profession. The dual degree meets the course requirements to be eligible to take the CPA exam. Students earn both the Master of Business Administration degree (MBA) and the Master of Accounting (MAcc) degrees via an accelerated combined MBA/MAcc degree program.

The combined plan requires a total of 48 semester hours with specified course work in both the MBA and MAcc curriculum (12 credits from MAcc curriculum apply to the MBA and 9 credits from the MBA curriculum apply to the MAcc degree). This program is only available on the Atlanta campus. Upon successful completion of the dual degree program, the MBA and MAcc degrees are concurrently awarded.

Students who do not complete the whole dual 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 Dual MBA/MAcc Degree Program**

The admission requirements for this dual 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- 21 hours)**

BAA 505.	Macro and Micro Economics
BAA 510.	Accounting and Finance
BAA 515.	Management and Marketing
ACC 550.	Intermediate Accounting I
ACC 555.	Intermediate Accounting II
ACC 530.	Auditing (cross listed with ACC 431)
ACC 535.	Individual Tax (cross listed with ACC 375)

<b>MBA Core</b>		<b>(18 hours)</b>
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	

<b>MAcc Core</b>		<b>(18 hours)</b>
ACC 601.	Accounting Theory	
ACC 602.	Seminar in AIS	
ACC 620.	Accounting & Tax Research	
ACC 621.	Advanced Financial Statement Analysis	
ACC 640.	Advanced Accounting Topics	
ACC 655.	Advanced Auditing	

<b>International Electives</b>		<b>(3 hours)</b>
ACC 641.	International Financial Reporting Standards (IFRS)	

<b>Capstone</b>		<b>(3 hours)</b>
BAA 699.	MBA Capstone	

**REQUIRED COURSE SUMMARY:**

MBA Core	18 hours
MAcc Core	18 hours
International Elective	3 hours
Capstone	3 hours
Electives	6 hours

**TOTAL 48 Hours**

## **MASTER OF SCIENCE IN BUSINESS ANALYTICS PROGRAM (MSBA)**

The Master of Science in Business Analytics prepares graduates for positions such as credit analyst, data scientist, quantitative marketing analyst, web analyst, social media strategist, among others. The M.S. in Business Analytics will develop the skills, technology applications and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. Business analytics focuses on developing new insights and understanding of business performance based on data and statistical methods. Business analytics makes extensive use of data, statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management to drive decision making. It is therefore closely related to management science. Analytics may be used as input for human decisions or may drive fully automated decisions. Business intelligence is querying, reporting, online analytical processing (OLAP), and "alerts." In other words, querying, reporting, OLAP, and alert tools can answer questions such as what happened, how many, how often, where the problem is, and what actions are needed. Business analytics can answer questions like

why is this happening, what if these trends continue, what will happen next (that is, predict), what is the best that can happen (that is, optimize). Upon completion of the M.S. in Business Analytics, students will:

- Understand and apply quantitative tools such as probability, statistics, optimization, and simulation within business context.
- Be able to rely on descriptive, predictive, and prescriptive analytics to guide them in decision making.
- Develop skills in modeling and quantifying structured and unstructured data.
- Communicate findings effectively orally, visually and in writing with diverse audience.

To qualify for the M.S. degree, the student must successfully complete at least 30 semester hours of course work (not including foundation courses or Field Work), in residence, as specified under the M.S. Program of Study.

The M.S. in Business Analytics is a hybrid program, with duration of approximately 15 months. Courses will be offered on Saturdays in Atlanta with some online meetings.

### **Requirement for Admission to the Master of Science in Business Analytics**

Students must meet all of the published requirements in the Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Program section.

### **Academic Policies for the Master of Science in Business Analytics**

Students should refer to Graduate Program Policies and Procedures section found at the beginning of the Stetson School of Business and Economics Graduate Program section

### **Program of Study**

#### **SPRING SEMESTER (15 hours)**

Spring I (9 hours)\*

BAM 530 Business Statistics\* (3 hours)

BAA 505 Micro and Macro Economics\* (3 hours)

BAA 510 Accounting and Finance\* (3 hours)

Spring II (6 hours)

BA 624 Business Analytics and Database Management (1.5 hours)

BA 629 Legal and Ethical Issues Affecting Big Data (1.5 hours)

BAM 606 Applied Microeconomic Analysis (3 hours)

#### **SUMMER SEMESTER (6 hours)**

Summer I (6 hours)

BAM 622 Applied Data Analysis and Simulations (3 hours)

BA 631 Visual Reporting and Communication (3 hours)

#### **FALL SEMESTER (12 hours)**

Fall I (6 hours)

BA 633 Advanced Business Statistics (3 hours)

BA 634 Marketing and Social Media Analytics (3 hours)

Fall II		(6 hours)
BA 636	Data Mining	(3 hours)
BA 645	Financial Analytics	(3 hours)
<b>SPRING SEMESTER</b>		<b>(6 hours)</b>
Spring I		(6 hours)
BA 638	Data Driven Decision Making and Optimization	(3 hours)
BA 639	Fieldwork	(3 hours)
<b>TOTAL</b>		<b>33 – 39 Semester Hours</b>

\* May be waived with appropriate prior college course work.

## **MASTER OF SCIENCE IN BUSINESS ANALYTICS CURRICULUM**

### **BA 624. Business Analytics and Database Management (1.5 hours)**

Students will be introduced to statistical tools frequently used in business environments. Students will learn how to operate and run basic statistics using different software that include EXCEL and widely available statistical packages. Students will learn how to deal with missing and non-normal data, combine and manipulate large datasets and make manipulations to data based on business needs. This course will be highly applied with a variety of smaller projects leading up to a final project.

### **BA 629. Legal and Ethical Issues Affecting Big Data (1.5 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.

### **BAM 606. Applied Microeconomic Analysis (3 hours)**

A survey of economic tools and analysis available to the manager for business decision-making. Includes such topics as: pricing, forecasting, demand analysis, and microeconomic policy as it affects the business environment.

### **BAM 622. Applied Data Analysis and Simulations (3 hours)**

Prerequisite: BA 624.

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.

### **BA 645. Financial Analytics (3 hours)**

Prerequisite: BAM 622, BA 624.

The focus of this course is modeling and forecasting corporate financial decisions. The course is designed for students planning careers involving valuation and forecasting in corporate finance, private equity, venture capital, treasury management and mergers and acquisitions among others. We shall link the theory of finance to practical and usable spreadsheet models that will assist a financial manager with a forecasting, valuation, firm's investment and capital structure decisions. Students will also be introduced to both simulation and optimization.

**BA 631. Visual Reporting and Communication (3 hours)**

Prerequisite: BAM 622, BA 624.

This is data visualization and communication of results. Topics will include but are not limited to visualization of data in the form of plotting, charting and graphing. Students will use EXCEL and other popular statistical software. Students will learn how to convey results from advanced analysis into visual representations easy to understand by upper and lower management as well as the members of non-analytics teams. Finally, students will learn how to communicate their findings both relying on the professional analytical language and in lay terms.

**BA 633. Advanced Business Statistics (3 hours)**

Prerequisite: BAM 622, BA 624.

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 Box-Jenkins methodology for fitting and forecasting time series, ARIMA models, autocorrelation and partial autocorrelation functions, unit root tests for stationary and non-stationary data, estimation and model fitting, diagnostic tests for time series models, vector auto regression (VAR), co-integration and error correction models, volatility modeling using ARCH and GARCH models, nonlinear time series models

**BA 634. Marketing and Social Media Analytics (3 hours)**

Prerequisite: BAM 622, BA 624.

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.

**BA 636. Data Mining (3 hours)**

Prerequisite: BAM 622, BA 624.

The goal of this course is to familiarize students with data mining techniques that allow organizations to find patterns of data otherwise difficult to explore. This course will acquaint students with how they can more efficiently use big data to improve managerial decisions. Special emphasis will be placed on quantitative data mining, textual analysis, and cluster analysis. Students will be able to apply their newly gained knowledge

**BA 638. Data Driven Decision Making and Optimization (3 hours)**

Prerequisite: BA 6636, BAM 622, BA 641, BA 633.

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.

**BA 639. 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. 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.



# The School of Engineering

Wade H. Shaw, Jr., Ph.D., P.E., *Dean/Professor*

Richard O. Mines, Jr., Ph.D., P.E. F.ASCE, *Director of MSE and MS Programs/Professor*

Pam E. Brewer, Ph.D., *Director of MSTCM/Associate Professor*

## **Faculty:**

Helen M. Grady, George F. Hayhoe, Jeng-Nan Juang, Behnam Kamali, Laura Lackey, Philip McCreanor, Richard O. Mines, Jr., Edward M. O'Brien, and Ramachandran Radharamanan, *Professors*

Kevin D. Barnett, David Barwick, Pam E. Brewer, Joan Burtner, André Butler, T. Anthony Choi, Susan Codone, Donald Ekong, Stephen D. Hill, Sinjae Hyun, Hodge Jenkins, Richard Kunz, Paul E. MacNeil, Jack Mahaney, Dorina Mihut, Laura Moody, William M. Moses, Scott Schultz, Loren Sumner, and Ha Vo, *Associate Professors*

Pablo Biswas, Michael MacCarthy, Ruiyun Fu, and Makin Thitsa, *Assistant Professors*

## **Master of Science in Engineering**

### **Master of Science**

The faculty of the Mercer University School of Engineering grants advanced degrees in engineering, environmental systems, software systems, technical communication management, and technical management through a part-time, evening program.

Students whose interests and aptitudes lead them beyond the goals of the traditional undergraduate curriculum may broaden their knowledge of a given field or pursue independent inquiry through graduate study.

The School of Engineering has also designed the master of science in engineering program to enable the Mercer University undergraduate student to gain simultaneously a bachelor of science in engineering and a master of science in engineering degree in five years. This is an integrated program in which the student pursues a bachelor of science in engineering. During the junior year, students may apply to complete both the bachelor of science in engineering degree and the master of science in engineering program during the fourth and fifth years of study. It is designed to prepare the Mercer engineering graduate to play an engineering leadership role and to achieve a high degree of success in his or her field.

The Master of Science in Engineering degree (MSE) is offered in the following disciplines:

- Biomedical Engineering
- Computer Engineering
- Electrical Engineering
- Engineering Management
- Environmental Engineering
- Mechanical Engineering
- Software Engineering

The Master of Science (MS) degree is offered in the following disciplines:

- Environmental Systems
- Software Systems
- Technical Communication Management
- Technical Management

## **Policies and Regulations**

The Curriculum Committee of the School of Engineering is responsible for establishing academic policy for the graduate program with the approval of the University Graduate Council. This committee reserves the right to change the requirements for degrees as may be appropriate. Students enrolled at the time such changes appear in the catalog have the option of completing the requirements in effect during the term in which they enrolled, provided they complete the course of study within three years following the change, or of completing their degrees according to the new requirements. This catalog records the school-wide policies and regulations that govern the graduate program. Departments within the school may establish additional requirements for their programs, but these may not contradict the policies and regulations of the Curriculum Committee of the School of Engineering.

## **Admission**

Certain basic requirements must be met for admission to all of the graduate programs offered by the Mercer University School of Engineering. These requirements are intended to ensure that profitable graduate study will result from admission. Students may be admitted to the graduate program with "Full," "Conditional," "Non-degree," or "Transient" graduate standing.

Admission of undergraduate students to the integrated Master of Science in Engineering program is open only to Mercer students. Graduate study is more rigorous than undergraduate studies and faculty expectations are greater for graduate students than for undergraduates. The school limits enrollment to students whose grade point average at the end of their junior year is equal or greater than 3.2, who have the appropriate undergraduate background for the graduate program they select, and who have been approved by the department chair.

## **English Proficiency**

All international students whose native language is not English must submit a Certificate of Proficiency from the Mercer University English Language Institute (ELI) or results of the Test of English as a Foreign Language (TOEFL) and Certificate of Proficiency from English as a Second Language (ELS) Language Center. The minimum acceptable TOEFL score is 80 IBT (internet-based TOEFL), 213 CBT (computer-based TOEFL), or 550 PBT (paper-based TOEFL) or IELTS score of 6.5. English proficiency at ELS level 112 is expected.

## **Admission Categories**

### *Full Admission*

The requirements for admission with "full" graduate standing are as follows:

1. Submit a completed graduation application along with application fee. Have original transcripts submitted directly from the institution to Mercer University School of Engineering.

**International students** must have their foreign academic credentials evaluated by an International Transcripts Evaluator such as World Educational Services (WES) or JS&A (Silny) and have the evaluation company submit the evaluation directly to the School of Engineering Graduate Division. The School of Engineering cannot accept transcript evaluations mailed by the student.

2. Submit a minimum of two and preferably three letters of recommendation for admission into the Master of Science in Engineering and Master of Science in associated programs. The letters must come from a professor or

supervisor under whom you have studied, taught, or worked, and who is able to comment on your qualifications for graduate study.

3. Hold a bachelor's degree in an appropriate field of study from an ABET-accredited program (Engineering Accreditation Commission), but applicants will be considered with an undergraduate degree from a regionally accredited institution or its equivalent internationally.
4. Have an earned undergraduate GPA of 3.0 overall.
5. Submit GRE score on the general section of the test. A combined score of 300 for the verbal and quantitative portions of the GRE or higher is expected for admission into the Mercer University Graduate School of Engineering. Mercer University undergraduate students applying for the dual BSE/MSE program are exempt from this requirement. Students applying for the MS program in technical communications management are also exempt from this requirement.
6. Meet all additional specific departmental requirements, if any.

#### *Conditional Admission*

Applicants who fail to satisfy all the conditions for full admission may be accorded "Conditional" standing upon recommendation of the concerned department review committee. Upon admission, appropriate conditions will be defined, and must be met, to achieve "Full" standing. Once the defined conditions are satisfied, the student must petition the Graduate Program Director for advancement to "Full" standing. Students must attain "Full" graduate standing to be graduated with the MSE or MS degree.

Conditional admission into dual degree program cannot be granted to active undergraduate students with a cumulative undergraduate GPA below 3.2. In addition, students in this program must maintain a minimum cumulative undergraduate GPA of 3.0.

#### *Provisional Admission*

Applicants to the graduate program may be admitted provisionally until all application materials are received in the Graduate Programs Office. Once materials are received, the student's file is reviewed for appropriate acceptance status.

#### *Nondegree Status*

Students who do not wish to pursue an advanced degree in the School of Engineering, but whose undergraduate record indicates that they are otherwise qualified for admission, may take graduate courses as nondegree students. Such courses will not normally apply toward a Mercer degree.

#### *Transient Admission*

Students in good standing at other universities may enroll in the School of Engineering as "Transient" graduate students. Such students must file an application for admission and provide verification of good standing status from their own graduate dean. Work undertaken in this status will not normally apply toward a Mercer degree.

#### *Readmission*

Students who interrupt the continuity of their graduate programs by failing to register for two consecutive terms (summer term excepted) must seek readmission by filling a Request for Readmission by August 1 for Fall Semester, December 1 for the Spring Semester, and May 1 for Summer term. Students admitted to the School of Engineering graduate program who do not enter in the term for which they applied, and subsequently wish to be considered for a later term, must reactivate their application for the new

semester by notifying the Graduate Programs Office in the School of Engineering at least two weeks before the beginning of that term.

## **Tuition and Fees - Graduate Programs**

Contact the Graduate Programs Office of the School of Engineering for current tuition and fees. Miscellaneous fees and policies governing payment of fees and refunds may be found under the “Financial Information” section of this catalog.

## **Matriculation Requirements**

While students may enroll in the graduate program upon admission with either full or conditional standing, they must attain full graduate status and be in good standing academically to graduate with the MSE or MS degree.

### **Continuous Enrollment**

Students enrolled in graduate degree programs should make consistent progress toward their degree in order to complete the program according to the requirements under which they enrolled. Unless the student maintains continuous matriculation, the school may require that the student meet the degree requirements in force at the time of his or her last readmission. When engaged in a thesis, the student must officially register for at least one course every term (not including summer term), except that one term may be missed with prior approval of the Graduate Committee. Students must be enrolled in a least one hour of thesis research XXX 699 during the term in which their Final Thesis Defense takes place. All work submitted for degree credit must be completed within seven consecutive calendar years.

### **Academic Loads**

Most graduate students in the School of Engineering are part-time students. To qualify for full-time status, a graduate student must schedule at least nine hours each term (summer term excepted).

### **Academic Requirements**

The following criteria apply to all graduate students, including dual degree students:

1. Graduate students are expected to maintain at least a 3.0 cumulative grade point average (GPA).
2. Any graduate student earning a grade lower than a B will receive a warning.
3. A student earning a second grade lower than a B will be placed on academic probation. The student will be informed of requirements for regaining good academic standing. Failure to meet those requirements will result in the student being dismissed from the program.
4. A student earning a third grade lower than a B will be suspended from the graduate program for a semester.
5. An S/U grade does not affect the GPA. Graduate students are not permitted to take courses on a satisfactory-unsatisfactory basis for credit toward graduation unless the course is offered only on an S/U basis.
6. 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.
7. Graduate courses may not be repeated

The BSE/MSE program involves a minimum of 30 semester hours of graduate level coursework, a full fifth year, beyond the 129 semester hours required for the BSE degree. The following additional criteria apply to all dual degree students:

1. Undergraduate and graduate degree coursework must be pursued concurrently.
2. In addition to maintaining at least a 3.0 cumulative grade point average on all coursework that applies toward the Master of Science in Engineering degree, students admitted to the dual degree program must also maintain at least a 3.0 in all undergraduate coursework and remain in good academic standing to remain in the dual degree program.
3. Any dual degree student whose cumulative undergraduate GPA falls below 3.0 will be suspended from the graduate program until his or her cumulative undergraduate GPA rises to 3.0 or above.

### **Incomplete Grade Policy**

The grade of IC (incomplete) means the student is passing the class but some relatively small part of the semester work remains incomplete because of illness or another valid compelling reason that is satisfactory to the instructor.

The student should request the instructor to provide a written statement of work to be completed and the deadline by which it is due. Irrespective of the student's enrollment status, the grade of IC will be valid for one calendar year in normal lecture or laboratory courses and in unstructured, independent study courses. Within this period, the student must complete the work or obtain an extension, approved by the instructor and chair of the department for the course, stating the reason for the request and the length of time needed. Normally, only one request for an extension for each grade of IC will be granted. If the work is not completed within one calendar year or by the deadline established in an extension, the IC grade will be changed to a grade of F.

Graduate degrees cannot be completed until all ABX, IC, and U grades have been converted to a passing letter grade (i.e., a C or better for courses with the A/F option and an S for courses only offered on the S/U grading option).

### **Transfer and Transient Credit**

Under certain circumstances, students may receive transfer credit for graduate-level courses taken elsewhere. The student must have his or her previous institution supply an official transcript to the Graduate Programs Office for this evaluation. Upon recommendation of the student's graduate advisor and approval of the program director, transfer credit may be awarded for courses of acceptable quality which form a logical part of the student's graduate program. Such credit will be limited to six semester hours, and may substitute for no more than two courses. Students enrolled in the Mercer School of Engineering graduate program who wish to attend graduate classes at another institution, and to transfer credit back to their graduate program here, should receive permission to take transient courses prior to enrolling at another institution. Otherwise, courses taken elsewhere may not count toward their Mercer degrees. Authority to take transient course work is granted through the dean's office. The maximum number of transfer/transient credit may not exceed the University guidelines as specified in the "Graduate Studies" section of this Catalog.

### **Graduation Requirements**

Students must complete a minimum of 30 semester hours of coursework and a minimum of 18 hours in discipline, 12 of which must be at the 600 level. Students must also complete a minimum of 18 hours at the 600 level. An optional thesis or minor is also

available. Specific course work requirements for graduation with the Master of Science and Master of Science in Engineering degree are established by the departments offering the program. The following general requirements are common to all programs.

### **Optional Thesis**

Students electing to complete a thesis must complete a minimum of 24 hours of course work and a minimum of 6 hours of research, including a formal master's thesis. The purpose of the thesis is to further the educational development of the student by requiring him or her to plan, conduct, and report an organized and systematic study which makes a contribution to the student's field. The thesis must be directed by a member of the graduate faculty. A maximum of 6 hours of research may be counted toward the degree. Only grades of satisfactory or unsatisfactory will be assigned. Each student will work with a faculty advisor to develop a plan for the research that will satisfy the departmental requirements for the degree. A narrative description of the plan, approved by the faculty advisor, must be submitted to the program director during the academic term preceding the initiation of work on the research.

Students may do research "in absentia" provided:

1. They have gained the written approval of their research committee and their department chair.
2. They conform to the continuous enrollment guidelines. Payment of fees is the responsibility of the student regardless of sponsorship by his or her employer.

### **Thesis Advisory Committee**

A thesis advisory committee is appointed by the graduate program director to each graduate student electing the thesis option. The committee has oversight responsibility for the student's research. The committee shall meet all the following requirements:

1. The committee shall consist of at least three members, one of whom must be from outside the home department.
2. A majority of the committee shall be full-time faculty of the School of Engineering and members of the graduate faculty.
3. Individuals with relevant expertise who are not full-time members of the faculty may serve as members of the committee.

### **Chairing Thesis Advisory Committee**

To serve as chair of a thesis advisory committee in the School of Engineering, the faculty member must:

1. Be an associate member or member of the graduate faculty.
2. Be tenured or in a tenure-track position in the School of Engineering.
3. Have graduate teaching or mentoring experience.

### **Oral Thesis Defense**

Thesis-option graduate students must publicly present and defend their thesis. In the case of a classified or proprietary thesis, the audience may be restricted. Students are encouraged to work closely with their thesis advisors in scheduling this oral defense. Committee members must receive a copy of the written thesis at least 10 working days prior to the date of the defense. The director of graduate programs must be notified with the date, location, and time of the scheduled defense, and a research title and abstract for use in a public announcement.



A minimum of two hours should be scheduled for the defense. The first hour will entail a public presentation of the thesis by the graduate student with a brief question and answer session. This will be followed by a closed session consisting of the thesis committee and faculty members to discuss the technical merits of the thesis, and questions regarding the preparedness of the candidate regarding all coursework completed.

The thesis committee chair convenes, chairs, and conducts the thesis defense. The Chair records recommendations made by the committee members and debriefs the candidate following the defense. The committee will vote on the acceptability of the thesis and either approve or deny the candidate for graduation. Only the following choices are acceptable for the final recommendation:

1. Accept the thesis "as is" and recommend the candidate for graduation
2. Accept the thesis with revisions and recommend the candidate for graduation once the revisions are submitted
3. Deny the thesis

### **Thesis Deadlines**

The Office of the Provost has established the following deadlines for the submittal of a thesis: November 1, April 1, and July 1. To meet these deadlines, graduate students in the Mercer University School of Engineering (MUSE) must submit their final approved and signed thesis to the Graduate Office two weeks prior to the deadlines imposed by the Provost's office to ensure that the document has been properly formatted and any necessary changes can be made prior to the final submission.

### **Application for Graduation and Degree**

Students who expect to qualify for degrees must file a graduation application with the Office of the Registrar by the dates specified in the University Calendar. Students must complete all degree requirements prior to attending graduation ceremonies. There are no exceptions.

The program director normally recommends to the registrar the awarding of the master's degree to any candidate who:

1. has satisfied the requirements of the School of Engineering, and of the home department, with respect to course work and academic performance;
2. has an overall grade point average of at least 3.0;
3. has successfully completed the oral defense of any thesis;
4. has received the final approval of any thesis from the appropriate review bodies;
5. has submitted three unbound copies of any thesis with an abstract of not more than 300 words, certified for accuracy and proper format by the faculty advisor;
6. will have completed all work submitted to satisfy the degree requirements within a period of not more than seven consecutive calendar years; and
7. is, at the time, a registered student in good standing.

## Degree Programs

### Biomedical Engineering (M.S.E.)

The two major areas that are emphasized in Mercer's graduate biomedical engineering program are biomedical instrumentation/imaging and biomechanics/biomaterials. The program is open to all qualified engineers, regardless of undergraduate engineering major. Admissions to this program may be temporarily suspended during periods of low student demand. Students who do not have an adequate background in medicine or biology may be required to take additional courses. The Master's degree program in biomedical engineering requires a minimum of 30 credit hours with a minimum of 18 hours in major.

### BME Courses

#### **BME 513. Advanced Biomechanics (3 hours)**

Prerequisite: BME 412 or (consent of the instructor).

Current topics in biomechanics research including musculoskeletal mechanics, sports biomechanics, tissue engineering, 3-D segmental analysis, fracture fixation, implant design, and/or clinical biomechanics are examined. Students will be exposed to current issues in the field through discussions, presentations, and paper. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

#### **BME 550. Advanced BioFluids (3 hours)**

Prerequisites: BME 440 or MAE 430 (or consent of instructor).

The course objectives continue to build on advanced theories and solution techniques related to biological fluid flow phenomena primarily concentrating on the flows in cardiovascular and respiratory systems. Topics covered include: hemodynamics in carotid artery bifurcations, coronary arteries, abdominal bifurcations, arterial anastomoses, and air-particle transport in the lung airways. Computational fluid dynamics modeling and simulation are the tools to solve the flow phenomena numerically. A group project report and presentation, in the form of a conference paper/presentation, are required. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

#### **BME 591-592-593\*. Special Topics (1-6 hours)**

#### **BME 610. BME Practice/Emerging Topics (3 hours)**

Instruction in the practice of Biomedical Engineering including Good Manufacturing Practices, FDA regulations, and medical device/instrumentation markets. Investigation of emerging biomedical engineering topics of interest such as tissue engineering, surface modification, and implantable controllers. (Occasionally)

#### **BME 620. BME Project/Practicum/Research (3 hours)**

Faculty supervised student initiated/directed study that may include a more in-depth analysis of engineering design project, industry practicum, or research project. (Occasionally)

#### **BME 631. Joint Modeling (3 hours)**

Prerequisite: undergraduate biomechanics class or permission from the instructor.

Mathematical models for human joints will be developed. Reverse engineering software, such as Mimics or Simpleware will be used to create three dimensional finite element

models (3D FEM) from two dimensional Computed Tomography (2D CT) scan data. The finite element models will then be analyzed using commercial software such as ANSYS. The course introduces the basics of CNC machining to design selective orthopedic joint mechanical models for analysis and testing. Students will be expected to complete a class project. (Every two years)

**BME 632. Musculoskeletal Injury Mechanics (3 hours)**

Prerequisite: undergraduate biomechanics class or permission from the instructor.

The biomechanics of bone fractures and of musculoskeletal injuries related to accidents, including sports injuries, are analyzed. Case studies of bony fractures of patients are the main focus. The mechanisms of orthopedic implant failures are also discussed. Students will be expected to complete a class project. (Every two years)

**BME 633. Rehabilitation Engineering Applied to the Musculoskeletal System (3 hours)**

Prerequisite: undergraduate biomechanics class or permission from the instructor.

The fundamentals of rehabilitation engineering design, the biomechanics of musculoskeletal mobility/manipulation and FDA regulations for assisting patients with disabilities will be presented. Prostheses and orthoses, including manual/power wheelchairs will be designed. Students will be expected to complete a class project. (Every two years)

**BME 636. Advanced Biomaterials in Orthopedic Implants (3 hours)**

Prerequisite: undergraduate Biomaterials class or permission from the instructor.

This course emphasizes the applications of orthopedic implants. The material properties and complications of implants and the in vivo environment are presented. Biomechanical aspects of the materials used for most of the endoprotheses in the human body are discussed. Students will be expected to complete a class project. (Every two years)

**BME 640. Advanced Bioinstrumentation (3 hours)**

Coverage of advanced and emerging topics of bioinstrumentation such as telemetry, imaging, signal processing, and diagnostic/therapeutic instrumentation. (Every two years)

**SPECIAL COURSES:** BME 691, 692, 693, 698, 699 for variable credit. May be repeated for credit with permission of advisor. (Occasionally)

**BME 691-692-693. Special Topics (1-6 hours)**

Possible topics include:

- Health Care Delivery Systems
- Clinical Information Systems
- Biomedical Applications of Digital Signal Processing
- Advanced Cardiac Mechanics
- Neurophysiology and the Cardiovascular System
- Pharmacokinetics and Drug Delivery Systems
- Radio technology and Radiological Safety
- Clinical Laboratory Procedures
- Clinical Laboratory Automation
- Kidney Function and Kidney Dialysis

**BME 698. Professional Seminar (1-6 hours)**

**BME 699. Thesis Research (1-6 hours)**

A maximum of 6 hours of research may be counted toward the degree if the thesis option is chosen. Only grades of satisfactory or unsatisfactory will be assigned.

## **Computer Engineering (M.S.E.)**

Computer Engineering centers around the design of embedded systems that is in the design of digital and computer systems which are part of a larger whole. Realtime constraints are also present in many embedded systems. At this time there are many more embedded computers than desktop computers. They are in the data transmission systems of wireless and wired digital networks, in the fuel injection system for cars, in the flight control system for airplanes, in the motion control and sensor system for robots, in the control and protection systems of nuclear power plants, and now appear prominently as components in low-cost toys and kitchen appliances. The future undoubtedly holds many more complex embedded systems.

The design of embedded systems requires a range of knowledge and skill. Specifically, software engineering, hardware design, electronic interfacing, computer networks for distributed systems, and computer architecture are all important knowledge areas in computer engineering. In the context of a graduate program which has a software engineering program and an electrical engineering program, computer engineering at Mercer offers the full range of topics listed above, and fills in with courses which integrate the areas.

The master's degree in computer engineering will provide students with the opportunity to pursue advanced study in these areas. The master of science in engineering curriculum requires that at least 18 of the 30 credits be at the 6XX level. In addition, the Master of Science in Engineering in Computer Engineering curriculum requires that the 30 credit hours meet the following constraints:

ECE XXX Approved ECE graduate coursework	9 hours
SSE XXX Approved SSE graduate coursework	9 hours
Approved graduate coursework or thesis	6 hours
Thesis or other approved graduate coursework	6 hours

## **Electrical Engineering (M.S.E.)**

Electrical engineering is characterized by the breadth and diversity of subject areas that comprise the discipline. It demands, by its nature, intensive application of mathematics and computational tools. The program is designed to prepare the student to apply these tools to engineering problems. Major areas of study include: electronic circuits, communication systems, digital and computer systems, electromagnetics, digital signal processing, and others. Each of these areas has its own sub-areas. For instance communication systems include traditional analog communications, modern digital communications, wireless communication systems, coding theory and other topics. Electro-magnetics includes such areas as antennas, electro-magnetic compatibility, microwaves, and transmission lines. The master's degree program in electrical engineering will provide qualified students the opportunity to pursue advanced study in these areas.

The master of science in engineering curriculum requires that at least 18 of the 30 credits be at the 6XX level. In addition, the Master of Science in Engineering in Electrical Engineering curriculum requires that the 30 credit hours meet the following constraints:

ECE XXX Approved ECE graduate coursework	18 hours
ECE XXX Approved ECE or other graduate coursework	6 hours
Thesis or other approved ECE or non-ECE graduate coursework	6 hours

## **ECE Courses**

### **ECE 510. Analog Filter Design (3 hours)**

Prerequisite: C or better in ECE 202, C or better in ECE 311 (or consent of instructor). Principles of active and passive filter design, simulation, and realization. Design and implementation of lowpass, highpass, bandpass, and notch filters. Butterworth, Chebyshev, and elliptic filter design. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

### **ECE 511. Power Electronics (3 hours)**

Prerequisite: C or better in ECE 312 (or consent of instructor). Principles of diode rectifiers and controlled rectifiers, inverters, voltage regulators and large-signal discrete and integrated-circuit power amplifiers. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

### **ECE 524. Digital Design with VHDL (3 hours)**

Prerequisite: C or better in ECE 322 (or consent of instructor). VHDL is introduced as a hardware design language for the design of large scale digital systems. Specific targets include FPGA, MACH, and other VLSI programmable chips. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

### **ECE 525. Introduction to Computer Architecture (3 hours)**

Prerequisite: C or better in ECE 323 (or consent of instructor). Concepts of computer architecture including pipelining, cache memory, memory management, disk management systems, computer arithmetic, and instruction set architecture. Design of microprogrammed and hardware controllers. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

### **ECE 528. Embedded Computer Systems (3 hours)**

Prerequisites: C or better in ECE 323, and C or better in ECE 424 (or consent of instructor). Design of computer systems as components of larger engineering systems. Emphasis is on real-time applications. Integration of high-level and low-level software components in a real-time environment. The course will emphasize applications which involve hard deadlines for real-time data handling and real-time control of physical systems with a significant lab component. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

### **ECE 531. Analog and Digital Signal Processing (3 hours)**

Prerequisite: C or better in ECE 202 (or consent of instructor). Fundamentals of signal processing in both analog and digital domains, emphasizing the relationships between the two. Review of Fourier analysis and Bode plot. Analog filter design techniques: Butterworth, Chebyshev, and elliptic; implementation of analog filters using active circuits. Sampling and mapping of analog frequency to digital frequency. Basic topics in digital signal processing: difference equations, impulse response, z transform, IIR and FIR digital filters, discrete-time frequency response. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

**ECE 532. Digital Signal Processing (3 hours)**

Prerequisite: C or better in ECE 431 (or consent of instructor).

Z-transform, design of frequency-selective digital filters (Butterworth, Chebyshev, and elliptic), filter structures, transient and steady-state response of filters, DFT, FFT, windowing effects, frequency resolution. Use of Matlab and Simulink to design, implement and analyze digital filters. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

**ECE 535. Introduction to Data Compression (3 hours)**

Prerequisite: C or better in ECE 431 (or consent of the instructor).

Mathematics and techniques for common methods of both lossless and lossy compression of digital data: compression of one-dimensional and two-dimensional signals; Huffman and Tunstall codes; quantization; predictive coding; transform coding; sub-band coding. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

**ECE 541. Fiber Optic Communications (3 hours)**

Prerequisite: C or better in ECE 341 (or consent of instructor).

Introduction to optics and optical systems as applied to modern engineering problems. Principles and applications of fiber optic communication systems. Optical communications channel design. Fiber optic sensing. Optic fiber waveguides. Traveling-wave amplification and optical resonators (Lasers). This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

**ECE 542. Electromagnetic Compatibility (3 hours)**

Prerequisite: C or better in ECE 340 (or consent of instructor).

Design of electronic systems to prevent interference and to satisfy governmental regulations on radiated and conducted emissions. Interference scenarios, EMC requirements on electronic systems, non-ideal behavior of components, signal spectra, radiated emissions, conducted emissions, crosstalk, shielding. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ECE 543. Antenna Theory (3 hours)**

Prerequisite: C or better in ECE 340 (or consent of instructor).

Introduction to the theory and applications of antennas. Antenna fundamentals, patterns, directivity, gain, impedance, polarization. Electrically small dipoles and loops, arrays, line sources, resonant antennas, and broadband antennas. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ECE 545. Transmission Lines (3 hours)**

Prerequisite: C or better in ECE 340 (or consent of instructor).

Advanced study of transmission line theory in the design of high-frequency analog and high-speed digital system. Emphasis on electrically-long lines. Signal integrity in high-speed digital interconnects, crosstalk in multi-conductor transmission lines. Extensive use of computer simulation tools. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ECE 551. Communication Systems I (3 hours)**

Prerequisite: C or better in ECE 202, EGR 252 (or consent of instructor).

Co-requisite: ECE 451L.

Review of Fourier analysis, linear channels, and linear distortion, linear modulation schemes DSBTC, DSBSC, SSB, VSB, frequency and phase modulation, radio broadcasting, discrete probability, random variables, probability distribution functions, expected values and correlation. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

**ECE 552. Communication Systems II (3 hours)**

Prerequisite: C or better in ECE 451 (or consent of the instructor).

Stochastic processes, stationary and ergodic processes, autocorrelation function and power spectral density, linear channels and random input, white noise and AWGN channels, sampling theorem and pulse code modulation, Nyquist criteria, binary modulation schemes and their performance in AWGN channels, coherent and noncoherent detection. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

**ECE 555. Computer Networks (3 hours)**

Prerequisite: C or better in ECE 323 (or consent of instructor).

Protocols and structures for computer networks. Circuit and Packet switch networks. Basic network performance issues. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

**ECE 561. Feedback Control Systems: Digital Control (3 hours)**

Prerequisite: C or better in EGR 386 (or consent of instructor).

Control system analysis and design with emphasis on digital controllers and additional topics include multi-input/multi-output systems and non-linear controllers. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ECE 571. Power Systems Fundamentals (3 hours)**

Prerequisites: C or better in ECE 202, C or better in EGR 245 (or consent of instructor).

Basic power system analytical concepts, three-phase systems, phasors, impedances, steady-state network analysis, normalization, transmission lines, transformers, synchronous machines, power flow. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

**ECE 591-592-593\*. Special Topics (Occasionally) (1-6 hours)**

**ECE 601. Filter Synthesis (3 hours)**

Synthesis of active and passive continuous filters and switched capacitor filters. Methods of approximation in the time and frequency domain. Sensitivity and optimization. (Occasionally)

**ECE 604. Engineering Analysis (3 hours)**

Prerequisites: MAT 293 or equivalent, MAT 330 or equivalent.

Topics from linear algebra, complex analysis, and numerical methods. Emphasis on engineering applications. (Occasionally)

**ECE 623. Computer Architecture (3 hours)**

Advanced topics in computer architecture: pipelining, principles, superscalar techniques, vector processors, SIMD computers, MIMD computers, multiprogramming. (Every two years)

**ECE 631. Special Topics in Digital Signal Processing (3 hours)**

Topics of current interest in DSP. Topics chosen based on student and instructor interest: Implementation considerations for digital filters, hardware structures for DSP, two-dimensional signal processing, digital speech processing, radar signal processing. (Occasionally)

**ECE 632. Adaptive Signal Processing (3 hours)**

Analysis, design, and implementation of adaptive filters: steepest descent algorithms, least squares, Kalman filter, LMS. (Occasionally)

**ECE 633. Image Processing (3 hours)**

Introduction to image processing: perception, imaging, image transforms, image enhancement, restoration, encoding, segmentation, and representation. (Every two years)

**ECE 634. Statistical Signal Processing (3 hours)**

Random signals and noise, random processes, optimal filters, linear prediction, and spectral estimation. (Every two years)

**ECE 635. Detection and Estimation (3 hours)**

Methods of parameter estimation of systems: least-squares estimation, properties of estimators, maximum likelihood estimation, maximum a posteriori estimation, state estimation. (Occasionally)

**ECE 641. Applied Electromagnetic Fields I (3 hours)**

Advanced electromagnetic theory. Time-varying and time-harmonic electromagnetic fields. Electrical properties of matter. Wave equation and its solutions. Analysis, synthesis, and boundary conditions. Bessel functions and Green's function. (Every two years)

**ECE 642. Applied Electromagnetic Fields II (3 hours)**

Prerequisite: ECE 641.

A continuation of ECE 641. (Occasionally)

**ECE 643. Microwaves (3 hours)**

Microwave waveguides and reflection amplifier. Equivalent circuit theory of microwave systems. Microwave oscillator circuits. Optical fiber waveguides and light modulation. Dielectric planar waveguides. Microwave measurements and evaluations. (Every two years)

**ECE 651. Digital Communication Systems Design I (3 hours)**

Elements of digital communications design, review of random signal theory, key results of information theory, Gaussian and fading channel models, baseband signaling and spectral shaping, quaternary modulation schemes, M-ary modulation techniques, continuous phase modulation, coherent and non-coherent detection of digital signals in Gaussian noise. (Every two years)

**ECE 652. Digital Communication Systems Design II (3 hours)**

QAM and OFDM, coded signaling, a practical review of linear block codes, brief review of convolution codes, trellis coded-modulation, Coded OFDM, direct sequence spread spectrum signaling, frequency hopping technique, CDMA and its applications in mobile



and secure communications, digital signaling over fading channels, digital communication system design examples. (Every two years)

**ECE 653. Error Correction Coding I: Linear Block Codes (3 hours)**

Prerequisite: graduate standing.

Galois field theory, linear block codes, algebraic structure of linear cyclic codes, erasures and soft decoding, BCH and Reed-Solomon codes, Berlekamp-Massey algorithm, code modification and concatenation, burst error correction with Reed-Solomon codes. (Every two years)

**ECE 654. Error Correction Coding II: Convolutional and Turbo Codes (3 hours)**

Linear convolutional codes, structural properties of convolutional codes and weight enumerating functions, punctured convolutional codes, the Viterbi algorithm, SOVA and BCJR algorithms, turbo codes, encoding and interleaving, performance analysis of turbo codes, iterative decoding of turbo codes. (Every two years)

**ECE 655. Computer and Data Networks (3 hours)**

Prerequisite: ECE graduate standing.

Data characterization and encoding, flow control error control, HDLC protocols, circuit switched networks, packet switched networks, asynchronous transfer mode (ATM) networks, OSI protocols and architecture, TCP/IP protocols, internetworking and the internet. (Every two years)

**ECE 656. Wireless Communications (3 hours)**

Prerequisite: ECE 451 or Graduate Standing

The cellular concept and the first generation cellular networks, characterization of mobile communication channels, slow fading and link budget analysis for wireless communications, multipath fading and Doppler effect, modulation for wireless communications, channel coding and CDPD system, 2G and GSM architecture, multiple access technologies, introduction to CDMA and 3G. (Every two years)

**ECE 657. Radar Fundamentals (3 hours)**

Prerequisite: ECE graduate standing.

Generation, detection, and processing of radar signals. Transmitter and receiver characteristics and performance measurement; antenna considerations; range, azimuth, doppler detection; performance in noise. (Every two years)

**ECE 658. Electronic Countermeasures (3 hours)**

Prerequisite: Graduate Standing in ECE; knowledge of radar recommended.

A comprehensive overview of the principals involved with detecting and countermanding electromagnetic signals with concentration on military applications. Mathematical concepts will include descriptive models of the signals and links used as information and sensor paths, using decibels as a means of simplifying logarithmic relationships. Equipment choices will be covered including antennas (required concentrations of power or fields of view), transmitters (signal level requirements considering link losses), receivers (tradeoffs between probability of interception and detailed knowledge of signals), and processors (priority of effort, time constraints, operator considerations). Specific electronic countermeasures requirements (searching, jamming, confusing, and deceiving) will also be discussed. (Every two years)

**ECE 661. Linear Control Systems (3 hours)**

Foundations of control systems theory. State space theory. State transformations, Canonical forms. Observability and controllability. State variable feedback and state observers. (Every two years)

**ECE 662. Fuzzy Logic Control****(3 hours)**

Introduction to fuzzy logic. Fuzzy inference engines, fuzzifiers, defuzzifiers. Adaptive fuzzy controllers. Stability analysis. (Occasionally)

**ECE 669. Special Topics in Control****(3 hours)**

Prerequisite: ECE 661 or permission of the instructor.

One or more of the following topics: Discrete time control, optimal control, robust control, and nonlinear control. (Occasionally)

**SPECIAL COURSES:** ECE 691, 692, 693, 699 may be taken for variable credit and may be repeated for credit with permission of advisor. (Occasionally)

**ECE 691, 692, 693. Special Topics****(1-6 hours)****ECE 698. Professional Seminar****(1-6 hours)****ECE 699. Thesis Research****(1-6 hours)**

A maximum of 6 hours of research may be counted toward the degree. Only grades of satisfactory or unsatisfactory will be assigned.

**Engineering/Technical Management (M.S.E. /M.S.)**

The Engineering/Technical Management Master's Degree program builds upon bachelor's degree preparation in several engineering disciplines and other technical programs such as physics, chemistry, quantitative business administration, etc. Its purpose is to prepare people to successfully address supervisory and managerial needs in a technological environment. The engineering manager's role is viewed as the link between management and technical expertise, and involves matching resources in uncoordinated areas, working through people, and making and implementing management decisions, while simultaneously formulating technical strategies.

This program combines the concepts of management and business administration with the technical expertise developed in engineering, mathematics, and the quantitative sciences. Students will take courses in finance for technical managers, program management, operations research, and engineering economy. They will also select several courses to build directly upon their bachelor's area of preparation.

**Admission Requirements**

Each candidate is evaluated separately for admission to the program. However, the following general guidelines will help potential students assess their suitability for the program.

A candidate should:

1. Hold a bachelor's degree or be earning a bachelors degree from an ABET accredited or equivalent engineering program (for the M.S.E. in Engineering Management) or in a discipline that emphasizes quantitative reasoning and analysis (for the M.S. in Technical Management). Such disciplines include, but are not limited to, mathematics, physics, chemistry, biology, computer science, and economics.
2. Be proficient in written and spoken English.
3. Have completed these undergraduate courses:
  - a. Mathematics through calculus
  - b. Calculus based probability and statistics course

- c. Computer programming
- d. Economics (preferably Engineering Economy).

The program director, on a case-by-case basis, has considerable leeway to offer provisional admission to candidates whose work experience, maturity, or motivation appear to outweigh deficits in undergraduate preparation.

The master of science in engineering in engineering management and the master of science in technical management curricula require that a total of 30 semester hours of graduate coursework be completed. The program can be arranged with either a thesis option or an all coursework option.

The program can be arranged with either a thesis option or an all coursework option.

For both options:

ETM 620. Probability and Statistics	3 hours
Additional approved ETM graduate coursework (cannot include ETM 697 or ETM 699)	15 hours
Sub-total	18 hours

For the thesis option:

ETM 699. Thesis Research	6 hours
Approved 500 or 600 level electives from the School of Engineering, the Stetson School of Business and Economics, or with the consent of the student's advisor and program director (cannot include ETM 699)	6 hours
TOTAL hours for thesis option	30 hours

For the all coursework option:

Approved 500 or 600 level electives from the School of Engineering, the Stetson School of Business and Economics, or with the consent of the student's advisor and program director (cannot include ETM 699)	12 hours
TOTAL hours for all coursework option	30 hours

A minimum of 18 hours (excluding research and independent study hours) of 600 level courses are required for either option.

**Engineering/Technical Management Minor**

Admission to the minor requires the approval of the engineering management program director. Students approved for this minor complete a minimum of 9 semester hours to include one course from three of the areas indicated by items 1 - 4 above. If at all possible, the student should take ETM 643 as one of these courses.

**ETM Courses**

**ETM 503. Modeling and Simulation Application (3 hours)**

Prerequisite: Permission of instructor.

Applications of and theory behind queuing models and the application of discrete event simulation to model service and manufacturing systems. (Note: credit will not be given for both ISE 403 and ETM 503). This course is available only to students enrolled in a

graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 510. Human Factors Engineering (3 hours)**

Prerequisite: ISE 311 or permission of instructor.

Human-machine systems modeling and design for human interaction with complex systems such as nuclear power plants, aircraft, and automated manufacturing systems. Models of human information processing, perception, memory, decision making and error generation. Design of interfaces for complex systems, including human-computer interfaces. (Note: credit will not be given for both ISE 412 and ETM 512). This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 525. Computer Assisted Manufacturing Systems (3 hours)**

Prerequisite: ISE 370 or permission of instructor.

Introduction to computer assisted manufacturing product specification; geometric tolerancing; computer-aided design; geometric modeling; process engineering; tooling and fixing; programmable logic controllers; data communication and LANs in manufacturing; fundamentals of numerical control; numerical control programming; rapid prototyping; and industrial robotics. (Note: credit will not be given for both ISE 425 and ETM 525). This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 528. Quality Engineering (3 hours)**

Prerequisite: IDM 355 or ISE 327 or permission of instructor.

Statistical decision making. Cost of Quality. Six Sigma. Lean Enterprise in Service and Manufacturing. Quality Function Development. Failure Modes and Effects Analysis. Management's role in assuring quality. Case studies in design and implementation of quality systems. (Note: credit will not be given for both ISE 428 and ETM 528). This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 529. Robotics (3 hours)**

Prerequisite: ISE 370 or permission of instructor.

Introduction to robotics. Robot arm kinematics and dynamics. Trajectory planning and control of robot manipulators. Sensing and vision capabilities of robots. Robot programming languages. Robot intelligence and task planning. Integrated laboratory assignments. (Note: credit will not be given for both ISE 429 and ETM 529). This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 543. Project Management (3 hours)**

Prerequisite: EGR 312 or FIN 362 or (consent of the instructor).

Tools and techniques for managing engineering projects. Includes both the technical aspects (work breakdown structures, cost estimating, CPM/PERT, scheduling, etc.) and the human aspects (organizational culture, management structures, leadership, etc.) Integrated case studies and team exercises. (NOTE: credit will not be given for both ETM 543 and ETM 643.) This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 545. Innovation and Product Development (3 hours)**

Prerequisite: Graduate standing.

Introduction to the conceptualization, design, and development of new products. Concepts of innovation, ideation, user-centered design, prototyping, and testing. Consideration of issues such as design optimization and the social, environmental, economic, and political implications of design. Exploration of current research and best practices in innovation and product development. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 556. Supply Chain and Logistics (3 hours)**

Prerequisites: ISE 362 or permission of instructor.

Components in supply chain systems; designing and managing supply chain in a typical logistics environment, product life-cycle modeling, rotational production and supply, integrated component supply systems, multi-source supplier and buyer systems, just-in-time supply chain systems, warehousing and distribution systems, transportation management, distribution network design, and information technology for supply chain system. Emphasis on Research projects in the area of supply chain and logistics. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 560. Facilities Planning and Design (3 hours)**

Prerequisite: ISE 370 or permission of instructor.

Comprehensive design of industrial production systems. Determination of requirements, generation and evaluation of alternatives, process design, materials handling, and location analysis. (Note: credit will not be given for both ISE 460 and ETM 560). This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 568. Healthcare Process Improvement (3 hours)**

Prerequisite: EGR 252 or (consent of the instructor).

Tools and techniques for improving the delivery of healthcare. Lean and Six Sigma process improvement methodologies. Application of both parametric and non-parametric statistical analysis. (Note: Credit will not be given for both ETM 568 and ISE 468.) This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 582. Engineering Innovation and Creativity (3 hours)**

This is an engineering technical elective open to those students who have selected and been accepted into the MEEEP. The course will focus on integrating elements of entrepreneurship with engineering. New venture creations and creation of new product lines with existing businesses are analyzed through case studies and semester projects. (Note: credit will not be given for both EGR 482 and ETM 582). This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 584. 3D Modeling and Rapid Prototyping (3 hours)**

Prerequisites: ISE 370 or permission of instructor.

Production design, 3D Modeling, and CAD and related software. Basic principles, development, and process chain of rapid prototyping/additive manufacturing. Photopolymerization processes; powder based fusion processes; extrusion-based systems; printing processes; sheet lamination processes; beam deposition processes; direct write technologies; design for rapid prototyping/additive manufacturing; guidelines

for process selection; software issues and direct digital manufacturing; medical applications; post processing; use of multiple materials; business opportunities and future directions; integrated 3D scanning and 3D printing lab experiments. Hands-on research projects in 3D modeling and rapid prototyping. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

**ETM 591, 592, 593. Special Topics (1-6 hours)**

Graduate level courses composed of selected undergraduate technical electives and additional requirements beyond those specified for undergraduate students. (Occasionally)

**ETM 607. Modeling and Simulation (3 hours)**

Defining and analyzing problems; deterministic vs probabilistic models; continuous vs discrete models; data requirements and structures; developing computer models; debugging and documentation; validation. (Occasionally)

**ETM 610. Economic Analysis for Managers (3 hours)**

An in-depth treatment of engineering economy applied to engineering and management problems. Taxation; measuring the worth of projects; selecting among multiple alternatives; capital budgeting models; comparing risky projects; replacement analysis. (Occasionally)

**ETM 620. Applications of Probability and Statistics (3 hours)**

Probability distributions; sampling theory; hypothesis testing; single and multifactor analysis of variance; linear regression and correlation; multiple regression; design and analysis of experiments; emphasis on non-deterministic problems faced by engineers and engineering managers. Stochastic processes. (Every two years)

**ETM 627. Quality Management (3 hours)**

Quality philosophy and quality management concepts, leadership, quality standards, continuous improvement, quality tools, six-sigma, quality costs, employees participation, customer satisfaction, vendor quality, benchmarking, statistical process control, quality function deployment, design of experiments, Taguchi methods, on-line quality and information technology, case studies and success stories in quality, use of spreadsheets and statistical packages to solve real-world quality problems. (Occasionally)

**ETM 639. Professionalism, Practice, and Ethics (3 hours)**

Study of the ethical codes of professionals and the relation of these ethical norms to more generally accepted ethical values. Derivation of ethical structures. Delineation of the role of the engineer in assuring public health, safety and welfare. (Occasionally)

**ETM 641. Reliability and Maintainability (3 hours)**

Reliability and maintainability considerations during the equipment life cycle. (Occasionally)

**ETM 643. Program Management I (3 hours)**

Program management overview, systems theory and concepts, organization structures, organizing and staffing, general and program management functions. The program environment: problems and pitfalls, conflicts and their resolutions. Case analysis and term project. (Occasionally)

**ETM 645. Operations Research I (3 hours)**

Models and methods of operations research in solving deterministic engineering and management problems. Includes linear, integer, goal, and dynamic programming; network transportation and assignment problems; and inventory theory. (Occasionally)

**ETM 647. Operations Research II (3 hours)**

Models and methods of operations research in solving stochastic engineering and management problems. Includes Markov chains and decision processes; queuing theory and applications; nonlinear programming; decision analysis; and forecasting. (Occasionally)

**ETM 655. Manufacturing Management (3 hours)**

Science of manufacturing/automation, lean and agile manufacturing, theory of constraints, factory dynamics, aggregate planning and master scheduling, material requirement planning (MRP), work-in-process (WIP) inventory models, just-in-time (JIT) manufacturing, variability and flexibility in manufacturing, push and pull production systems, shop floor control, production scheduling, supply chain management, capacity management, economic decision making, case studies and real-world applications. (Occasionally)

**ETM 657. The Profession in the 21st Century (3 hours)**

The changing nature of professional practice. Communication among professionals over the network. Job pattern for the 21st Century. (Occasionally)

**ETM 671. Ergonomics I (3 hours)**

Man-machine interfaces and work station design. Practical examination of noise, vibration, light, and other factors that affect human performance. (Occasionally)

**SPECIAL COURSES:** ETM 691, 692, 693, 697 for variable credit. (Occasionally)

**ETM 691, 692, 693. Special Topics—Lecture Based Courses (1-6 hours)**

Special topics courses delivered in a traditional classroom or online (instructor led) setting.

**ETM 697. Special Topics—Independent Study/Non-thesis Research (1-3 hours)**

A maximum of 3 hours of independent study/non-thesis research may be counted toward the degree.

A maximum of 6 hours of research may be counted toward the degree. Only grades of satisfactory or unsatisfactory will be assigned.

## **Environmental Engineering (M.S.E.) Environmental Systems (M.S.)**

The Master of Science in Engineering in Environmental Engineering and the Master of Science in Environmental Systems programs are characterized by the breadth of subject areas that comprise the disciplines. The programs are designed to prepare students to appreciate and apply an appropriate depth of knowledge in traditional environmental engineering and science subject areas such as water, wastewater, air pollution and solid waste. In addition, the programs are focused on sustainability and green engineering as well as relevant global environmental issues such as hazardous waste site reclamation, greenhouse gas emissions abatement and sequestration, emergent contaminants and natural treatment systems.

The Master of Science in Engineering in Environmental Engineering curriculum requires that a total of 30 semester hours of graduate coursework be completed. The program can be arranged with either a thesis or an all coursework option. A minimum of 18 hours must be taken in the Environmental Engineering discipline, 12 of which must be at the 600 level. The additional 12 hours required for graduation should be taken from the Engineering/Technical Management master's degree program offered within the School of Engineering. Students must also complete a minimum of 18 hours at the 600 level. An optional thesis is also available. A maximum of 6 hours of research may be counted toward the degree if the thesis option is chosen. The program is open to all qualified engineers, regardless of undergraduate engineering major. Students who do not have an adequate background (CHM 111 or CHM 112) in chemistry may be required to take additional courses.

The Master of Science in Environmental Systems degree requires that a total of 30 semester hours of graduate coursework be completed. The program can be arranged with a thesis or an all coursework option. A minimum of 18 hours must be taken in the Environmental Engineering discipline, 12 of which must be taken at the 600 level. The additional 12 hours required for graduation should be taken from Engineering/Technical Management master's degree program offered within the School of Engineering. Students must also complete a minimum of 18 hours at the 600 level. An optional thesis is also available. A maximum of 6 hours of research may be counted toward the degree if the thesis option is chosen. Only grades of satisfactory or unsatisfactory will be assigned. Students who do not have adequate backgrounds in mathematics (MAT 191, MAT 192, and MAT 330) or chemistry (CHM 111 and CHM 112) may be required to take additional courses.

## **EVE Courses**

### **EVE 502. Air Pollution Generation and Control (3 hours)**

Prerequisite: EVE 290 (or consent of instructor).

Fundamental concepts including the origin and fate of air pollutants. Basic concepts of atmospheric chemistry and meteorology, atmospheric dispersion phenomena, governmental regulations, emission and air-quality standards. Design of processes and equipment for control of gaseous and particulate emissions. Current issues. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Occasionally)

### **EVE 503. Atmospheric Chemistry I (3 hours)**

Prerequisite: EVE 402 (or consent of instructor).

An introduction to atmospheric chemical transformations; atomic structure and chemical bonding; thermodynamics, gas-phase kinetics, and photochemistry; tropospheric processes; stratospheric processes. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

### **EVE 505. Design and Analysis of Wastewater Systems (3 hours)**

Prerequisite: EVE 290 (or consent of instructor).

Analysis and design of wastewater treatment systems beginning with an overview of the sources of water pollution and discussion of wastewater characteristics. Fundamental theory and design of conventional wastewater treatment facilities is presented followed by the principles used to design advanced wastewater treatment facilities. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)



**EVE 506. Design and Analysis of Water Systems (3 hours)**

Prerequisite: EVE 290 (or consent of instructor).

Analysis and design of water treatment systems beginning with an overview of the sources of water and discussion of water quality parameters. Fundamental theory and design of conventional water treatment facilities is presented followed by the principles used to design advanced water treatment facilities. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

**EVE 520. Solid Waste Management (3 hours)**

Prerequisites: CHM 112 and EVE 290 (or consent of instructor).

Chemical, mechanical and biological equipment and instrumentation for the collection, processing and disposal of solid wastes are studied and designed. Federal, state, and local regulations regarding generation and disposal of wastes are covered. Handling and recycling of municipal wastes is emphasized. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

**EVE 530. Bioremediation (3 hours)**

Prerequisite: EVE 405 (or consent of instructor).

Introduction to the underlying microbial physiological/biochemical capabilities responsible for contaminant transformation, mathematical descriptions of biological processes, applications and limitations of microbial reactors, applications and limitations of in-situ bioremediation techniques currently used in field-scale remediation, and current and future directions of bioremediation research and field applications. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

**EVE 586. Public Health (3 hours)**

Prerequisites: senior Standing; EGR 252, EVE 405, and EVE 420.

Co-requisite: EVE 402 (or consent of the instructor).

Public health engineering principles for protection against biological and chemical hazards. Introduction to toxicology and epidemiology. Basic risk assessment concepts as applied to water, airborne, and toxic pollutants. Emphasis on major communicable diseases that plague mankind, organisms that cause them, routes of transmission, and engineering control methods. Appropriate control methods, for rural areas and developing countries. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every year)

**EVE 591, 592, 593. Special Topics (Occasionally) (1-6 hours)**

**EVE 603. Atmospheric Chemistry II (3 hours)**

A presentation of the current understanding of the chemistry of the natural and polluted and lower atmosphere. Kinetics and reaction rates of the stratosphere and troposphere; analytical methods. (Occasionally)

**EVE 605. Water Quality I (3 hours)**

A study of the theory, analysis and design of wastewater treatment facilities for the reduction and elimination of organic and inorganic contaminants. (Occasionally)

**EVE 606. Water Quality II (3 hours)**

A study of the theory, analysis and design of water treatment facilities for the production of potable water from surface and ground waters. (Occasionally)

**EVE 610. Environmental Chemistry (3 hours)**

Applied, environmental aspects of physical, organic, and inorganic chemistry; including application of the phenomena of precipitation, complexation, buffering capacity, and chemical equilibrium. The nomenclature and properties of organic compounds. (Occasionally)

**EVE 613. Urban Aerosols (3 hours)**

A study of the formation, concentrations, and compositions of urban aerosols. Sampling and measurement techniques; gas-aerosol partitioning; secondary aerosols; climate change impacts. (Occasionally)

**EVE 615. Biotechnology (3 hours)**

Develop an understanding of the stoichiometric and kinetic fundamentals of microbiological processes used in environmental control and remediation. Apply those fundamentals to the design and operation of the major processes used in environmental biotechnology. (Occasionally)

**EVE 620. Design of Municipal Solid Waste Landfills (3 hours)**

Concepts and calculations associated with the design and modeling of 'typical' RCRA subtitle-D landfills as well as advanced treatment 'bioreactor' landfills. (Occasionally)

**EVE 630. Environmental Assessment and Remediation (3 hours)**

Covers the clean-up of sites contaminated with hazardous waste along with an overview of regulations and related definitions. Objectives of remedial action and site investigations and the implementation of the in-situ and of-site treatment technologies. (Occasionally)

**EVE 685. Stormwater Management (3 hours)**

Theories, applications, and modeling of storm water quality and quantity. Management of post-development runoff will be emphasized. (Occasionally)

**EVE 686. Environmental Epidemiology (3 hours)**

A study of the frequency and patterns of disease that are influenced by environmental factors. Chemical, biological and physical agents; social settings and factors affecting human contact with these agents; natural disasters. (Occasionally)

**EVE 687. Environmental Toxicology (3 hours)**

A study of the harmful effects that result from exposures to chemical agents in humans and other organisms. Toxicity, dose and response, the immune system, regulatory considerations, and risk assessment. (Occasionally)

**EVE 690. Fate and Transport of Groundwater Contaminants (3 hours)**

Theories, applications, and modeling of the physical, chemical, and biological transport and transformation processes affecting groundwater contaminants. (Occasionally)

**EVE 691, 692, 693. Special Topics (Occasionally) (1-6 hours)**

**EVE 698. Professional Seminar (Occasionally) (1-6 hours)**

**EVE 699. Thesis Research (Occasionally) (1-6 hours)**

A maximum of six hours may be counted toward the degree. Only grades of satisfactory or unsatisfactory will be assigned.

## Mechanical Engineering (M.S.E.)

The three major areas comprising mechanical engineering are mechanics, thermal sciences, and materials. Solutions to problems in each of these areas and to more complex problems involving all of these areas require intensive application of mathematics and computational tools. The M.S.E. program in mechanical engineering provides qualified students the opportunity to pursue advanced study in these three areas.

The academic program requires a total of 30 semester credit hours of graduate coursework. In order to provide appropriate depth within the field of study, six courses in mechanical engineering subjects are also required. All students are required to take MAE 508, Mechanical Engineering Applications of Partial Differential Equations. This course represents basic techniques of analysis and should be taken as early in the student's program as is practicable. The elective 12 hours required for graduation should be taken from the Engineering or Engineering Management master's degree programs offered within the School of Engineering.

The program can be arranged with either a thesis option or an all coursework option.

For both options:

MAE 508.	Mechanical Engineering Applications of Partial Differential Equations	3 hours
	additional approved MAE graduate coursework (cannot include MAE 697 or MAE 699)	15 hours
Sub-total		18 hours

For the thesis option:

MAE 699.	Thesis Research	6 hours
	approved 500 or 600 level electives (cannot include MAE 699)	6 hours
TOTAL hours for thesis option		30 hours

For the all coursework option:

	approved 500 or 600 level electives (cannot include MAE 699)	12 hours
TOTAL hours for all coursework option		30 hours

A minimum of 18 hours (excluding research and independent study hours) of 600 level courses is required for either option.

### Mechanical Engineering Minor

Students desiring a minor in mechanical engineering must arrange to take a minimum of nine semester hours of MAE prefixed 600 level courses. All minor programs of study must be approved by the mechanical engineering department chair.

### MAE Courses

#### **MAE 508. Mechanical Engineering Applications of Partial Differential Equations (3 hours)**

Prerequisites: MAT 293 or equivalent, MAT 330 or equivalent.

Characteristics and classification of second order equations. Wave equation; boundary value problems with Laplace's equation; Green's function; initial value problems of the wave and heat equations. (Every two years)

**MAE 522. Intermediate Dynamics (3 hours)**

Prerequisites: C or better in EGR 236, MAT 330.

Three dimensional kinematics of rigid bodies. Three dimensional kinetics of rigid bodies: force and acceleration. Vibrations. Design of systems to produce different types of motion. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

**MAE 525. Vibrations (3 hours)**

Prerequisites: C or better in EGR 236, MAT 330.

Elements of vibrating systems. One degree of freedom systems: free and forced, and damped and undamped. Multi-degree of freedom systems: free and forced, and damped and undamped. Vibration of continuous systems. Design of vibration systems. This course is available only to students enrolled in a graduate program and contains learning activities consistent with a graduate level engineering course. (Every two years)

**MAE 527. Solid Mechanics III (3 hours)**

Prerequisites: MAE 310 or equivalent, MAE 320 or equivalent.

Three dimensional stress at a point, compatibility equations, strain energy, plane stress, plane strain, mechanical behavior of materials, beam bending, torsion of prismatic bars, elastic foundations, elastic stability, energy methods. (Every two years)

**MAE 544 Flight Structures (3 hours)**

Prerequisite: MAE 320 or equivalent.

Loads, fatigue, minimum weight design, stress analysis of semi-monocoque structures, and design of members in tension, bending, and torsion. (Every two years)

**SPECIAL COURSES:** MAE 591, 592, 593. May be repeated for credit with permission of advisor. (Occasionally)

**MAE 591, 592, 593. Special Topics—Lecture Based Courses (3 hours)**

Graduate level courses composed of a chosen senior level undergraduate technical elective and additional requirements beyond those specified for the undergraduate students.

**MAE 610. Numerical Methods for Engineers (3 hours)**

Prerequisites: MAT 293 or equivalent, MAT 330 or equivalent, MAE 310 or equivalent.

Numerical methods applied to engineering problems. Solution of linear systems, eigenvalue problems, nonlinear systems, initial- and boundary-value problems for ordinary differential equations. Differentiation, optimization, and integration techniques. Finite difference methods for partial differential equations. Error and computational stability analyses. (Every two years)

**MAE 621. Advanced Solid Mechanics (3 hours)**

Prerequisite: MAE 320 or equivalent.

Torsion of non-circular shafts, bending of curved beams, membrane stresses in shells, bending of flat plates, bending of beams on elastic foundations, inelastic deformation of members in axial loading, torsion and bending. (Occasionally)

**MAE 623. Advanced Dynamics (3 hours)**

Topics include three-dimensional kinematics and dynamics of rigid bodies and systems of rigid bodies; momentum and energy; elementary calculus of variations; Lagrange's equations of motion; Hamilton's Principle; the principle of virtual work; stability; applications to spacecraft dynamics, mechanism design, and vibration problems. (Occasionally)

**MAE 626. Theory of Plates and Shells (3 hours)**

Prerequisites: MAE 310 or equivalent, MAE 320 or equivalent

Laterally loaded plates with various boundary conditions; elastic stability of plates; differential geometry of surfaces; equilibrium and strain equations; membrane theory of shells; shells of revolution with emphasis on cylindrical and spherical shells. (Every two years)

**MAE 628. Applied Elasticity (3 hours)**

Prerequisites: MAE 310 or equivalent, MAE 320 or equivalent

Analysis of stress, analysis of strain, and development of the governing field equations of linear elasticity: equilibrium, kinematic, constitutive, and compatibility equations. Formulation of elastic boundary value problems. Application to two- and three-dimensional problems. (Every two years)

**MAE 629. Continuum Mechanics (3 hours)**

Prerequisites: MAE 310 or equivalent, MAE 320 or equivalent

Material and spatial descriptions of motion of a continuous medium. Kinematics of finite deformation. Definitions of stress. Balance principles: mass, momentum, and energy. General theory of constitutive equations. Application to elastic, hyperelastic, viscoelastic, and fluid continua. (Every two years)

**MAE 630. Advanced Engineering Thermodynamics (3 hours)**

Prerequisite: MAE 235 or equivalent.

Theories of thermodynamics and their application to problems in engineering practice and design. Equilibrium, Gibb's function, non-ideal gases, and second law analysis. (Every two years)

**MAE 632. Intermediate Fluid Mechanics (3 hours)**

Prerequisite: MAE 330 or equivalent.

Study of incompressible viscous flows. Fundamental equations and solutions using both analytical and numerical techniques. Laminar flow, transition, and turbulent flow. (Every two years)

**MAE 634. Intermediate Heat Transfer (3 hours)**

Prerequisites: EGR 235 or equivalent, MAE 310 or equivalent, MAE 330 or equivalent.

Application of basic laws to the analysis of heat transfer. Exact and approximate solutions to conduction, convection and radiation problems. Separation of variables in rectangular and cylindrical coordinates. Radiation in non-participating media. Selected convection solutions involving the Navier-Stokes equations. (Every two years)

**MAE 635. Conduction Heat Transfer (3 hours)**

Prerequisite: MAE 430 or equivalent.

Mathematical theory of steady state and transient heat conduction: solution of the governing differential equations by analytical and/or numerical methods. (Occasionally)

**MAE 636. Convection Heat Transfer (3 hours)**

Prerequisite: MAE 430 or equivalent.

Study of convective energy transport in internal and external flows under both laminar and turbulent conditions. Analytical, numerical, empirical solution techniques for governing equations. Heat exchanger analysis and design. (Occasionally)

**MAE 637. Radiation Heat Transfer (3 hours)**

Prerequisite: MAE 430 or equivalent.

Mathematical theory of thermal radiation with design applications. Ideal and non-ideal surfaces, participating media, and radiation in enclosures. Analytical and numerical methods stressed in problem solving. (Occasionally)

**MAE 640. Aircraft Structural Analysis (3 hours)**

Prerequisite: MAE 320 or equivalent.

General loads on aircraft: bending, shear, and torsion in sheet-stiffener structures: shear flow in open and closed thin sheet: bending and membrane stresses in thin sheet. (Occasionally)

**MAE 642. Aircraft Structures Design (3 hours)**

Prerequisite: MAE 320 or equivalent.

Design of non-buckling beams: design of semi-tension field beams: sandwich panel construction and design: bolted and riveted fittings and connections: welded connections: details in structural design. (Occasionally)

**MAE 650. Finite Elements (3 hours)**

Prerequisites: MAE 310 or equivalent, MAE 320 or equivalent, MAE 430 or equivalent.

Variational principles. Method of weighted residuals. Elements and interpolation functions. Finite element applications in elasticity, heat transfer, and fluids. (Occasionally)

**MAE 660. Materials in Mechanical Engineering (3 hours)**

Prerequisites: MAE 322 or equivalent, MAE 362 or equivalent.

Analysis of the relationships between the structure of polymeric materials and metals and their mechanical properties. The primary emphasis is on the mechanisms for obtaining strength and ductility in higher strength metals. Materials selection, matching materials and processing with service conditions is considered. (Every two years)

**MAE 661. Laminated Composite Materials (3 hours)**

Prerequisites: EGR 252 or equivalent, MAE 320 or equivalent.

The structure and mechanical properties of composite laminates. (Every two years)

**MAE 662. Fatigue and Fracture (3 hours)**

Prerequisites: MAE 310 or equivalent, MAE 322 or equivalent.

Stationary crack under static loading, energy balance, crack initiation and growth, dynamic crack growth, and fatigue of metals, ceramics, polymers, and composites. (Every two years)

**SPECIAL COURSES:** MAE 691, 692, 693, 697, 698, 699 for variable credit. May be repeated for credit with permission of advisor. (Occasionally)

**MAE 691, 692, 693. Special Topics—Lecture Based Courses (1-6 hours)**

Special topics courses delivered in a traditional classroom/classroom-laboratory setting.

**MAE 697. Special Topics—Independent Study/Non-thesis Research (1-3 hours)**

A maximum of 3 hours of independent study/non-theses research may be counted toward the degree.

**MAE 698. Professional Seminar**

**(1-6 hours)**

**MAE 699. Thesis Research**

**(1-6 hours)**

A maximum of 6 hours of thesis research may be counted toward the degree. Only grades of satisfactory or unsatisfactory will be assigned.

## **Software Engineering (M.S.E)/ Software Systems (M.S.)**

Software enables computer systems to fulfill their promise of solving problems and meeting human needs. The application of engineering principles to software development and maintenance is stimulating the emerging profession of software engineering. Software engineering draws from other disciplines as well, such as research and development in artificial intelligence, computer science, and computer technology, to provide software professionals with the tools to solve real world problems. The purpose of this program is to prepare software professionals who are effective in developing and maintaining software for commercial, industrial, and government needs. The program leads to the degree of Master of Science in Engineering in Software Engineering or Master of Science in Software Systems.

### **Distance Learning**

Because of the widespread practice of software engineering, and because students are working professionals, the Software Engineering/Software Systems program has made a firm commitment to distance learning for the M.S.E. and M.S. programs. Careful attention to instructional design and student interaction provide effective educational experiences for distance education students. For more information, please see the SSE home page at <http://engineering.mercer.edu/academics/graduate/software-engineering.cfm>.

### **Admission Requirements**

The Master of Science in Engineering in Software Engineering degree is limited to students with undergraduate degrees in engineering and as a minimum a year of multi-module computer programming in a modern high order language. The Master of Science in Software Systems degree is designed for students with undergraduate degrees in subjects other than engineering, e.g., computer science. Students with degrees in subjects other than engineering may qualify for admission to the Master of Science in Software Systems program if they have significant experience in programming and other areas of software development and maintenance. Applications from students with degrees in disciplines other than physical science, mathematics, engineering, and computer science will be considered on a case-by-case basis. At a minimum, all students seeking admission to either program should have a year of multi-module computer programming in a modern high order language or equivalent experience, and a background in quantitative methods.

### **Academic Requirements**

Students enrolled in the program are expected to have a sound foundation in object-oriented and structured programming. This foundation is established in SSE 550 and SSE 554, Object-Oriented Design I and II.

The determination of competence that will result in exemption from the introductory courses, Object-Oriented Design I, SSE 550 or Object-Oriented Design II, SSE 554, will be based on other academic courses or documented work experience utilizing computers.

## Curriculum

The objectives of the software engineering and software systems programs are to ensure that all graduates: are proficient in software requirements analysis and software design; are proficient in software construction in using one of three modern programming languages (C#, Java and C++); are proficient in the use of a modern specification language such as UML; are proficient in the use of software processes; and develop additional proficiency through the selection of appropriate electives. A program of study for the degrees will include SSE 554, SSE 657, and SSE 662. At least eighteen hours of the student's course work must be taken in the software engineering program. Of the courses taken in the software engineering program at least twelve hours must be taken at the 600 level. Special topics courses cover areas of current interest in software engineering. Students may include in their programs elective courses from other Mercer graduate programs with the prior approval of their committee and/or the SSE program director.

Students choosing the thesis option are required to do a full research program (6 hours of SSE 699), and to write a master's thesis in partial fulfillment of the degree requirements.

### Software Engineering/Software Systems Minor

Admission to the minor requires the approval of the software engineering program director. Students approved for the minor complete a minimum of 9 semester hours consisting of SSE 554; and one of SSE 657, or 662; and one additional SSE course to be selected with the approval of the program director. The software engineering minor is not available to computer engineering majors.

## SSE Courses

### **SSE 550. Object-Oriented Design I (3 hours)**

Prerequisite: SSE graduate standing or permission of the program director. This is a beginning course in object-oriented development. It may be taken in one of several object-oriented languages, e.g., C#, Java, or C++. (Every year)

### **SSE 554. Object-Oriented Design II (3 hours)**

Prerequisite: SSE 550.

This second course extends the material covered in SSE 550 with greater breadth and depth. Students will use the same programming language (e.g., C#, Java, or C++) that they used in the prerequisite course. The specific topics covered may vary depending on the language used by the student. (Every year)

### **SSE 570. Software Engineering (3 hours)**

Prerequisite: SSE graduate standing or permission of the program director.

Software engineering overview, including software processes and software project management. Software requirements, requirements engineering processes, system models, prototyping, and formal specification. Software design, distributed systems architectures, object-oriented design, real-time software design, reuse and user interface design. Critical systems, dependability, specification, and development. Verification and validation, software testing, and critical systems validation. Software management, cost estimation, quality management, and process improvement. Software evolution, change, re-engineering, and configuration management. (Occasionally)



**SSE 572. Disciplined Software Development (3 hours)**

Prerequisite: SSE 550.

Individual software development practices for estimating, measuring, and controlling process schedule and product quality. (Occasionally)

**SPECIAL COURSES:** 591, 592, 593 for variable credit. May be repeated for credit with permission of the advisor. (Occasionally)

**SSE 591, 592, 593. Special Topics (1-6 hours)**

**SSE 635. Advanced Computational Techniques (3 hours)**

Prerequisite: SSE 550.

Topics covered may include genetic algorithms, artificial intelligence, and/or neural networks. (Every two years)

**SSE 636. Computational Intelligence Applications (3 hours)**

Prerequisite: SSE 550.

Applications of computational intelligence to solve problems in a variety of applications, which may include graphic simulations and interfaces. (Every two years)

**SSE 643. Advanced Graphic Interfaces (3 hours)**

Prerequisite: SSE 550.

The development of graphic user interfaces more sophisticated than those covered in the prerequisite course. Development environments and application libraries specifically designed for interface development may be included. Topics may vary significantly depending on the student's choice of programming language (e.g., C#, C++, or Java). (Every two years)

**SSE 657. Object-Oriented Project Methods (3 hours)**

Prerequisite: SSE 550.

Covers the software development life cycle. General object oriented analysis techniques (OOA) for software and system specifications are presented and applied to develop application domain models and requirements specifications. Techniques for transforming the requirements specifications into designs are presented and applied to develop language independent object oriented designs (OOD). A modern specification language such as UML will be used. Iterative and incremental software processes. (Every two years)

**SSE 660. Software Test (3 hours)**

Prerequisite: SSE 550.

Software testing at several levels and at several stages of development, including acceptance testing. Software validation and verification. (Every year)

**SSE 661. Software Architecture (3 hours)**

Prerequisite: SSE 550 or permission of the program director.

A course in software architectural design. All students will begin with a common core of software architectures and criteria for selecting them. Impact of software architectural choices on: availability, modifiability, performance, security, testability, and usability. Students will then explore architectures selected from among the many available. (Every year)

**SSE 662. Design, Maintenance and Quality (3 hours)**

Prerequisite: SSE 550. Evaluation of design quality and the impact of design quality on software maintenance and incremental development. Improvement of design quality in

existing code. Advanced topics in object-oriented design, including the reuse of successful designs via design patterns. (Every two years)

**SSE 674. Software Risk Management (3 hours)**

Prerequisite: permission of the program director.

Risk is inherent in virtually every software engineering project. Two kinds of risk are opportunity risk, which is the loss from avoiding risk, and failure risk, which is the loss from taking a risk, but failing to achieve the corresponding goal. The loss may be financial, or it may be competitiveness in a market, or the development and acquisition of reusable software components, or many other valuable things. This course covers topics such as people, process, infrastructure, and implementation in software risk management. (Occasionally)

**SSE 675. Lean and Agile Software Development (3 hours)**

Prerequisite: SSE graduate standing or permission of the program director.

Software management and processes with consideration of process impact on cost, schedule, and development techniques. (Yearly)

**SPECIAL COURSES:** 691, 692, 693, 698, 699 for variable credit. May be repeated for credit with permission of the advisor. (Occasionally)

**SSE 691, 692, 693. Special Topics (1-6 hours)**

**SSE 698. Professional Seminar (1-6 hours)**

**SSE 699. Thesis Research (1-6 hours)**

A maximum of 6 hours of research may be counted toward the degree. Only grades of satisfactory or unsatisfactory will be assigned.

## **Technical Communication Management (M.S.)**

The Master of Science degree in Technical Communication Management is an innovative graduate degree that is designed for professionals in technical communication who want to prepare themselves to assume leadership roles within technical communication organizations. It builds upon bachelor's degree preparation in technical communication or a scientific or related discipline and upon significant work experience. The M.S. degree combines theory and research with best practice. It thus parallels the educational philosophy in the School of Engineering's other graduate programs: to provide quality education to working professionals.

### **Distance Learning**

Because of the widespread use of communication technologies in the workplace, and because students are working professionals, the Department of Technical Communication has made a firm commitment to distance learning for the M.S. program in Technical Communication Management. Careful attention to instructional design and student interaction provide effective educational experiences for distance education students. For more information, please see the MSTCM home page at [engineering.mercer.edu/ms-tcm](http://engineering.mercer.edu/ms-tcm).

### **Degree Requirements**

**Admission:** For full admission, the candidate will hold a bachelor's degree from an accredited institution, have at least a 3.0 undergraduate grade point average, and have at least two years industry experience. Proficiency in use of the computer is a prerequisite, since students will receive course materials and create projects on the

World Wide Web. Students should also be self-managed professionals and highly disciplined learners.

**Curricular Requirements:** Students will take eight courses plus a capstone and elective. The degree requires a total of 30 semester hours. Courses are designed to provide both breadth and depth of knowledge and experience in the key subject areas for technical communicators.

The curriculum is as follows:

- TCO 605. Usability (3 hours)
- TCO 620. Managing Multimedia (3 hours)
- TCO 630. Managing People and Projects (3 hours)
- TCO 641. Advanced Technical Communication (3 hours)
- TCO 650. History and Theory of Technical Communication (3 hours)
- TCO 651. International Technical Communication (3 hours)
- TCO 665. Instructional Design (3 hours)
- TCO 676. Visual Communication (3 hours)
- TCO 685. Project Research (3 hours)
- Approved Free Elective\* (3 hours)
- Total Required: 30 semester hours

*\*Free electives may consist of Special Topics courses, Independent Research topics, or courses taken from another accredited graduate program; requires approval of the program director.*

### **Project Research, Special Courses**

- TCO 685. Project Research (3 hours)**
- TCO 691. Special Topics (var. 1-3 hours)**
- TCO 699. Independent Research (var. 1-3 hours)**

### **Technical Communication Management Minor**

Admission to the minor requires the approval of the technical communication management program director. Students approved for the minor complete a minimum of 9 semester hours. Students must perform to the same expectations as all other graduate students seeking the MS degree.

### **TCO Courses**

**TCO 605. Usability (3 hours)**  
Designing and testing for usability of information products. Course includes study of human factors related to usability, user and task analysis, design of interfaces, and usability testing techniques. Class consists of lectures, seminars, and projects. (Every two years)

**TCO 620. Managing Multimedia (3 hours)**  
The course is a study of the theory and practice of the management of multimedia production, design, and implementation. Students conduct interviews with multimedia professionals, complete a comprehensive evaluation of three multimedia products, and create a persuasive report recommending a multimedia project at their organization. Class consists of weekly lectures and discussion, as well as offline participation in a discussion board. (Every two years)

**TCO 630. Managing People and Projects (3 hours)**

A study of the best current methods for establishing and managing technical communication organizations, including international and multi-cultural work teams. Topics include developing virtual teams, cross-disciplinary work teams, and international considerations. Class consists of lectures, seminars, and projects. (Every two years)

**TCO 641. Advanced Technical Communication (3 hours)**

A detailed examination of the major forms and processes of technical communication, including reports, instructions, proposals, and online communication. Includes collaboration and peer review. Emphasis on determining audience and purpose, especially in organizational contexts, and on effective document design. The course will consider the theoretical foundations of the major forms of technical communication, the evolution of contemporary practice, and future directions. (Every two years)

**TCO 650. History and Theory of Technical Communication (3 hours)**

A study of theory and practice underlying the field of technical communication, including such topics as rhetorical theory, history of the discipline, and roots of technical communication in various fields of study. Introduction to research methods in technical communication. Students conduct research and present seminar papers. (Every two years)

**TCO 651. International Technical Communication (3 hours)**

A study of how, in a global business environment, technical communication products must meet significant demands of different cultures and languages. Explores how to balance business needs with culturally diverse users' needs. Investigates how cultural beliefs, attitudes, and values shape the communication process by examining the theory, research, and practices that technical communicators need to consider when internationalizing and localizing communication products. (Every two years)

**TCO 665. Instructional Design (3 hours)**

Designing information products for teaching, training, or instruction using a systematic method. Course includes foundations in cognition and learning theory. Topics include designing for face-to-face and computer-based delivery. (Every two years)

**TCO 676. Visual Communication (3 hours)**

An exploration of the wide array of elements of visual communication and principles of communication design. Examines the reasons why the design of one document is considered more successful than the design of another. Provides the theoretical, practical, and management background needed to ensure that an organization's communication products, regardless of medium, comply with best practices of visual design. (Every two years)

**TCO 685. Project Research (3 hours)**

Prerequisite: permission of the program director.

A capstone project in which students research, design, and prototype an information product for use in a particular work setting. Students demonstrate mastery of content, methods, and management skills acquired in the MSTCM program. The research team usually works with a client, with the instructor serving as the supervisor of the project team. (Not open to students who are minoring in technical communication.) Class consists of research, team projects, and production of deliverables. (Every two years)

**TCO 691. Special Topics (variable, 1-3 hours)**

Topics of interest to technical communicators. May be repeated for up to 6 credits towards the master's degree. (Occasionally)

**TCO 699. Independent Research****(variable, 1-3 hours)**

Students who wish to complete independent studies or research must submit proposals and gain approval of the technical communication management program director in order to count these credits towards the master's degree. May be repeated for up to 6 credits.  
(Occasionally)



# Tift College of Education

James J. Barta, Ph.D., *Dean/Professor*

Allison C. Gilmore, Ph.D., *Associate Dean/Professor*

Kelly Reffitt, Ph.D., *Associate Dean/Associate Professor*

Mary Kay Bacallao, Joseph L. Balloun, Macklin D. Duggins, Penny L. Elkins, Catherine M. Gardner, Harriet A. Hathaway, Jianhua Feng, William O. Lacefield, Susan C. Malone, Margaret R. Morris, Bruce E. Sliger, and Paige L. Tompkins, *Professors*

Elaine Artman, Sharon Augustine, Richard H. Binkney, Olivia Boggs, Edward Bouie, Jr., Lucy Bush, Jabari Cain, Sylvia Y. Cain, Sherah Betts Carr, Geri S. Collins, Jacquelyn M. Culpepper, Karen H. Davis, Ismail S. Gyagenda, J. Kevin Jenkins, Margie W. Jones, Leonard E. Lancette, Pamela A. Larde, Mary Nell McNeese, Mary O'Phelan, Justus J. Randolph, Debra Leigh Walls Rosenstein, Peter A. Ross, Wynnetta A. Scott-Simmons, Karen Weller Swanson, Jane West, and Clemmie B. Whatley, *Associate Professors*

Carl E. Davis, Tristan L. Glenn, Andrew L. Grunzke, Jeffrey Scott Hall, Carol A. Isaac, Joseph R. Jones, Sybil Anne Keesbury, Ronald Knorr, Robert L. Lawrence, Jane Metty, Jon M. Saulson, Michelle Vaughn, and Vincent Youngbauer, *Assistant Professors*

Kaye Thomas, *Director of Field Placement*

Cynthia Anderson and Rebecca Grunzke, *Visiting Assistant Professors*

Barbara McWethy, *Instructor*

Jan Johnson, *Part-time Instructor*

The Tift College of Education offers the Master of Arts in Teaching Secondary, the Master of Education degree in Higher Education Leadership and in Independent and Charter School Leadership, the Doctor of Philosophy and Specialist in Education in Educational Leadership, and the Doctor of Philosophy in Curriculum and Instruction on the Macon campus. Programs leading to certification are approved by the Georgia Professional Standards Commissions and accredited by the National Council for Accreditation of Teacher Education.

## GENERAL GRADUATE PROGRAMS POLICIES

The purpose of the graduate programs in education is to prepare professional educators who will have a philosophy of growth and change based on reliable knowledge about the principles and practices of education. An additional objective is to educate teachers and educational leaders in the skills of research and to foster a disposition to initiate and promote basic and applied research. The College will provide courses to meet all program requirements within specified completion time from the time the student enrolls. The College is not under obligation to grant individualized study through directed/independent study courses or special topics research courses unless the College fails to schedule the course requirements within the time specified. The policies of the graduate program are under the review of the University Graduate Council.

The Graduate Program of the Tift College of Education recognizes the importance of addressing technological advancements within society. Therefore, emphasis on the relevance of technological developments will be infused throughout courses in the graduate programs.

All course work within the Tift College of Education reflects the faculty's recognition of students with diverse and special needs. Mercer's graduate programs are designed to prepare all teachers and educational leaders to plan appropriately for disabled, special needs, and other diverse populations.

### **Academic Standards for Graduate Students**

Students in all degree and non-degree graduate programs 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 maintain a cumulative grade point average of 3.5 on a 4.0 scale. Students may repeat a class only once in order to increase the grade earned in that class and no student may repeat more than two classes in his/her program of study with Mercer. A student may not repeat an equivalent class at another college in order to replace a grade earned at Mercer.

If a graduate student's cumulative graduate GPA with Mercer falls below 3.0 (3.5 for Ed.S. or Ph.D. candidates), the student will be placed on academic probation until he/she raises the GPA to the minimum requirement. A student who is on academic probation is limited to one graduate class per semester. Special permission from an associate dean and the appropriate chair is required for a student on probation to enroll in more than one class per semester. If a student continues on academic probation for two semesters, his/her case will be reviewed by the associate dean, the chair, and faculty and the student may be subject to academic dismissal.

### **Time Limitation in Completion of Requirements**

A student in a graduate program must complete all degree requirements within a six-year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

### **Transfer Credits**

There are certain conditions that must be met to transfer regular graduate credit to Mercer's graduate programs. The institution must be accredited and the student must be admitted to the institution's regular graduate program. Graduate work taken at other institutions must be part of a planned program leading to a degree equivalent to the degree sought at Mercer.

The work must be appropriate for the student's planned program and may be considered only for courses in which a grade of B or higher was earned. The maximum amount of transferred credit is limited to six semester hours for the M.A.T., M.Ed., and the Ed.S. programs in Educational Leadership and in Early Childhood Education. No transfer credit is accepted for the Ed.S. in Teacher Leadership. For Ph.D. programs in Educational Leadership and Curriculum and Instruction, up to nine hours of transfer credit may be considered. Courses taken for another degree previously earned may not be applied to a degree at Mercer (exception: up to nine hours of an Ed.S. degree may be considered for transfer towards the Ph.D. in Educational Leadership). No credit will be given for courses completed more than six years prior to the date on which the Mercer degree is to be conferred.

### **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 appropriate associate dean or chair. Each appeal will be reviewed and decided upon by the faculty in a regular business session. Admission does not ensure satisfactory completion of the program selected nor recommendation for certification.



## **English Proficiency**

An international student whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or a Certificate of Proficiency from an ELS Language Center. The minimum acceptable TOEFL score is 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), or 550 PBT (paper based TOEFL) or IELTS score of 6.5. English proficiency at ELS Level 109 is expected.

## **Grade Appeals Policy**

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. They may then appeal to the chair of the department. If satisfaction is not achieved, the student may then wish to submit an appeal to the Grade Appeals Committee through an associate dean. Grade appeals must be submitted in writing within thirty days after the grade has been issued.

## **Course Load**

An academic load of 9 semester hours qualifies a graduate student for full-time status for financial aid. Requests for overloads beyond 9 hours must be approved by the appropriate associated dean and chair.

## **Code of Ethics for Educators**

All students admitted into the Tift 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.

## **Participation in Commencement Ceremonies**

Students who have met all degree requirements may participate in the Commencement ceremony. Other M.Ed. and Ed.S. students may participate if they meet both of the following conditions:

1. If they are within nine hours of completing all degree requirements and are scheduled to complete those requirements in the summer semester.
2. If they meet the minimum GPA requirements for the degree.

Ph.D. candidates must complete all degree requirements prior to participating in commencement.

## **The Conceptual Framework**

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

## **TO KNOW**

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

1. Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.
2. Demonstrates expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.

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

## **TO DO**

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

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

## **TO BE**

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

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

## **Special Student Classification**

Students seeking re-certification, certification in an additional field or transient enrollment will be assigned to the classification of "Special Student." This classification allows students to enroll for graduate credit upon completion of the following admissions requirements:

1. Application
2. Transcripts (not required for transient students)
3. Additional requirements as applicable:
  - a. Re-certification or add-on certification: Copy of letter from Professional Standards Commission or school system outlining the courses required for re-certification or for adding a field (if applicable); copy of teaching certificate.
  - b. Transient students: Copy of a letter of transient permission from the degree granting college or university.

## **Add-On Certification**

Students interested in adding other fields to a current certificate should see their advisor. In most cases, it is recommended that the student contact the Georgia

Professional Standards Commission for information on requirements for adding a field to a current certificate.

## **GRADUATE PROGRAMS IN TEACHER EDUCATION THE MASTER OF ARTS IN TEACHING (M.A.T.) DEGREE**

The Tift College of Education offers a Master of Arts in Teaching (M.A.T.) degree for secondary (grades 6-12) certification candidates on the Macon Campus. The degree is intended for the initial certification candidate who holds a baccalaureate degree in a secondary certification content field and who is seeking initial teacher certification at the master's degree level. Successful completion of the M.A.T. and passing scores on the appropriate assessments lead to eligibility for Master's level certification in Secondary (6-12) in the appropriate field (English, Math, Biology, Chemistry, Earth/Space Science, Physics, Economics, Geography, History, Political Science). The Conceptual Framework of the Tift College of Education guides the M.A.T. program. Program graduates are recognized as "Transforming 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.

### **Admission to the Master of Arts in Teaching (M.A.T.) Program**

Candidates for admission to the M.A.T. program must submit a formal written application for admission. In addition to the application, applicants must provide the following:

1. Two official copies of all transcripts.
2. Documentation of an overall undergraduate G.P.A. of at least 2.5.
3. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These tests include the Graduate Record Examination (target score of 146 verbal and 141 quantitative, 3.5 analytical writing) or the Miller Analogies Test (target score of 397). Scores must be less than 5 years old at the time of admission.
4. Candidates must pass the GACE Program Admission Assessment or meet the exemption criteria specified at [www.gapsc.com](http://www.gapsc.com) prior to admission.
5. Candidates must complete the GACE Ethics Assessment for Program Entry prior to admission. (See [www.gapsc.com](http://www.gapsc.com).)
6. A \$25 application fee. (Application fee is waived for current and former Mercer students.)
7. In addition to the above materials, candidates must submit a completed Application to Teacher Candidacy for full admission. (This application is separate from the application to the M.A.T. program.) Candidates may be admitted on a conditional basis for one semester only prior to submitting acceptable GRE or MAT test scores.

### **Progression Policy**

In order for a candidate to continue in the M.A.T. program, he/she:

1. Must meet and maintain all requirements for full admission to the program.

2. Must apply for a Preservice Certificate from the Georgia Professional Standards Commission and receive that certificate prior to beginning field placements.
3. Must earn a B or higher in all graduate education courses.
4. May repeat only two education courses. The same course may not be repeated more than once. A certification candidate may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.
5. Must have positive recommendations from each field experience in order to advance in the sequence of required field experiences. Field experience placements must meet all diversity of placement criteria.

### **Candidate for Certification**

In order to be recommended for certification, an M.A.T. candidate must:

1. Have successfully met all Progression Policy criteria.
2. Have a positive recommendation from student teaching or internship.
3. Have successfully completed all program/degree requirements.
4. Have successfully completed Portfolio requirements.
5. Have successfully passed the appropriate GACE Content Assessments and the GACE Ethics Assessment for Program Exit and have submitted score reports to the appropriate Certification Office.
6. Have met all state requirements for certification, including successful completion of edTPA. See Teacher Education Field Experience section for more information.

### **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 course.

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

- Meet with Advisor prior to applying for field experience courses.
- Obtain full admission to teacher education candidacy.
- Apply for field experience during the application period.  
(The application system is open during specified dates each semester. Candidates are responsible for being aware of the application period, and must apply during the semester PRIOR to the actual field experience. Check listserv messages and the Office of Field Placement section on the webpage often.)
- Obtain Pre-Service Certification.  
(After July 1, 2015, under Georgia's new Tiered Certification System, teacher candidates will be required to have a Pre-Service certificate in order to be eligible for placement in any field experiences. Each semester, information will be provided through student listservs to all Tift College certification candidates)

with detailed instructions on applying for the Pre-Service certificate from the Tift College Office of Certification. The process will include submitting the Pre-Service Certification application form and the Verification of Lawful Presence document, which must be notarized. The Georgia Professional Standards Commission (GaPSC) will conduct a criminal background check on each candidate. If cleared, candidates will be issued a Pre-Service Certification by GaPSC. No candidate may begin enroll in a field experience prior to obtaining this certificate. See the next section for more information. Additionally, see: <http://www.gapsc.com/Certification/TieredCertification/preService.aspx>.)

- Complete the GACE Educator Ethics – Program Entry assessment (Test Code 350).

See <http://gace.ets.org/ethics/about> for more information.

- Obtain Tort Liability Coverage.

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

## **Pre-Service Certification and Background Check (additional information)**

### **Validity**

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

### **Additional Notes**

- The Pre-Service certificate is **not** a professional educator certificate. It allows the holder to participate in supervised field experience, clinical practice, student teaching, or residency work in Georgia schools;
- Holding a Pre-Service certificate does not automatically lead to Induction educator certification.
- Holding a Pre-Service certificate is not a pre-requisite to qualify for any other Georgia certificate. If you have already completed the student teaching portion of an educator preparation program, or if you will complete it outside of the state of Georgia, you need not apply for a Pre-Service certificate.

## **edTPA (additional information)**

The GaPSC-approved Content Pedagogy assessment, edTPA, is designed to assess knowledge and skills in the areas of student development and learning, instruction and assessment, and professional roles and responsibilities. See the following link: <http://www.edtpa.com/>

A passing score on edTPA is required for the following individuals:

- Applicants for Induction Pathway 1 or 2 who complete the clinical practice or student teaching requirements of their state-approved initial certification program on or after September 1, 2015;
- Applicants for conversion of an Induction Pathway 4 certificate who complete the clinical practice or student teaching requirements of their state-approved initial certification program on or after September 1, 2015.

Beginning September 1, 2015, to be eligible for certification by the Georgia Professional Standards Commission, all candidates are required to submit edTPA during the student teaching (or internship) field experience. edTPA is scored through Pearson Education, Inc. Candidates must register with Pearson and provide edTPA payment, prior to submitting edTPA work for national scoring. The current cost assessed by Pearson is \$300. More information can be found through the following Pearson website link: <http://www.edtpa.com/Content/Docs/edTPARegistrationOverview.pdf>. Passing scores are required for certification.

## **Secondary Education M.A.T. Program**

The Secondary Education Master of Arts in Teaching program is designed to offer a comprehensive study of the specialized skills needed to teach and support students in grades 6-12. The program offers a wide scope of course content that focuses on theoretical and pedagogical issues while incorporating research, assessment, and technology integration. Diverse field experiences throughout the program help to prepare teachers to support the diverse needs of students. Having completed this program of study, the candidate will become a transforming practitioner and a reflective professional who understands and supports effective and dynamic secondary grades learning environments.

### **Student Learning 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, Application of Knowledge, 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, Application of Knowledge, & Engagement)

- Utilize the effective teaching pedagogy to make connections among academic knowledge and the cultural influences of the student, school, and community. (Practicing, Application of Knowledge, & Engagement)

### **Disposition: 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)

## **Program of Study for the Secondary M.A.T.**

### **Degree Requirements**

34 graduate hours; 6 undergraduate hours

#### **Summer I**

EDUC 220 Foundations of Education (3 hrs.)  
 EDUC 283 Introduction to Special Education (3 hrs.)  
 EMAT 620 Adolescent Development & Learning (3 hrs.)  
 EMAT 624 Curriculum, Instruction, & Planning for SEC (co-requisite with EMAT 601) (3 hrs.)  
 EMAT 601 Initial Field Placement (co-requisite with EMAT 624) (1 hr.)

#### **Fall**

EMAT 642 Content Area Reading: Literacy Development for MGE/SEC (3 hrs.)  
 EMAT 608 Professional Practicum or EMAT 609 Mentored Practicum (3 hrs.)  
 One of the following methods classes based on field of certification:  
 EMAT 645 Teaching of English (3 hrs.)  
 EMAT 666 Teaching Math in MGE/SEC (3 hrs.)  
 EMAT 682 Teaching Social Science (3 hrs.)  
 EMAT 672 Teaching Science for MGE/SEC (3 hrs.)

**All of the above courses must be completed with a B or better prior to student teaching/internship.**

#### **Spring**

EMAT 611 Student Teaching or EMAT 612 Internship (9 hrs.)

#### **Summer II**

EMAT 689 Educational Assessment and Research (3 hrs.)  
 EDUC 625 Culturally & Educationally Responsive Pedagogy (3 hrs.)  
 EDUC 618 Issues of Diversity: Language, Cognition, & Culture (3 hrs.)

## **Secondary Education STEM M.A.T. Program**

The STEM Master of Arts in Teaching program for secondary certification in grades 6-12 is designed to implement an innovative model of teacher education patterned after a medical clinical model with embedded clinical experiences and a three-year residency. This design closes the gap between theoretical and practical knowledge in STEM teaching and learning. The program prepares and tracks STEM MAT candidates and

graduates through their clinical coursework and into their residency periods in high-need, rural and urban settings. The focus on learning in the clinical setting is an effort to create and sustain strong, reciprocal, collaborative relationships between and among STEM MAT candidates and graduates, certified secondary science and math school-based faculty, and university-based faculty. Within the STEM MAT program, authentic research, engineering design practice, problem-based learning, scientific inquiry, and STEM habits of mind support the diverse behavioral, cognitive, emotional, physical, and socio-cultural needs of the adolescent. A hallmark of the program is its STEM Methods sequence of courses, which offers rotations in engineering design practices, model-based reasoning, and other interdisciplinary STEM activities. Candidates will enhance both pedagogical and interdisciplinary content knowledge through these STEM Method rotations. The candidate will become a transforming practitioner and a reflective professional who understands effective and dynamic 6-12 learning environments and supports collaborative communities of practice across STEM disciplines.

[NOTE: The STEM MAT is projected to begin in Summer of 2016 pending approval by the Georgia Professional Standards Commission.]

### **Admission to the Secondary STEM Master of Arts in Teaching (M.A.T.) Degree**

- A completed application through the Woodrow Wilson Teaching Foundation <http://woodrow.org/fellowships/ww-teaching-fellowships/georgia/info/ww-teaching-fellowships-application/>
- Official transcripts of all college work attempted (2 copies).
- Passing scores on the GACE for Program Admission or exemption based on criteria specified at [www.gapsc.com](http://www.gapsc.com) prior to beginning the program.
- Passing scores on the GACE Content Assessment for the appropriate content area before the second semester of coursework.  
[http://gace.ets.org/s/pdf/gace\\_testing\\_windows.pdf](http://gace.ets.org/s/pdf/gace_testing_windows.pdf)
- Official test scores on one of the following tests: GRE [target scores: 146 Verbal + 141 Quantitative, 3.5 Analytical Writing] (Target score for tests taken prior to August 2011 is 800 for Verbal and Quantitative sections combined) or Miller Analogies Test [target score: 397]
- Documentation of completing the GACE Georgia Educators Ethics Assessment for Program Entry prior to beginning the program.
- A major in and/ or a strong professional background in a STEM field (science, technology, engineering, or math). [NOTE: A transcript evaluation will be completed to determine if additional content classes are required to meet content area certification requirements.]
- A commitment to the program and its goals.
- Proof of U.S. citizenship or permanent residency.
- A bachelor's degree from an accredited U.S. college or university or its international equivalent (Note: Undergraduate degrees earned outside the U.S. are accepted if an approved credential evaluator declares the degree equivalent to an earned U.S. bachelor's degree.);
- A cumulative undergraduate grade point average (GPA) of 3.0 or better on a 4.0 scale is preferred. (Note: Candidates who can demonstrate excellence



through other avenues will also be considered. All applications are considered in their entirety and selection is based on merit.)

### **Student Learning Outcomes**

During coursework, clinical experiences, and residency period Mercer's STEM MAT candidates and graduates will:

1. Demonstrate the ability to promote an interdisciplinary perspective using the following STEM reasoning modalities: complex adaptive systems; computational reasoning; model-based reasoning; quantitative reasoning; and evidence-based claims. (To Know; To Do)
2. Design and implement a developmentally appropriate interdisciplinary STEM curriculum. (To Know; To Do)
3. Demonstrate competency in developing and implementing a wide variety of formative and summative assessment strategies. (To Know; To Do)
4. Utilize effective teaching pedagogy to make connections among academic knowledge, STEM practices, and contextual influences on the students, school, and community. (To Know; To Do)
5. Engage in reflective practice and self-assessment of pedagogy and find opportunities to grow professionally and develop emerging leadership qualities. (To Be)
6. Demonstrate the ability to foster relationships with school colleagues, parents, community, and agencies to promote and advocate for the learning and well-being of the adolescent. (To Be)

### **Program of Study for Secondary STEM M.A.T**

(Degree requirements: a minimum of 36 graduate hours)

#### **Summer I**

- EMAT 683 Teaching Exceptional Learners (3 hours)  
EMAT 617 Foundations of Education and History of STEM (3 hours)  
EMAT 676 Adolescent Development & Learning in Context (3 hrs.) [Middle Grades Placement]  
EMAT 677 STEM Methods I in Context for SEC (2 hr.)

#### **Fall**

- EMAT 678 Curriculum, Instruction, & Planning in Context for SEC (3 hrs.) [Partner District Year-long High School Placement]  
EMAT 679 Educational Assessment in Context (3 hrs.) EMAT 680 STEM Methods II for SEC (2 hr.)

#### ***One of the following methods courses:***

- EMAT 684 Methods for Teaching Math in Context for SEC (4 hrs.) [Partner District Year-long High School Placement] OR  
EMAT 685 Methods for Teaching Science in Context for SEC (4 hrs.) [Partner District Year-long High School Placement]

All of the above courses must be completed with a B or better prior to Spring Semester

### **Spring**

EMAT 686 STEM Methods III in Context for SEC (6 hrs.) [Partner District Year-long High School Placement]

EMAT 687 Disciplinary Literacy for SEC (2 hrs.)

### **Summer II**

EMAT 688 Service Learning Capstone in STEM Teaching and Learning for SEC (5 hrs.)

[NOTE: For information on the Progression Policy for the STEM M.A.T., please see the Progression Policy for M.A.T. in previous section.]

## **DOCTOR OF PHILOSOPHY DEGREE IN CURRICULUM AND INSTRUCTION**

The Ph.D. in Curriculum and Instruction program reflects those societal changes that are placing an ever increasing emphasis upon the evolving role of the professional educator. While traditional perspectives position the educator as an “expert teacher,” Mercer University recognizes the importance of preparing doctoral level students as Transforming Curriculum and Instructional Leaders. Based on this recognition, the Ph.D. Curriculum and Instruction program is designed to prepare transforming curriculum and instructional leaders for local, state, and national levels.

Goals and Program Outcomes of the Curriculum and Instruction Ph.D. Program:

1. **To prepare researchers for university, P-12, and political arenas.**
  - a. The candidate uses knowledge in relation to curriculum, instruction, and/or teacher education. (To Know)
  - b. The candidate informs and educates those involved in making governmental policies and regulations at local, state, and/or national levels to support and improve curriculum and instruction. (To Do)
  - c. The candidate systematically reflects, both informally and formally, on the relationships between research and practice. (To Be)
2. **To enhance candidate knowledge of the learner.**
  - a. The candidate extends his/her knowledge of the cognitive, social/emotional, physical, and aesthetic development of the learner. (To Know)
  - b. The candidate advocates for the cognitive, social/emotional, physical, and aesthetic development of the learner in a variety of ways. (To Do, To Be)
3. **To develop curriculum leaders.**
  - a. The candidate will broaden his/her understanding and knowledge of the historical, philosophical, and theoretical foundations of planning, implementing, and evaluating curriculum. (To Know)
  - b. The candidate will articulate his/her philosophical and theoretical curricular position in multiple ways; understand the political and theoretical contexts for planning, implementing, and evaluating curriculum; and provide curriculum leadership at various levels (e.g., local, state, and national). (To Do, To Be)

4. **To develop instructional leaders.**
  - a. The candidate will construct appropriate and accurate knowledge of instructional strategies and techniques that incorporates critical analysis of current research and pedagogical approaches. (To Know)
  - b. By demonstrating critical thinking and problem solving among educators, community agencies, and families, the candidate will provide instructional leadership for pedagogically sound and innovative practices in teaching. (To Do, To Be)

### **Admission Requirements**

Candidates who are admitted to the Ph.D. in Curriculum and Instruction program should represent the highest in academic standards. Not all qualified applicants will be accepted. All admission requirements must be met with required documents on file prior to registration for the first course. The Ph.D. program in Curriculum and Instruction is offered as a cohort model, with new cohorts admitted each academic year.

1. A completed Ph.D. in Curriculum and Instruction application form.
2. A copy of a teaching certificate at or above the master's level (preferred but not required.)\*
3. A current vita or resume.
4. Two official copies of all transcripts of your academic work.
5. A master's degree from a regionally accredited institution with a GPA of 3.5 accrued from previous graduate work.
6. Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. For the doctoral program, the test is the Graduate Record Examination (target score of 151 verbal, 151 quantitative, 4.0 analytical writing for exams taken after August 2011; 1100 verbal quantitative combined and 4.0 analytical writing for pre-August 2011 exams). Scores must be less than six years old at the time of admission. GRE scores are not the sole criteria; applicants with scores lower than the target are encouraged to apply and will need to provide stronger evidence of the ability to complete doctoral courses and independent research.
7. Three professional letters of recommendation.
8. A \$35.00 non-refundable admissions processing fee made payable to Mercer University.
9. Participation in a required interview with program faculty.
10. A signed and dated narrative of career and academic goals and a writing sample to be completed at the interview.
11. A minimum of three years' teaching experience (preferred but not required.)\*

**\*NOTE:** Completion of the program and a passing score on the GACE Content Assessment for Curriculum and Instruction will lead to eligibility for a certificate upgrade to an S-7 in Curriculum and Instruction for those who currently hold valid clear renewable certification. The degree is approved for certification only for those who are currently certified and does not lead to initial certification.

### **Degree Requirements – 63 semester hours**

#### **Ph.D. C & I Core (36 semester hours)**

- |          |  |
|----------|--|
| EDCI 805 | The Transforming Curriculum and Instructional Leader |
| EDCI 815 | History of Curriculum                                |

EDCI 819	Student Cognition and Motivation
EDCI 826	Changing Views of Learning Assessment
EDCI 835	Curriculum Theory
EDCI 839	Instructional Theory and Practice
EDCI 841	Curriculum Evaluation and Design
EDCI 845	Curricular and Instructional Technology
EDCI 848	Pedagogical Needs of the Learner
EDCI 866	Paradigms in High Education for Curriculum and Instruction
EDCI 867	Advocacy and Social Justice through Curriculum and Instruction
EDCI 873	Seminar on Curricular and Instructional Leadership

#### **Ph.D. C & I Research Block (15 semester hours)**

EDCI 807	Foundations of Educational Research
EDCI 811	Quantitative Research I
EDCI 812	Qualitative Research I
EDCI 813	Quantitative Research II
EDCI 814	Qualitative Research II
EDCI 851	Advanced Research Design

#### **Ph.D. C & I Dissertation (12 semester hours)**

EDCI 809	Doctoral Seminar One: Scholarly Writing
EDCI 817	Doctoral Seminar Two: Survey of Literature
EDCI 837	Doctoral Seminar Three: Directed Reading
EDCI 843	Doctoral Seminar Four: Understanding and Synthesizing Research
EDCI 880	Dissertation

#### **Continuous Registration for Dissertation Credits**

Doctoral candidates must be registered for dissertation credits during any semester in which they use university facilities or the professional time of faculty members while the dissertation work is in progress. If the candidate uses university personnel or services he/she must register for the EDCI 880 Dissertation for the following number of hours: doctoral candidates must register for 3 hrs. until successful defense of dissertation proposal, 2 hrs. until successful dissertation defense, and 1 hr. until dissertation is submitted to and approved by the Provost. A minimum of 4 hours is required to meet program of study requirements. To clarify, doctoral students must be registered for EDCI 880 during the semesters in which they are defending their dissertation proposals, defending their dissertations, and submitting dissertation materials to the Provost for approval.

Exit Criteria for the Doctor of Philosophy Degree in Curriculum and Instruction

A dissertation is required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain, from the appropriate 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 Tift College of Education, a dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating payment of all applicable graduation and dissertation fees.

# GRADUATE EDUCATIONAL LEADERSHIP PROGRAMS

## Conceptual Framework: The Transformational Leader

### TO KNOW

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

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

### TO DO

To Do the work of a professional educational leader in encouraging the planning and implementation of well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology. The Transformational Leader:

1. Plans, implements and assesses a well-integrated developmentally appropriate, and culturally responsive school vision that is well grounded in pedagogical and psychological theory.
2. Leads educators to individualize, differentiate, and adapt instruction to meet the needs of diverse and special needs learners.
3. Leads 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. The Transformational Leader:

1. Uses feedback, reflection, research, and collaboration to enhance leadership performance, make decisions, develop and modify leadership skills, and grow as a professional.
2. Models understanding, respect, and appreciation for diverse educational, cultural, and socioeconomic groups; a willingness to consider diverse opinions and perspectives; and concern for community and global awareness.
3. Models positive and effective interpersonal skills by collaborating and responding to diverse community interests and needs, and by mobilizing community resources.

## **Educational Leadership Program Outcomes**

Candidates who complete the graduate degree programs in educational leadership are leaders who will be able to promote the success of ALL by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by all. To Know
2. Advocating, nurturing, and sustaining a culture and programs conducive to learning and professional growth. To Know and To Do
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment. To Know and To Do
4. Collaborating and responding to diverse interests and needs, and mobilizing community resources. To Know, To Do and To Be
5. Acting with integrity, fairness, and in an ethical manner. To Be
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. To Know, To Do and To Be
7. Synthesizing and applying program knowledge and skills through substantial, sustained, standards-based work in real settings. To Know, To Do and To Be

## **MASTER OF EDUCATION IN HIGHER EDUCATION LEADERSHIP**

The M.Ed. in Higher Education Leadership aligns with the conceptual framework of the college, The Transformational Leader. In response to the lack of national standards for the preparation of higher education leaders, faculty developed the Mercer University Standards for Higher Education Leadership, a set of 13 standards with 61 embedded elements, to guide the design of this program. The M.Ed. program is designed for individuals who are seeking careers as directors, coordinators, managers, or supervisors in higher education at the mid-administration or mid-management level. Examples include Director of Financial Aid, Director of Housing, Director of Intercollegiate Athletics, Director of Human Resources, Director of Academic Advising, Director of Safety, Coordinator of

Student Support Services, or Supervisor of Maintenance. Candidates will have two options: Higher Education Leadership (HEDL) or Higher Education Leadership with Academic Advising Concentration (AAC). Further, candidates will choose from one of two tracks: Community College/Technical College or Four-year Private or Public Institution. An optional Concentration in Academic Advising may be simultaneously earned by candidates in either program track by completing a 5-course curriculum that complies with the academic coursework established by the National Academic Advising Association (NACADA). Individuals who already hold a master's degree or higher, but are not enrolled in the M.Ed. program, may apply to earn the non-degree Academic Advising Concentration.

### **Program Goals for the M.Ed. in Higher Education Leadership**

In addition to the program outcomes for all educational leadership programs at Mercer, the primary objective of the Master's degree in Higher Education leadership is to provide students a broad-based, scholarly foundation in higher education organization, structure, administration, and governance to prepare them for entry- or mid-level leadership positions in postsecondary education. Students will select one of two higher education tracks: 4-year institutions or 2-year institutions, and their subsequent

coursework will be tailored to that track. Graduates will emerge with a strengthened understanding of higher education institutions, prepared to assume leadership responsibilities in a variety of professional areas including admissions, student affairs, student services, advising, diversity, alumni relations and development, finance, human resources, facilities, athletics, and enrollment management.

**Admission Requirements for the M.Ed. in Higher Education Leadership:**

To be considered for full admission, applicants must:

1. Hold a bachelor's (or higher) degree in an approved field from an accredited university.
2. Submit two official copies of transcripts from ALL colleges/universities previously attended. Minimum GPA is 2.75.
3. Submit official GRE scores no older than 5 years from date of admission. Target scores: 146 verbal, 141 quantitative, 3.5 analytical writing (800 verbal quantitative combined for pre-August 2011 GRE exams). GRE scores are not the sole criteria for admission; applicants with scores lower than target may apply, but will need to provide strong evidence of his or her ability to complete graduate coursework and internship requirements.
4. Submit two official letters of recommendation (from former and/or current supervisors or instructors only).
5. Submit a \$25 application fee (waived for current Mercer students and Mercer graduates).
6. Submit a signed and dated narrative of career and academic goals.
7. Be interviewed by program faculty.

**M.Ed. in Higher Education Leadership Degree Requirements (36 semester hours)**

The program requires 36 semester hours of coursework, in addition to an internship and the completion of an action research project. The program is delivered face-to-face and online.

**Core Professional Studies (24 hours)**

- EDEL 601 Introduction to Higher Education
- EDEL 604 Leadership Theories
- EDEL 609 Internship
- EDEL 610 Institutional Effectiveness and Assessment
- EDEL 611 Legal Issues in Higher Education
- EDEL 614 Leadership in Intercollegiate Athletics
- EDEL 695 Educational Research for Leaders
- EDEL 618 Cultural Perspectives in Higher Education Leadership

**Leadership Track (either 4-year or 2-year)**

4-year Institution Leadership (12 hours)

- EDEL 602 Contemporary College Student in 4-year institutions
- EDEL 607 Organization and Governance of 4-year Institutions
- EDEL 612 Human Resource Management in 4-year Institutions
- EDEL 616 Finance for Higher Education Leaders in 4-year Institutions

2-year Institution Leadership (12 hours)

EDEL 603 Contemporary College Student in 2-year institutions

EDEL 608 Organization and Governance of 2-year Institutions

EDEL 613 Human Resource Management in 2-year Institutions

EDEL 617 Finance for Higher Education Leaders in 2-year Institutions

**OPTIONAL ACADEMIC ADVISING CONCENTRATION FOR DEGREE CANDIDATES**

A degree candidate may opt to add-on the Academic Advising Concentration to his or her degree by following the information by tracks (4-year or 2-year) shown as follows:

4-year Institution Leadership with AAC add-on, instead of general track

EDEL 606 Foundations of Academic Advising

COUN 601 Career/Vocational Counseling

COUN 614 Lifespan Development

EDEL 602 Contemporary College Students in 4-year Institutions

EDEL 618 Cultural Perspectives in Higher Education Leadership

2-year Institution Leadership with AAC add-on, instead of general track

EDEL 606 Foundations of Academic Advising

COUN 601 Career/Vocational Counseling

COUN 614 Lifespan Development

EDEL 603 Contemporary College Student in 4-year Institutions

EDEL 618 Cultural Perspectives in Higher Education Leadership

**ACADEMIC ADVISING CONCENTRATION ONLY (NO DEGREE)**

Students admitted to the non-degree, add-on AAC program only, must successfully complete the following 5 courses:

Academic Advising Concentration Add-on Only (15 hours)

EDEL 602 Contemporary College Student in 4-year Institutions (OR EDEL603 Contemporary College Student in 2-year Institutions)

EDEL 606 Foundations of Academic Advising

COUN 601 Career/Vocational Counseling

EDEL 618 Cultural Perspectives in Higher Education Leadership

COUN 614 Lifespan Development

**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 and to independent and charter schools. They will be required to reflect on their own professional practice and apply the theoretical knowledge drawn from the literature to the unique context of independent and charter schools. The program prepares students to enter leadership positions in the independent and charter school environments, including principal, assistant principal, headmaster, or directors of various departments, including admissions and student services. Further, the program can serve as professional development for those individuals who are currently employed in leadership positions at an independent or charter school who may have a background in areas other than education and have a



need to understand the unique challenges of education to build upon their experience in the business or nonprofit sectors.

## **Program Standards for the M.Ed. in Independent and Charter School Leadership**

The following standards have been adopted for the program to guide the development of candidates:

### **Standard 1: The School Mission**

The school leader promotes successful development of each individual student in all areas consistent with the mission of the school. The leader accomplishes this by collaborating with the school's governing board, administrative leadership, faculty, and staff in a continual process of evaluation, articulation, stewardship and active implementation of the school's vision, mission, and derivative policies and practices. This standard encompasses all others, from a broad philosophical view, and an executive-level administrative view.

- a. Candidates have a solid understanding of their school's founding principles, and articulate and promote these principles through the development of a shared vision and mission for the organization as a whole.
- b. Candidates are sensitive to, and respond effectively to, changes in the organizational structure and among the school's stakeholders.
- c. Candidates develop and implement valid methods to evaluate the effectiveness of, and to revise, the shared vision and mission, and derivative policies and practices, of the organization as appropriate.
- d. Candidates develop and implement policies, procedures and practices in support of the organization's vision and mission.

### **Standard 2: The School Culture**

The school leader understands that the culture of the school plays a crucial role in achieving the vision and mission of the organization. Consequently, the leader works to establish a culture in which all stakeholders are challenged to give their best in pursuit of the school's vision and mission, and in which all stakeholders are valued, treated with respect, and made to feel appreciated.

- a. Candidates establish an organizational culture that is focused on the promotion of the vision and mission of the school through adopted policies and practices.
- b. Candidates establish an organizational culture that promotes trust, respect, and professionalism among all stakeholders, including members of the governing board, parents, administrators, faculty, staff and students.
- c. Candidates establish and maintain high behavioral expectations for students, in pursuit of social and emotional growth per se, as well as in support of a challenging academic environment.
- d. Candidates establish and maintain a culture that promotes personal responsibility, honesty, and ethical behavior generally, and particularly in support of any religious or philosophical standards of the organization.
- e. Candidates communicate and promote the established school culture to the public clearly, honestly, and in a manner that effectively promotes the vision and mission of the organization.

### **Standard 3: The School Resources and Constituency**

The school leader understands and accepts the challenges inherent in operating an independent school; that is, one that does not rely on traditional governmental funding or student assignment policies to operate. To meet these challenges, the

leader must generate sustainable funding sources by offering a marketable educational program at an acceptable price, and by developing secondary sources such as gifts, endowments, etc. It is of particular importance that the leader ensures that the financial dealings are carried out in accordance with applicable law.

- a. Candidates establish and maintain an effective marketing and recruitment strategy to attract potential students who fit the school's targeted profile.
- b. Candidates develop and implement policies and practices leading to the matriculation and retention of accepted students.
- c. Candidates effectively attract and obtain financial resources from various sources in support of the organizational vision and mission.
- d. Candidates maintain effective relationships with professional associations, regulatory agencies, and local community organizations as appropriate.

#### Standard 4: Management of the School Resources

The school leader accepts responsibility for ensuring that the resources belonging to the organization are employed for their intended use, and that this is done in an efficient manner in order to maximize their utility. The maintenance of an orderly school environment is fundamental for success, and well-planned processes are fundamental to an orderly environment.

- a. Candidates develop and implement personnel practices that lead to the maintenance of a faculty and staff which effectively and efficiently supports the vision and mission of the school.
- b. Candidates implement practices that support the efficient acquisition and use of financial assets, including tuition revenues, endowments, investments, grants, etc.
- c. Candidates manage and maintain the school's property, including real estate, the physical plant, and tangible assets.
- d. Candidates manage the distribution, use of, and responsibility for school assets related to the learning program, such as teaching materials, technology assets, athletic and band equipment, and items used in extra-curricular clubs and organizations.
- e. Candidates ensure that the management of organizational assets is carried out in compliance with applicable legal and ethical standards.

#### Standard 5: The Learning Program

The school leader understands that the learning program is the very essence of the organization-its *raison d'être*. The learning program in an independent school includes the plan for student growth in academics, as well as growth in social, emotional and, when it is a part of the school's mission, spiritual realms. Consequently, the school leader must be knowledgeable of the relevant literature and be able to communicate and apply this knowledge to others. He or she spends the majority of his or her time and energy supporting the learning program, and leading others to focus their time and energy to do likewise. This function of the leader involves not only compliance with applicable regulatory and accreditation standards, but with striving to lead the school to achieve at levels much higher than mere acceptable baselines.

- a) Candidates develop, implement, and evaluate the learning program in a continuous improvement cycle, so that all organizational activities support the vision and mission of the school. This includes identifying and prioritizing the

- separate, but closely related, concepts of academic, social, emotional, and (consistent with the school's mission) spiritual growth.
- b) Candidates are familiar with, and rely upon, the literature related to the growth and development of Children and young adults, as well as that related to appropriate learning outcomes, and to plan and implement appropriate growth opportunities.
  - c) Candidates develop, communicate, and supervise the curriculum program to provide each student with the opportunity to maximize his or her academic potential within the context of the organization's goals.
  - d) Candidates develop, communicate, and supervise the non-academic portions of the learning program to provide opportunity for students to grow socially, emotionally and (consistent with the school's mission) spiritually.
  - e) Candidates understand and employ scientifically valid methods of evaluating the school's learning program, and use these evaluation data to inform the continual improvement cycle.
  - f) Candidates identify professional development needs of the faculty, and provide resources and opportunities for these needs.
  - g) Candidates ensure that the learning program complies with applicable state and federal laws and regulations.

#### Standard 6: Leadership Dispositions

The school leader understands that knowledge and skills alone are not enough to make one a leader. Rather, it is who a school leader is personally that inspires others to follow. With this in mind, the leader commits to the crucial, ongoing work of developing his or her dispositions relevant to any leadership position.

- a. Candidates seek and accept responsibility and accountability for all aspects of school activities appropriate to their roles.
- b. Candidates model ethical behavior in their professional practice, consistent not only with broadly accepted norms, but also with identified moral, ethical and religious standards as may be required by the organization.
- c. Candidates consistently relate to others in a respectful, professional manner in the context of their professional practice, and in their personal capacity to the extent that it affects the organization.
- d. Candidates express themselves both orally and in writing in a clear, effective, and professional manner.
- e. Candidates exhibit intellectual curiosity and self-reflection, and employ critical thinking in the context of their professional practice.

#### Standard 7: Practical Application of Learning (Internship)

- a. The leader will demonstrate his or her knowledge, skills, and dispositions by completing a formalized internship designed around standards 1-6.
- b. The internship will provide opportunities for the candidate to apply knowledge learned in coursework and develop leadership skills in an authentic school context. The internship will take place over a sustained period of time, for a prescribed number of hours, and involve a variety of knowledge, skills and dispositions from standards one through six.
- c. The internship program will be developed cooperatively with the candidate, a faculty advisor, and an experienced leader who will directly supervise the internship.

- d. Documentation of the internship will be required, as well as a final report of the student which describes how the experience helped him or her increase mastery of the relevant knowledge, skills, and dispositions.
- e. Activities completed pursuant to the internship should be different from those associated with the candidate's normal job duties, so as to provide opportunity for growth in new areas.

### **Admissions Requirements for the M.Ed. in Independent and Charter School Leadership**

The program accepts students five times a year in August, October, January, March, and May. To be eligible to apply, an applicant must hold an undergraduate degree from an accredited university and is required to submit the following:

- A completed application for admission
- \$25 non-refundable application fee
- Official GRE scores no older than 5 years. Target scores: 146 verbal, 141 quantitative, 3.5 analytical writing (Target score for tests taken prior to August 2011 is 800 verbal quantitative combined).
- Provide two official copies of all transcripts with a minimum GPA of 2.75
- 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
- Complete a writing sample.

International applicants should consult the university catalog or Tift College of Education website for additional requirements.

### **M.Ed. in Independent and Charter School Leadership Degree Requirements (36 semester hours)**

The program requires 36 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 Charter and Independent Schools
EDEL 822	Collaborative Strategies: Strengthening Internal and External Relationships
EDEL 605	Leadership in Curriculum
EDEL 623	Leadership of the Extra-Curricular Program
EDEL 610	Institutional Effectiveness and Assessment
EDEL 695	Educational Research for School Leaders
EDEL 831	Effective Human Resource Practices
EDEL 624	Legal and Ethical Requirements of Independent School Leaders
EDEL 665	Leadership in Instructional Supervision
EDEL 645A	Internship

# **MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP (P-12)**

(Program available summer 2016 pending approval by the Georgia Professional Standards Commission)

The 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. Based on standards developed by the Interstate School Leaders Licensure Consortium (ISLLC), as adopted by the Educational Leadership Constituent Council (ELCC) and as adopted by the Council for the Accreditation of Educator Preparation (CAEP). 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 field experiences cooperatively developed by the candidate, mentor, and faculty advisor. Upon completion of the program and posting a passing score on the GACE content assessment in Educational Leadership, candidates will be eligible to apply for NPL Level 5 certification in Educational Leadership.

## **Admissions Requirements for the M.Ed. in Educational Leadership (P-12):**

To be considered for admission, applicants must:

1. Hold a bachelor's degree in an approved field from an accredited university.
2. Hold valid Georgia certification as an educator in a teaching or service field at Level 4 or above.
3. Submit two official copies of transcripts from ALL college/universities previously attended. Minimum GPA is 2.75.
4. Submit official GRE scores no older than 5 years from the date of admission. Target scores: 146 verbal, 141 quantitative, 3.5 analytical writing.
5. Submit two letters of recommendation (from former and/or current supervisors or instructors only).
6. Submit a \$25.00 application fee (waived for current Mercer students and Mercer graduates).
7. Submit a signed and dated narrative of career and academic goals.
8. Be interviewed by program faculty.

## **M.Ed. in Educational Leadership (P-12) Degree Requirements (30 semester hours)**

The program requires 30 semester hours of coursework. Six credit hours of coursework will consist of a 94 clock hour internship that will occur during a 16-week period. 156 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
EDEL 665	Leadership in Instructional Supervision
EDEL 635	Assessment and Evaluation
EDEL 625	Managing the School Environment

EDEL 695	Educational Research for School Leaders
EDEL 685	Technology for School Leaders
EDEL 637	Leadership Clinical Internship I
EDEL 638	Leadership Clinical Internship II

## **Ed.S. IN EDUCATIONAL LEADERSHIP**

The specialist degree in Educational Leadership aligns with the conceptual framework of the college, The Transformational Leader, and is correlated with the latest national standards in educational leadership, as established by the ELCC (Educational Leadership Constituent Council). The degree program includes two tracks: one for building-level P-12 school leaders and another for system-level P-12 school leaders. Two separate degree options exist: 1) degree-only (30 hours, does not lead to certification) and 2) performance-based (33 hours, leads to PL-6 certification eligibility).

### **Program Goals for the Ed.S. in Educational Leadership**

1. To prepare building-level and system-level educational leaders for Georgia's schools. Research and experience indicate that principals and supervisors play a crucial role in the success of our schools. Genuine school improvement takes place in the local school or district setting. The opportunity to educate leaders who will give direction to public schools is significant and meaningful. Mercer University seeks to prepare dynamic building and system level leaders who will be transformational in the professional community.
2. To meet the growing demands for highly-skilled school leaders in Georgia. The need for highly skilled school leaders is critical for Georgia's school systems.
3. To develop partnerships with public schools and agencies. Mercer University recognizes the importance of developing partnerships with other institutions and agencies to improve institutional and leadership development.

### **Program Eligibility**

There are several different categories of eligibility for this program:

1. Applicants holding current clear renewable L6 or L7 leadership certification are eligible for the non-degree, performance-based internship-only option. Candidates in this program are required to complete a year-long performance-based internship by enrolling in 6 semester hours of EDEL645B (3 hours during the Fall semester, followed by 3 hours during the subsequent Spring semester). Upon successful completion, candidates are eligible to apply for performance-based certification (PL-6 or PL-7).
2. Applicants holding a degree at the Ed.S. (or higher) in Educational Leadership from an accredited college or university and are a certified Georgia educator are eligible to apply for non-degree, certification-only option. Candidates in this program are required to complete a year-long performance-based internship by enrolling in EDEL 646 Performance Based Internship I (Building Level) during the fall semester and in EDEL 647 Performance Based Internship II (Building Level) during the spring semester. Candidates seeking system level certification will enroll in EDEL 648 Performance Based Internship I (System Level) during the fall semester and in EDEL 649 Performance Based Internship II (System Level) during

the spring semester. Upon successful completion, candidates are eligible to apply for performance-based certification (PL-6 or PL-7).

3. Applicants holding a master's degree in Educational Leadership from an accredited college or university and are a certified Georgia educator are eligible to apply for the Performance-based Ed.S. degree program. Candidates in this program are required to complete the 33-hour degree program, which includes a year-long performance-based internship. Upon successful completion on the program, candidates are eligible to apply for performance-based certification (PL-6).
4. Applicants holding current NL-5 certification are eligible to apply for the Performance-based Ed.S. degree program. Candidates in this program are required to complete the 33-hour core degree program, which includes a year-long performance-based internship. Upon successful completion of the program, candidates are eligible to apply for performance-based certification (PL-6).
5. Applicants holding current Georgia certification at the T5 (or higher) level are eligible to apply for the Performance-based Ed.S. degree program. Candidates are then required to complete the 33-hour degree program, which includes two pre-service courses (6 semester hours total) before beginning the 27-hour core program (which also includes a year-long performance-based internship). Upon successful completion on the program, candidates are eligible to apply for performance-based certification (PL-6).

There is also a degree-only option for applicants who do not meet performance-based eligibility (or choose not to pursue performance-based certification). This option leads to an Ed.S. degree in Educational Leadership, but does not lead to certification (unless the graduate already holds current L5 certification, in which case he or she may be eligible to upgrade to L6). Upon acceptance into the degree-only Ed.S. program, candidates are required to complete the 30-hour degree program, which does not include a performance-based internship. Upon completion, graduates of this program option would then meet performance-based eligibility (line 2 above) should they wish to pursue certification.

### **Admission Requirements for the Ed.S. in Educational Leadership:**

In order to be eligible for the performance-based option, applicants must meet specific requirements set by the Georgia PSC.

Note: Application materials will be considered by program faculty, who will then make decisions regarding acceptance. All Tift College of Education programs adhere to a holistic review policy for admissions.

To be considered, applicants must:

1. Meet program eligibility standards as defined in the section above.
2. Hold a master's (or higher) degree in an approved field from an accredited university.
3. Have completed at least 3 years of certified school experience.
4. Submit two official copies of transcripts from ALL colleges/universities previously attended. Minimum graduate GPA is 3.0.
5. Submit a copy of current Georgia (level 5 or higher) teaching and/or leadership certification.

6. Hold a school leadership role or position, as defined by the Georgia Professional Standards Commission (this must be verified by the school system). (Performance-based applicants only.)
7. Submit official GRE scores no older than 5 years. Target scores: 147 verbal, 143 quantitative, 4.0 analytical writing (900 verbal quantitative combined for pre-August 2011 GRE exams). GRE scores are not the sole criteria for admission; applicants with scores lower than target may apply, but will need to provide strong evidence of his or her ability to complete graduate coursework above the master's degree level, as well as rigorous internship requirements.
8. Submit a current vita or résumé.
9. Submit three official letters of recommendation; one of these must be from a school system supervisor.
10. Submit a \$30 application fee (waived for current Mercer students and Mercer graduates).
11. Submit a signed and dated narrative of career and academic goals.
12. Complete a writing sample. (This can be completed at the same visit as the interview.)
13. Be interviewed by program faculty

**Ed.S. in Educational Leadership Degree Requirements (33 semester hours for Performance-based candidates; 30 semester hours for Degree-only candidates )**

Note: Candidates who are admitted based on line 5 under the Program Eligibility section above must complete two 3-hour pre-service courses (EDEL 705 and EDEL 706, listed below) before enrolling in any of the following core courses.

**Professional Studies (21 hours)**

EDEL 615	Leadership in Today's Schools (3 hours)
EDEL 655	School Law and Ethics (3 hours)
EDEL 605	Leadership in Curriculum (3 hours)
EDEL 686	Strategies for Improving Low Performing Schools (3 hours)
EDEL 625	Managing the School Environment (3 hours)
EDEL 635	Assessment and Evaluation (3 hours)
EDEL 665	Leadership in Instructional Supervision (3 hours)

**Performance-based candidates select one of two tracks: Building-level or System-Level**

**Building Level Track (12 hours)**

EDEL 703	The Principalship (3 hours)
EDEL 697	School, Community and Society (3 hours)
EDEL 646	Performance-Based Internship I (Bldg Level) (3 hours)
EDEL 647	Performance-Based Internship II (Bldg Level) (3 hours)

**System Level Track (12 hours)**

EDEL 704	The Superintendency (3 hours)
EDEL 832	School Finance and Budgeting (3 hours)
EDEL 648	Performance-Based Internship I (System Level) (3 hours)
EDEL 649	Performance-Based Internship II (System Level) (3 hours)



## **Degree-only Ed.S. in Educational Leadership (30 hours)**

### **Professional Studies (21 hours)**

EDEL 605	Leadership in Curriculum (3 hours)
EDEL 615	Leadership in Today's Schools (3 hours)
EDEL 625	Managing the School Environment (3 hours)
EDEL 635	Assessment and Evaluation (3 hours)
EDEL 645A	Internship I (3 hours)
EDEL 655	School Law and Ethics (3 hours)
EDEL 665	Leadership in Instructional Supervision (3 hours)

### **Degree-Only Option (9 hours)**

EDEL 703	The Principalship (3 hours)
EDEL 697	School, Community and Society (3 hours)
EDEL 686	Strategies for Improving Low Performing Schools (3 hours)

## **Exit Criteria for the Performance-based Specialist in Education Degree in Educational Leadership**

The exit criteria for the Ed.S. in Educational Leadership is participation in all annual Leadership Academies during which candidates are enrolled, successful completion of all required coursework, and successful completion of the LiveText Portfolio, and either EDEL 646 and EDEL 647 or EDEL 648 and EDEL 649.

## **Doctor of Philosophy Degree in Educational Leadership**

The Doctor of Philosophy (Ph.D.) degree in Educational Leadership complements other graduate degree programs at Mercer University and is consistent with the mission and goals of the Tift College of Education. The mission of the Educational Leadership program is to promote the acquisition and development of skills, values, and motivation for growth in leadership positions; thereby improving the entire educational segment of society. These leaders will be knowledgeable in the foundations of educational thought, as well as in the science, craft, and art of leadership. In addition, they will study the specialties appropriate to their career goals and acquire the research and evaluation skills essential to both leadership practice and scholarly inquiry. Candidates are given the choice to specialize in either P-12 School Leadership or Higher Education Leadership. The program was designed to provide its candidates with a solid blend of educational theory, research, and practice. The program's conceptual framework, curriculum strands, and program outcomes provide all candidates with a 24 semester-hour core knowledge base, supported by qualitative and quantitative research strategies (15 semester-hours), and 24 semester-hours of specialization-specific courses.

### **Goals of the Ph.D. Program in Educational Leadership**

1. To provide an understanding of the importance of education in society and of the significance of leaders and the effects they have on society.
2. To enable candidates to gain higher-level skills necessary to pursue careers in leadership in schools, colleges and universities, corporations, and other educational agencies.
3. To provide opportunities for experienced leaders to improve the skills they possess.
4. To enable educational leaders to grow professionally throughout their careers by becoming self-initiating professionals who build upon knowledge of inquiry and motivation to renew their skills.

## Admission Requirements

Candidates who are admitted to the Ph.D. program should represent the highest in academic standards. Not all qualified applicants will be accepted. Criteria for candidates applying for admission include:

1. A complete application packet for the Ph.D. in Educational Leadership
2. For P-12 School Leadership track applicants: copy of current NL-5 (or higher) certification from the Georgia Professional Standards Commission
3. For Higher Education Leadership track applicants: documentation of appropriate higher education experience
4. Target scores: 151 verbal, 151 quantitative, 4.0 analytical writing on the REVISED GRE; 1100 verbal/quantitative combined for pre-August 2011 GRE scores (GRE scores are not the sole criteria for admission; applicants with scores lower than the target may apply, but will need to provide strong evidence of his or her competence for completing rigorous doctoral coursework.
5. A current vita or resumé
6. Two official copies of all transcripts of academic work (minimum cumulative graduate GPA of 3.5 required)
7. Three professional letters of recommendation (one of these letters must be from a supervisor)
8. A \$35 non-refundable admissions processing fee made payable to Mercer University
9. Completion of an in-person, onsite writing sample
10. Participation in an interview with program faculty, if invited
11. A signed and dated written narrative of career and academic goals

Applicants with incomplete application files will not be considered for admission. The Ph.D. in Educational Leadership is offered as a cohort model, with new cohorts admitted for the fall semester of each academic year.

## Degree Requirements – 63 semester hours

*Each course listed is 3 semester hours*

### Ph.D. Core (24 semester hours)

EDEL 800	Advanced Leadership Theory
EDEL 801	Organizational Theory and Behavior
EDEL 820	Literature Review of Current Issues in Educational Leadership
EDEL 830	The Ethics of Leadership
EDEL 898	Dissertation I (3 hours)
EDEL 899	Dissertation II (9 hours)

### Ph.D. Research Block (15 semester hours)

EDEL 810	Seminar in Research Methodology
EDEL 811	Quantitative Research Methodology
EDEL 812	Qualitative Research Methodology
EDEL 813	Advanced Inferential Statistics
EDEL 814	Topics in Advanced Research Methods

**Professional Studies (24 semester hours) – P-12 School Leadership Track**

EDEL 821	Policies, Politics & Cultural Aspects of School Leadership
EDEL 822	Collaborative Strategies: Strengthening Internal and External Relationships
EDEL 823	Human Motivation Leadership
EDEL 824	Legal Research and Analysis
EDEL 825	Learning and Cognition in Curriculum and Instruction
EDEL 831	Effective Human Resources Practices
EDEL 832	School Finance and Budgeting
EDEL 833	Facilitating Professional Learning and Development

**Professional Studies (24 semester hours) – Higher Education Leadership Track**

EDEL 815	Assessment and Institutional Effectiveness
EDEL 816	Comprehensive Planning in Higher Education
EDEL 841	Higher Education Student Affairs
EDEL 843	Higher Education Academic Affairs
EDEL 844	Administration and Finance in Higher Education
EDEL 845	Higher Education Law
EDEL 846	Policy and Politics in Higher Education
EDEL 850	Internship in Educational Leadership

**Performance-Based (PL-7) Building Level or System Level Track Add-on Option**

After completing all requirements of the Educational Leadership Ph.D. in P-12 School Leadership, candidates may complete the requirements to become eligible for PL-7 status by completing a year-long, internship. (See Internship II, EDEL 645B in the Ed.S section.) For admission into this PL-7 certification only option, candidates must have a job in school leadership, either system or building level; have passed all Georgia PSC-required assessments in Educational Leadership; and hold a current L-7 leadership certificate at the NPL level or higher.

**Academic Standards**

Candidates for the Ph.D. in Educational Leadership degree must meet and maintain the following program standards:

1. A cumulative grade point average of 3.5 or above on a 4.0 scale is required to graduate.
2. No grade below a B may be used to satisfy degree requirements.
3. A course in which a candidate earns a C or lower may be repeated only once. Up to 6 semester hours of courses for graduate credit may be repeated. A candidate may not take an equivalent course at another university to replace a grade earned at Mercer.
4. All degree requirements must be completed within a six-year period.
5. Students who do not enroll for three consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

**Exit Criteria for the Doctor of Philosophy Degree in Educational Leadership**

A dissertation is required of all candidates for the Doctor of Philosophy degree. Candidates who are writing a dissertation should obtain, from their graduate advisors, a

copy of the regulations for preparing and submitting a dissertation. These regulations should be followed carefully in preparing the manuscript. After approval by the appropriate committee within the Tift College of Education, the dissertation should be submitted to the chief academic officer of the University, accompanied by a receipt indicating payment of all applicable graduation and dissertation fees.

## **COURSE DESCRIPTIONS**

*NOTE: course requirements may include field experience.*

### **CURRICULUM AND INSTRUCTION (EDCI)**

#### **EDCI 805. The Transforming Curriculum & Instructional Leader (3 hours)**

The purpose of this course is to develop an understanding of the roles of the Transforming Curriculum & Instructional Leader. These roles will be examined within the local, state, and national contexts of politics, education policy development, and policy implementation. Issues such as the nature of interest groups, political goals and strategies; external advocacy groups and organizations; and the role of the local school board, the state board of education, and the state legislature will be examined. Recent major educational reform efforts will be critiqued and potential future trends will be examined. (Fall)

#### **EDCI 807. Foundations of Educational Research (3 hours)**

A study of research methods and statistics as applied to the field of education. This course emphasizes qualitative and quantitative methodological approaches; enables students to become more effective consumers of research; prepares students for subsequent and related courses; and provides a foundation for students to be able to conduct original research. (Summer)

#### **EDCI 809. Doctoral Seminar I: Scholarly Writing (2 hours)**

This course will address advanced approaches to scholarly writing and reading with an introduction to dissertation writing. Graded S (Satisfactory) or U (Unsatisfactory) (Summer)

#### **EDCI 811. Quantitative Research I (3 hours)**

*(Same as EDEL 811)*

Prerequisite: EDCI 807

In this course, students will explore the assumptions and methods of the quantitative approach in educational research. First, students will review the major concepts in the research process. Next, students will examine procedures for collection and analysis of quantitative data in education. The focus will be on enabling students to know when to apply different statistical procedures to answer research questions of interest. Students will explore inferential statistics and use hypothetical data to conduct several inferential tests such as the t-test, correlation coefficients, chi square, and ANOVA. Prerequisite: Seminar in Research Methodology or Foundations of Educational Research. (Summer)

#### **EDCI 812. Qualitative Research I (3 hours)**

*(Same as EDEL 812)*

Prerequisite: EDCI 807

The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of education. Through its readings and assignments, this course will equip you with the knowledge, skills, and ethics necessary to be professional and socially just qualitative researchers. One of the tenets of qualitative research is awareness of one's own biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) throughout

the course as they relate to those biases and to ethical research. Prerequisite: Seminar in Research Methodology or Foundations of Educational Research and Quantitative Research Methodology. (Summer)

**EDCI 813. Quantitative Research II (3 hours)**

Prerequisite: EDCI 811.

In this class, students will continue to develop their skills in using and interpreting inferential statistics. Students will become familiar with the following methods of data analysis: multiple regression, logistic regression, the general linear model (ANOVA, ANCOVA, FANOVA, Repeated measures, and mixed-design ANOVA), non-parametric analysis, MANOVA, exploratory factor analysis, categorical data analysis, and multilevel linear models. The emphasis will be on hands-on SPSS analysis and interpretation of quantitative education research data. After taking this course, students are expected to be highly competent producers and consumers of quantitative educational research. (Fall)

**EDCI 814. Qualitative Research II (3 hours)**

Prerequisite: EDCI 812 Qualitative Research I.

The purpose of this course is to advance students' understanding of qualitative research design and analysis, particularly as they apply to the field of education. The focus of the course will be on deepening the understanding of qualitative research methodologies and refining data analysis skills. (Fall)

**EDCI 815. History of Curriculum (3 hours)**

Examines the history of competing movements in American curricular thinking and the individuals who created them. Attention is given to the cultural and instructional contexts and the political climates and agendas prevalent at those times. Emphasis is placed on primary source readings and the position of curricular thinking within an evolving national educational system. (Summer)

**EDCI 817. Doctoral Seminar II: Survey of Literature (2 hours)**

Prerequisite: EDCI 809

The course will provide broad knowledge related to a research interest in curriculum and instruction. Graded S (Satisfactory) or U (Unsatisfactory) (Fall)

**EDCI 819. Student Cognition and Motivation (3 hours)**

The course focuses on a social cognitive view of student learning. Examination of and research in the areas of students' knowledge structures, cognitive and self-regulated learning, cognitive and meta-cognitive reasoning, problem solving, and critical thinking provide a foundation for curriculum planning and instruction. Social cognitive and motivational topics include self-worth theory and expectancy-value models. An explicit connection links cognitive and motivational constructs theoretically and empirically. (Summer)

**EDCI 826. Changing Views of Learning Assessment (3 hours)**

This course is designed to provide doctoral level candidates with the foundation for understanding the intricacies of student assessment. This course will focus on the educational assessment methods and procedures used in local, state, national, and international settings. For the purpose of decision making and program planning for students across ability levels, including those with learning needs and/or those from culturally or linguistically diverse backgrounds, students will investigate the aspects of the assessment process as it reflects commitment to professional integrity, intellectual stamina, social justice, and stewardship. (Summer)

**EDCI 835. Curriculum Theory (3 hours)**

A study of the theoretical underpinnings of curriculum and influential curriculum theorists. Includes examination of the theoretical constructs of curriculum as a body of knowledge to be transmitted, as product, as process, and as praxis. (Fall)

**EDCI 837. Doctoral Seminar III: Directed Reading (2 hours)**

Prerequisite: EDCI 817

The course provides an in-depth knowledge of a specific area of research interest in curriculum and instruction. Graded S (Satisfactory) or U (Unsatisfactory) (Spring)

**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. (Spring)

**EDCI 841. Curriculum Evaluation and Design (3 hours)**

A study of curriculum assessment and evaluation principles, processes, approaches, and models, with a focus on the resulting impact on curriculum design and modification at the classroom, school, system, state, and national levels. The influence of societal trends will be examined. (Fall)

**EDCI 843. Doctoral Seminar IV: Understanding and Synthesizing (2 hours)  
Research**

Prerequisite: EDCI 837

The candidate will demonstrate an ability to synthesize a body of research. Graded S (Satisfactory) or U (Unsatisfactory) (Spring)

**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. (Fall)

**EDCI 848. Pedagogical Needs of the Learner (3 hours)**

An in-depth examination of the research related to the pedagogical needs of learners. Includes study of appropriate assessment models and the resulting impact on curricular and instructional planning. (Summer)

**EDCI 851. Advanced Research Design (3 hours)**

Prerequisite: EDCI 813 or EDCI 8xx (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 Methodology and Qualitative Research Methodology. (Spring)

**EDCI 866. Paradigms in Higher Education for Curriculum  
and Instruction (3 hours)**

The study of significant issues, practices, and research associated with the paradigms of curriculum and instruction at the university level. Through the analysis of teaching and learning, the student will become better prepared to design curriculum and teach courses in higher education and for professional development. Insight will also be gained by

exploring the historical roots of higher education, the evolutionary changes that have taken place and future trends in curriculum for universities and colleges, the curriculum of higher education, the examination of curriculum models that currently exist in higher education, the origins of educational research, teaching the adult learner, and the study of the teaching environment at the university level through the exploration and examination of higher education pedagogical models. Other issues related to positions in higher education will also be addressed, including such matters as tenure and promotion, advising, service, and disposition. (Summer)

**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. (Summer)

**EDCI 873. Seminar on Curricular and Instructional Leadership (3 hours)**

Provides for analytical investigation of advanced topics in and research related to leadership of curriculum and instruction at the school, system, state, and national levels. The various leadership roles will be examined within the context of historical and current approaches to curriculum and teaching and to curriculum and teaching innovation. Additional topics include, among others, instructional supervision, coaching/mentoring, professional development, law, ethics, consultation and collaboration, partnerships, advocacy, conflict management, decision-making, and problem-solving. Internship and case analysis are emphasized to develop leadership skills. (Spring)

**EDCI 880. Dissertation (variable credit 1-5 hours per semester as advised)**

Prerequisite: EDCI 843.

The candidate will work independently on his/her approved dissertation proposal and dissertation. This course may be repeated as often as necessary until the dissertation has been submitted and approved by the Provost and while the student is in good standing. Doctoral candidates must register for 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. Minimum of 4 hours required to meet program of study requirements. Graded S (Satisfactory) or U (Unsatisfactory) (Every semester)

**EDCI 881. Independent Study and Research (3 hours)**

Not to be counted as credit toward a degree. Students who are not enrolled in at least 6 hours of dissertation and/or course work, but who are actively working on a dissertation, consulting with the major professor, or using other resources of the university must enroll in this course each semester until the dissertation is completed. Graded: S (Satisfactory) or U (Unsatisfactory)

**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. (Occasionally)

## **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. (Twice a year)

### **EDEL 602. Contemporary College Students in 4-year Institutions (3 hours)**

This course is designed as a comprehensive and in-depth exploration of the psycho-social development of today's college student. Students will learn about various student development theories and how those theories apply to the contemporary 4-year college student. In addition, the course focuses on factors that influence today's college student's choice of career, political interests, and values and ethics. (Twice a year)

### **EDEL 603. Contemporary College Students in 2-year Institutions (3 hours)**

This course is designed as a comprehensive and in-depth exploration of the psycho-social development of today's college student. Students will learn about various student development theories and how those theories apply to the contemporary 2-year college student. In addition, the course focuses on factors that influence today's college student's choice of career, political interests, and values and ethics.

### **EDEL 604. Leadership Theory (3 hours)**

This course provides an in-depth analysis of various leadership theories. Significant attention is devoted to students learning their own leadership styles and understanding how those styles potentially impact organizational effectiveness. Students will learn how to apply various theories to real-world situations. (Twice a year)

### **EDEL 605. Leadership in Curriculum (3 hours)**

This course provides a study of how philosophical underpinnings impact the design, construction, evaluation and revision of curriculum. Special attention is given to the instructional leader's role in the continuing process of curriculum development, selection, and evaluation. (Twice 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 of 4-year Institutions (3 hours)**

This course is designed to provide students an overview of the various models of organization and governance in 4-year higher education institutions. The role of the chief executive and his/her relationship with Trustees will be examined. In addition, the various structures and configurations of Boards of Trustees will be examined. The role of faculty in campus governance will be explored. Also, the centrality of academics in the mission of a college or university is examined. (Twice a year)



**EDEL 608. Higher Education Organization and Governance of 2-year Institutions (3 hours)**

This course is designed to provide students an overview of the various models of organization and governance in 2-year higher education institutions. The role of the chief executive and his/her relationship with Trustees will be examined. In addition, the various structures and configurations of Boards of Trustees will be examined. The role of faculty in campus governance will be explored. Also, the centrality of academics in the mission of a college or university is examined.

**EDEL 609. Internship (3 hours)**

This course allows students to engage in meaningful field experiences that directly relate to their career interests. Students will select an internship site that provides opportunities to expand their depth and breadth of knowledge and experience in their chosen concentration. A total of 150 contact hours is required for successful completion of internship. Special fee. (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. (Twice 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. (Twice a year)

**EDEL 612. Human Resource Management in 4-year Higher Education Institutions (3 hours)**

This course is designed to explore the role, responsibilities, and duties of the human resource function in 4-year colleges and universities. Human resources issues such as recruiting, screening, and hiring personnel are explored. In addition, legal issues involving affirmative action, Fair Labor Standards Act (FLSA), disability, age and sex discrimination will be explored. (Twice a year)

**EDEL 613. Human Resource Management in 2-year Higher Education Institutions (3 hours)**

This course is designed to explore the role, responsibilities, and duties of the human resource function in 2-year colleges and universities. Human resources issues such as recruiting, screening, and hiring personnel are explored. In addition, legal issues involving affirmative action, Fair Labor Standards Act (FLSA), disability, age and sex discrimination will be explored.

**EDEL 614. Leadership in Intercollegiate Athletics (3 hours)**

This course provides an in-depth understanding of the role of intercollegiate athletics, including its historical development and its contemporary impact on modern colleges and universities. A major emphasis of the course is to provide students the opportunity to become knowledgeable of how athletic departments operate, including administrative structure, recruitment of student athletes, NCAA compliance, Title IX compliance and resource development and distribution. (Twice 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. (Twice a year)

**EDEL 616. Finance Management in 4-year Higher Education Institutions (3 hours)**

This course examines the methods and procedures for generating and allocating financial resources in 4-year colleges and universities. Specific attention will be devoted to how private and public institutions generate income and the rules for allocating those resources. In addition, students will learn how to create a budget utilizing the various elements of a revenue and expenditure budget. (Once a year)

**EDEL 617. Finance Management in 2-year Higher Education Institutions (3 hours)**

This course examines the methods and procedures for generating and allocating financial resources in 2-year colleges and universities. Specific attention will be devoted to how private and public institutions generate income and the rules for allocating those resources. In addition, students will learn how to create a budget utilizing the various elements of a revenue and expenditure budget.

**EDEL 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. (Once a year)

**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. (Once a year)

**EDEL 622. Managing Resources in Charter and Independent 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. (Once a year)

**EDEL 623. Leadership of the Extra-Curricular Program in Charter and 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. (Once a year)

**EDEL 624. Legal and Ethical Requirements of Independent School Leaders (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. (Once a 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 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 675. Foundations of Leadership (3 hours)**

This course explores the phenomenon of leadership from a research as well as theoretical perspective focusing upon critical education outcome elements and the process elements which contribute to organizational effectiveness. (Once 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 686. Strategies for Improving Low Performing Schools (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. (Once a year)

**EDEL 695. Educational Research for Leaders (3 hours)**

The purpose of this course is to examine research methodology and applied research. Emphasis will be given to the review and evaluation of educational research for school leaders. Each student will be required to design, implement, and evaluate an action research project. (Once a year)

**EDEL 697. School, Community, & Society (3 hours)**

This course is designed to examine current key issues in today's schools. Special emphasis will be given to developing school leaders who are community collaborators, net-workers, and problem solvers. (Twice a year)

**EDEL 701. Special Topics in Educational Leadership (1-3 hours)**

Prerequisite: Program Chair approval.

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. (Occasionally)

**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. (Once a 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. (Once a 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 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. (Once a year)

**EDEL 801. Organizational Theory and Behavior (3 hours)**

This course is designed to expose candidates to the fundamental principles with which to understand human behavior inside educational organizations. The course examines various theories developed in an attempt to explain and predict faculty, administrator, staff and student behavior in an organizational context. (Once a year)

**EDEL 802. Program Assessment, Evaluation and Design (3 hours)**

The purpose of the course is to prepare candidates with the necessary knowledge, understanding, and skills to design and implement evaluations of programs. The primary objective of program evaluation is to provide feedback to decision-makers and other stakeholders and to determine whether a particular program is achieving desired outcomes. (Once a year)

**EDEL 803. Special Topics in Educational Leadership (1-3 hours)**

Prerequisite: program Chair approval.

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. (Occasionally)

**EDEL 810. Seminar in Research Methodology (3 hours)**

This course provides an introduction to problem identification and solving in educational leadership leading to the development of research problems and hypotheses for conducting systematic inquiries in the field, providing an overview of approaches, questions and problems posed in each of the major research paradigms. The emphasis will be on developing an understanding and appreciation of the different aspects of these research paradigms and the appropriate uses of each for inquiry in support of improved understanding of and practice in education. (Once a year)

**EDEL 811. Quantitative Research Methodology (3 hours)**

Prerequisite: EDEL 810.

In this course, students will explore the assumptions and methods of the quantitative approach in educational research. First, students will review the major concepts in the research process. Next, students will examine procedures for collection and analysis of quantitative data in education. The focus will be on enabling students to know when to apply different statistical procedures to answer research questions of interest. Students will explore inferential statistics, and use hypothetical data to conduct several inferential tests such as the t test, correlation coefficients, Chi Square, and ANOVA. (Once a year)

**EDEL 812. Qualitative Research Methodology (3 hours)**

Prerequisite: EDEL 810.

The purpose of this course is to introduce qualitative research design and methods, particularly as they apply to the field of education. Through its readings and assignments, this course will equip you with the knowledge and skills necessary for qualitative research. Diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, etc.) will be examined throughout the course as they relate to biases and ethics. (Once a year)

**EDEL 813. Advanced Inferential Statistics (3 hours)**

Prerequisites: EDEL 810, EDEL 811, and EDEL 812.

In this class, candidates will continue to develop their skills in using and interpreting inferential statistics. First, students will explore multiple regression analyses and interactions in multiple regression. Next students will examine a variety of multivariate analyses, including cluster and factor analyses, discriminant analysis, MANOVA, and an introduction to causal modeling. (Once a year)

**EDEL 814. Topics in Advanced Research Methods (3 hours)**

The focus of this course will be a selection of advanced qualitative or quantitative research methods topics not available in EDEL 810, 811, 812, or 813. Topics offered will be those in highest demand and of greatest use to students in any given semester. This course is the final formal research course offered. The course is offered concurrently with the first Dissertation II (899) course; this is a time when students are working on Chapters 1-3 of the dissertation with their respective dissertation chairs and with faculty teaching the dissertation course to make decisions about the methodology for the dissertation research proposal. (Once a year)

**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. (Once a 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. (Once a year)

**EDEL 820. Literature Review of Current Issues in Educational Leadership (3 hours)**

This course is a survey of the foundational and historical background of contemporary issues in the field of educational leadership. Students will research selected topics in order to gain a broad perspective of the field of leadership it applies to P-16 education. Students will evaluate relevant data and draw conclusions based upon the data and class discussions. (Once a 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. (Once a year)

**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. (Once a year)

**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. (Once a year)

**EDEL 824. Legal Research and Analysis (3 hours)**

This course will focus on the legal aspects of operating a school system. Topics for study will include, but not be limited to, federalism and the relative balance of state and federal responsibilities for public schooling, constitutional rights of students, teachers, and other



system employees, state and federal statutory and common law requirements for public and private schooling, and local school board policy as a source of law for educators. (Once a year)

**EDEL 825. Cognition and Learning in Curriculum and Instruction (3 hours)**

This course is an analysis of curriculum and instructional models/theories, classroom/system applications, current issues/trends and their impact on educational leadership practices. (Once a 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 the ethical challenges and decisions criteria facing leaders and to explore the leadership role in sharing the organization's ethical culture. An emphasis will be made on critical thinking, normative decision making, and the role of values in educational leadership. (Once a year)

**EDEL 831. Effective Human Resources Practices (3 hours)**

This course provides an overview of the statutes that regulate human resources practices. The focus will be on the employment process to include job descriptions, advertising, recruiting, interviewing, selection, hiring, orientation, mentoring and retention of quality employees. In addition, compensation studies, salary schedules and benefit packages will be reviewed. A thorough knowledge of the evaluation process to include professional development plans and due process, as required by law, will be presented. (Once a year)

**EDEL 832. School Finance 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. The emphasis will be on creating a school district annual budget that supports the system's mission and goals. (Once a year)

**EDEL 833. 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 841. Higher Education Student Affairs (3 hours)**

This course examines the role of student affairs administrators in student success in higher education. Candidates will consider the role of student affairs through study of theories, research, and methods, and candidates will apply this theory to current practice. The following student affairs topics will be explored: administrative environment; organization and management issues; essential skills and competencies of student affairs leaders; diversity; commitment to professional education; and the relationship between student and academic affairs. (Once a year)

**EDEL 843. Higher Education Academic Affairs (3 hours)**

The purpose of this course is to emphasize academic leadership concepts that relate to organizational structure, staff productivity, and leadership in the change process with respect to curriculum, instruction, faculty development, and faculty personnel policies in

higher education. Special attention will be given to the teaching-learning environments and the factors that shape them. (Once a year)

**EDEL 844. Administration and Finance in Higher Education (3 hours)**

This course involves an exploration of the functional areas/skills that contribute to the effective administration of higher education institutions. Emphasis will be placed on planning, leadership, personnel administration, enrollment management, and facility management. Current topics affecting college and university operations will be investigated. (Once a year)

**EDEL 845. Higher Education Law (3 hours)**

This course will provide candidates with opportunities to study legal aspects of higher education. The candidates will be able to understand the current law through regulations and court cases; to become acquainted with appropriate legal resources and reference materials; and to become familiar with significant court decisions affecting higher education. (Once a year)

**EDEL 846. Policy and Politics in Higher Education (3 hours)**

This course is designed to provide frameworks and approaches to the policy and politics of higher education. Policy making, policy development and policy implementation will be considered. The course will focus on, but will not be limited to, the governance structure and policy-making process in American higher education, current legislative developments, state political agendas, and the role of educating an increasingly diverse student population. (Once a year)

**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. (Once a year)

**EDEL 897. Independent Study and Research (3 hours)**

Prerequisite: EDEL 898 (3 hours), EDEL 899 (9 total hours), and program chair consent. Not to be counted as credit toward a degree. Students who have not completed the dissertation, but are actively working toward completion, consulting with the dissertation committee and /or other faculty, or using other resources of the university must enroll in this course each semester until the dissertation is completed. Graded: S (Satisfactory) or U (Unsatisfactory) (Every semester)

**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. (Once a year)

**EDEL 899. Dissertation II (3 hours)**

Prerequisite: EDEL 898.

Students 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. (Every semester)

## **Education (EDUC)**

### **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. (Summer)

### **EDUC 625. Culturally and Educationally Responsive Pedagogy (3 hours)**

This course provides students with the theory, knowledge, and strategies to teach the culturally diverse and special needs population in today's classrooms. This course goes beyond the usual rhetoric on promoting diversity to present real-world guidance and recommendations for successful teaching in the changing classroom environment. (Summer)

## **Master of Arts in Teaching (EMAT)**

### **EMAT 601. Initial Field Experience (1 hour)**

Prerequisites: See Teacher Education Field Experience section.

This semester-long course provides teacher candidates a community or school-based placement early in the teacher preparation program during which they are expected to observe the learning and teaching environment, tutor individual students or small groups of students, and reflect on teaching experiences in this setting. Candidates are required to complete a semester-long experience, including at least 35 hours in their assigned placement, under the direction of a certified classroom instructor (or the equivalent, for community placements). Additionally, candidates must attend Initial Field Experience Orientation and all related seminars. Special Fee. Application required. (Summer)

### **EMAT 608. Practicum (3 hours)**

Prerequisites: See Teacher Education Field Experience section.

This course should be taken the semester prior to Student Teaching or Internship. This course provides a school-based teaching experience for teacher candidates. Candidates will be assigned a placement based on required cluster and diversity requirements, and will spend a minimum of 60-80 hours in the classroom over a semester. See course syllabus for weekly schedule. Candidates are required to attend all Practicum Orientation and seminars. Special fee. Application required. (Fall)

### **EMAT 609. Mentored Practicum (3 hours)**

Prerequisites: See Teacher Education Field Experience section. Also contact the Office of Field Placement for additional paperwork 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 by a Mercer supervisor. Additional clock hours in other school settings may be assigned in order for the candidate to meet diversity requirements for certification. Candidates are required to attend seminars, including

orientation. Special fee. Application required. Mentored Practicum application also required. (Fall)

**EMAT 611. Student Teaching (9 hours)**

Prerequisites: See Teacher Education Field Experience section.

This course provides a full-day semester long teaching experience for teacher candidates. Candidates will be assigned to diverse public schools and will gradually assume responsibility for working with groups and individuals. Student Teachers will participate in classroom teaching and observation, planning and evaluation conferences, and other school related experiences with guidance provided by the Classroom Teacher and University Supervisor. Each Student Teacher will teach full-time for a minimum of three to five weeks. Candidates are required to attend all student teaching orientation and seminars. Special Fee. Application required. (Spring)

**EMAT 612. Internship (9 hours)**

Prerequisites: See Teacher Education Field Experience section. Also contact the Office of Field Placement for additional paperwork required.

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 all internship orientation and seminars. Specific policies and requirements are included in the Teacher Education Handbook. Special Fee. Application required. Internship application also required. (Spring)

**EMAT 617. Foundations of Education and History of STEM Education (3 hours)**

This course introduces students to teaching as a profession and how STEM education has developed within the broader profession. Topics include teaching as a profession, the organization and culture of schools, legal rights and responsibilities of teachers and students, philosophical and psychological perspectives, historical developments underlying education in the United States, social issues in education, the application of learning theory to instruction and learning environments, basic concepts and principles regarding teaching strategies, assessment and evaluation of student learning, and teaching from a multicultural perspective. All of these topics are discussed with an emphasis on the infusion of STEM education within these topics. (Summer I)

**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 are also presented. Implications for students with exceptional and diverse backgrounds are discussed throughout the course. (Summer)

**EMAT 624. Curriculum, Instruction, & Planning for Secondary (3 hours)**

This course is designed to help the beginning teacher candidate prepare to teach in a 6-12 setting. This course includes an orientation to curriculum studies as an area of research that affects middle and secondary schools. Candidates will learn and implement methods of curriculum design, assessment, units, lesson plans, and instructional strategies to meet the diverse needs of students in grades 6-12. (Summer)

**EMAT 642. Content Area Reading & Writing: (3 hours)**

**Literacy Development for MGE/SEC**

This course will focus on the development, use, and evaluation of language, concepts (specialized vocabulary), and critical thinking while reading text and writing to enhance learning. Attention will be given to the use of metacognitive strategies, including visual tools, so that all students can become engaged and active literacy learners. (Fall)

**EMAT 645. Teaching English (3 hours)**

This course focuses on a study of how to teach English in secondary schools. Its perspective is student-centered, constructivist, developmental, inquiry based, and reflective. The course includes investigation of crucial issues such as: constructivist principles of learning, approaches to teaching grammar and writing, approaches to teaching literature, portfolios, censorship. Attention will be given to means of assessments, including authentic assessment and to state and national standards for the English/Language Arts guide for improved pedagogy. (Fall)

**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. (Fall)

**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. (Fall)

**EMAT 676. Adolescent Development & Learning in Context (3 hours)**

The objective of this course is to integrate adolescent development with related learning theories to understand the (1) developmental progression of the adolescent (cognitively, socially, emotionally, and developmentally) and (2) appropriate strategies to engage the adolescent learner while being cognoscent of the unique needs of the adolescent learner. Specific pedagogical strategies address knowledge of adolescent development and how to use that knowledge to develop positive student interactions and learning environment. This course provides teacher candidates with the appropriate academic language related to adolescent health and development and a working knowledge of seminal works and experts in the field of adolescent development. Teacher candidates will operationalize concepts from the course in middle level STEM clinical setting. (Summer I)

**EMAT 677. STEM Methods I in Context: Engineering Design Process (2 hours)**

This laboratory course provides students with an introduction to the engineering design process. The laboratory course content may include topics such as electronics and microcontrollers, fabrication, and project-based exercises, such as a structure design

project and/or a competition design project. Within the context of engineering design, cross-disciplinary connections between the STEM disciplines (science, technology, engineering and mathematics) will be made explicit as well as emphasis on appropriate STEM reasoning modalities including critical thinking, model-based reasoning, quantitative reasoning and data supported decisions. Teacher candidates will operationalize concepts from the course in a middle level clinical setting. Because of its "In Context" designation, this course provides a middle level clinical experience for STEM MAT candidates. Students will work in a setting with a diverse group of public school students from surrounding counties and will spend a minimum of thirty-five clock hours over a semester with them in an observing, participating, and teaching capacity in STEM-related activities. Students enrolled in EMAT 676 / EMAT 677 will be under the direct supervision of a certified high school classroom teacher and university supervisor. (Summer I)

**EMAT 678. Curriculum, Instruction, and Planning in Context (3 hours)  
for SEC**

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 design, assessment, units, lesson plans, and instructional strategies to scaffold student learning and meet the diverse needs of students in grades 6-12. In addition to weekly course meetings, teacher candidates will implement assignments from the course in a school-based clinical experience. Because of its "In Context" designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679, and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 679. Educational Assessment in Context (3 hours)**

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 while situated in a clinical setting. Because of its "In Context" designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679, and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 680. STEM Methods II: Model-based Reasoning (2 hours)**

This course provides students with an interdisciplinary approach to STEM from a model-based reasoning perspective. Students will develop and use STEM reasoning modalities including model-based, quantitative, computational based reasoning in the context of mathematical laboratory experiences to build models and equations that connect abstract mathematics concepts to real world concepts in STEM and STEM related disciplines. Students will develop and use pedagogical approaches such as problem-based and project-based to extend mathematical concepts across STEM and STEM related disciplines. Teacher candidates will operationalize concepts from the course in a school-based clinical experience in addition to coursework, which may include field trips to STEM-related destinations. (Fall)

**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. (Fall)

**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. (Summer I)

**EMAT 684. Methods for Teaching Math in Context for Secondary (4 hours)**

This course provides an in-depth concentration on selected mathematics topics that are included in the middle and secondary education. Included are reflective thinking as related to the mathematics classroom; application and problem solving; error pattern diagnosis; pre-algebra and algebra; geometry; data collection, interpretation, and analysis; technology; evaluation alignment and techniques, and relative NCTM Standards. Focus is given to the integration of mathematics within science, technology and engineering in the teaching/learning process. Attention is given to enabling all students to become active learners of mathematics and making abstract mathematical concepts relevant not only across STEM disciplines but within the context of real world application. In addition to weekly course meetings, teacher candidates will operationalize concepts from the course in a school-based clinical experience. Because of its "In Context" designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679, and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 685. Methods for Teaching Science in Context for Secondary (4 hours)**

This course is designed to provide science content knowledge and pedagogical practices appropriate for middle and secondary education. There will be an in-depth investigation of scientific concepts across STEM disciplines, emphasis on the use of technology applications to enhance data collection, analysis, and evaluation. Emphasis will be placed on: (1) preparing teachers to incorporate appropriate science content in STEM, process skills, habits of mind, pedagogical strategies through authentic real-world application and experiences, (2) effective ways to teach and assess students, including those with exceptionalities, disabilities, and cultural diversities, and (3) state level science standards. Teacher candidates will operationalize concepts from the course in a

clinical experience in a partner district in addition to weekly course meetings. Because of its “In Context” designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will begin a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 678, EMAT 679 and either EMAT 684 or EMAT 685 will be under the direct supervision of a certified classroom teacher and university supervisor. (Fall)

**EMAT 686. STEM Methods III in Context for Secondary (6 hours)**

This STEM methods course will use concepts learned in prior STEM methods and content methods courses to develop research-based interdisciplinary activities that foster critical thinking and reasoning skills and that employ age appropriate pedagogical practices for the secondary level. This course focuses on designing and implementing interdisciplinary STEM experiences in a clinical setting with an emphasis on collaboration, systems-thinking, web-based sources and applications, and career awareness in STEM. Attention will be given to practical issues that face the secondary STEM teachers in the field such as student motivation; limited resources, time, space; and other barriers to implementing cross-disciplinary STEM instruction. Teacher candidates will operationalize concepts from the course in a school-based clinical experience and will include connections to STEM-related careers. Because of its “In Context” designation, this course provides a high school clinical experience for STEM MAT candidates. In this course, candidates will continue a year-long placement in a high needs rural or urban public school setting with a certified secondary math or science teacher. Candidates will spend a minimum of 500 clock hours over the semester observing, participating, and teaching. Students enrolled in EMAT 686 will be under the direct supervision of a certified classroom teacher and university supervisor. (Spring)

**EMAT 687. Disciplinary Literacy for Secondary STEM Fields (2 hours)**

Adolescent literacy and disciplinary literacy will be explored in relation to the specialized literacy skills in science, technology, engineering, and math (STEM). Emphasis will be placed on the skills students need to navigate complex texts, to enhance critical thinking and to learn disciplinary discourses related to STEM fields. Connections to real world careers will be used to mentor students into the language of STEM fields. Attention will be given to sociocultural context of students to promote active and engaged literacy learning. (Spring)

**EMAT 688. Capstone in STEM Teaching and Learning (5 hours)**

In this course the teacher candidate will develop an individualized professional development plan, which addresses all of the following: (1) potential barriers to success, (2) creation and submission of grant, conference, and/or publication proposal, (3) identify and develop a network of business, industry, university, and/or community partners, and (4) engage in service learning connected to your research and teaching. Course requirements will include community service at a designated site. (Summer II)

**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. (Summer)



# Townsend School of Music

## Graduate Studies

C. David Keith, *Dean/Professor*

Stanley L. Roberts, *Associate Dean/Professor*

Douglas M. Hill, *Director of Undergraduate Studies/Professor*

Richard Kosowski, *Director of Graduate Studies/Associate Professor*

## Graduate Faculty Members

Douglas M. Hill, C. David Keith, Martha Malone, Jack Mitchener, and Stanley L. Roberts, *Professors*

Ian Altman, Montgomery C. Cole, Carol Goff, Richard Kosowski, Marcus D. Reddick, Christopher Schmitz, and Amy Schwartz-Moretti, *Associate Professors*

Julie Albers, Elizabeth Pridgen and Kathryn White, *Assistant Professors*

## Graduate Faculty Associate Members

Robert McDuffie, *Distinguished University Professor of Music*

Adrian Gnam, *Artist-in-Residence*

Becca Albers, Rachel Calin, Lawrence Dutton, David Halen, Hans Jorgen-Jenson, and Kurt Muroki, *Visiting Artists*

Nancy Rehberg and Marie J. Roberts, *Senior Lecturers*

Anne Armstrong, Eric Bubacz, Terence Cantwell, Jay Hanselman, Calista Koch, Jonathan Swygert, and Kelly Via, *Lecturers*

Lois Lantz and Lowen Marshall, *Professor Emeriti*

## Mission Statement

The Townsend School of Music fosters excellence in musical learning within the context of a comprehensive university environment. Undergraduate and graduate studies prepare musicians for careers in performance, music education, church music, and musical scholarship.

## Accreditation

The Townsend School of Music is an institutional member of the National Association of Schools of Music (NASM). The McAfee School of Theology is an institutional member of the Association of Theological Schools (ATS).

## Artist Diploma

### Program Description

The Artist Diploma is a non-degree program that admits only the artistically gifted and motivated students who have completed a baccalaureate degree in music. Because the Artist Diploma (AD) is a performance-enhancing program, the awarding of the AD is assessed on the attainment of a level of artistry commensurate with the professional performance standards as determined by the Artist Diploma committee. This will be evaluated through at least one recital per year and through performances in chamber and major ensembles. The focus of the AD is to achieve the highest level of performance and to allow the student to develop in both artistry and professionalism. It is a four-

semester program that is structured to the individual student's needs and focuses on the practical aspects of musical performance.

As part of their program responsibilities, Artist Diploma students play an active role in the musical life of the Townsend School of Music during the four-semester program, fully participating in institutional performance and outreach and demonstrating their commitment to musical artistry.

Financial aid for students enrolled in the Artist Diploma program is awarded for a maximum of four semesters.

### **Admission Requirements**

To be accepted into the Artist Diploma program the applicant must:

- Have earned a baccalaureate degree from an accredited institution
- Submit a completed Application Form with a nonrefundable application fee of \$100 (U.S.) payable to Mercer University. This fee must accompany the application
- Provide official transcripts of all academic records sent in a sealed envelope from all college and universities attended
- Submit a curriculum vitae (summarizing academic, performance, and employment information)
- Submit a repertory list of major performance area
- Present an audition demonstrating a high level of performance ability. All audition requirements will be parallel to those on the graduate-level audition requirements. A live audition is necessary for unconditional acceptance into the AD program. A student may receive a conditional acceptance into the program by submitting a videotape, compact disc, or DVD recording. However, a live audition must occur during the first month of residency in order to continue in the program. Specific audition requirements for each applied area can be found on the graduate admission page on the Townsend School of Music webpage: [music.mercer.edu](http://music.mercer.edu)
- Submit official scores from TOEFL (if applicable). The proficiency level desired for qualified applicants whose native language is not English is a minimum TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), or 550 PBT (paper based TOEFL)] or IELTS score of 6.5. A score of 22 is required on the verbal communications portion of the test.

### **Master of Music**

The Townsend School of Music offers Master of Music degrees in conducting, performance, collaborative piano and church music.

#### **Conducting (Choral or Instrumental)**

The Master of Music in Conducting (MMC), offered by Townsend School of Music, allows exceptional musicians, who have completed an undergraduate degree in music, to pursue intensive graduate studies in conducting. Within the degree, the student will choose a specialty area in either Choral or Instrumental conducting. The area of emphasis reflects the type of private conducting study (wind ensemble or choral). All MMC students will have the opportunity for added study in choral or wind ensemble conducting.

NOTE: MMC students have the option of adding the designation "with an emphasis in Church Music" by selecting six elective credit hours in church music.

### **Performance (Vocal, Piano, Organ, Instrumental)**

The Master of Music in Performance (MMP), offered by Townsend School of Music, allows exceptional musicians, who have completed an undergraduate degree in music, to pursue intensive graduate studies in performance. Concentrations include: Vocal, Organ, Piano and Instrumental Performance.

NOTE: MMP students have the option of adding the designation "with emphasis in Church Music" by selecting six elective credit hours in church music.

### **Church Music (Conducting, Vocal, Piano, Organ, Instrumental)**

The Master of Music in Church Music (MMCM), offered by Townsend School of Music, is intended to allow talented persons, who have completed an undergraduate degree in music, to enter an intense period of graduate, professional study that will prepare them for the practice of church music ministry. Concentrations include: conducting, vocal performance, organ, piano, and instrumental performance.

### **Collaborative Piano (Vocal or Instrumental)**

The Master of Music in Collaborative Piano (MMCP), offered by Townsend School of Music, is intended to allow talented pianists, who have completed an undergraduate degree in music to enter an intense period of graduate, professional study that will prepare them for a career in collaborative piano. This is distinct from an MM in Performance (Piano), in that piano performance is directed towards solo performance. A collaborative pianist requires a different focus in training, with an emphasis on accompanying and chamber music. Collaborative Piano graduate students will choose one of two areas of emphasis: Vocal or Instrumental. Advanced private study and literature classes distinguish the areas.

NOTE: MMCP students have the option of adding the designation with an emphasis in Church Music by selecting six elective credit hours in Church Music.

### **Admission to Graduate Study**

Admission to the Graduate Studies Area of Townsend School of Music is conducted by formal application and an audition in a performance area (voice, keyboard, instrumental, or conducting). The entire application and performance audition will be considered when making admissions decisions, and each piece of the process is important. In addition, applicants must submit an application fee, (TOEFL for International Students), official transcripts, and three letters of recommendation. The Graduate Studies Area of Townsend School of Music requires that all applicants have either a bachelor's degree in music or music education from an accredited institution in the United States or proof of equivalent training at a foreign institution of higher learning. Applicants are expected to have a record of undergraduate study and experience predicative of success in graduate study.

### **International Applicants**

Qualified applicants from countries other than the United States of America will be eligible for admission into the program. International students follow the same admissions process as students from the United States, but must submit proof of English literacy skills by taking the TOEFL. A minimum score of 550 on the paper-based, 213 on the computer-based, or 80 on the internet based TOEFL is required or IELTS of 6.5. In addition, a score of 22 on the speaking section of the test is required. International applicants should be particularly mindful of the transcript requirement since transcripts

from non-U.S. institutions frequently lack proof of conferred degree information. Non-English transcripts need to be translated by an official translating agency. If the applicant is admitted before receiving a degree and final transcripts, the applicant is required to present a final transcript documenting proof of degree to the Graduate School by the first day of class or a hold will be placed preventing the applicant from registering.

### **Diagnostic Examinations**

At the time of the audition, the applicant will be required to take two diagnostic examinations: a theory examination and a music history examination. The results of both examinations will be factors to be considered for admission to the program. The results of the tests can be used for advising and may require some type of remediation. Study guides for the examinations are available on the graduate studies web page. As well, vocal performance and collaborative piano (vocal emphasis) graduate students will be given a language proficiency diagnostic test concerning the use of IPA for and the correct pronunciation of English, Italian, German, and French; choral conducting graduate students, in addition to the four languages listed above, will be given an IPA and pronunciation diagnostic examination in Latin (Roman Usage). Failure to meet language standards will result in the student taking undergraduate diction courses in the deficient language.

### **Residency Requirement**

To qualify for the Master of Music degree programs, a graduate student must successfully complete at least 80% of the graduate coursework in residence and achieve a grade point average of at least 3.0. Successful completion of a graduate course requires a grade of C or higher.

### **Transfer Credit**

Townsend School of Music will accept transfer credit from other institutions towards the Master of Music degree. Transfer of credit occurs after enrollment and must be approved by the Director of Graduate Studies in consultation with appropriate faculty members and Dean. Credit for graduate work transferred from other universities shall be allowed subject to the following provisions:

1. 20% of the required Mercer coursework (excluding internships, practica, and recitals) may be petitioned for transfer,
2. Coursework must be from an NASM accredited university,
3. Coursework must have been taken no more than 5 years prior to entrance in the graduate program.

Exceptions to this policy may be appealed to the Dean of Townsend School of Music.

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

The first semester that a graduate student's semester and/or cumulative grade point average is below 3.0, the student will receive an academic warning. The second semester in which a graduate student is enrolled and his/her semester and/or cumulative grade point average is below 3.0, the student will be placed on academic probation. The graduate program director may specify academic conditions with which a graduate student on academic probation must comply to be able to register, such as courses to be taken, course-load limits, attainment of a specific semester grade-point-average, etc. A graduate student on academic probation who fails to meet conditions set by the graduate program director may be placed on academic suspension and barred from registering for classes for one or more semesters. A student who falls below six hours in any semester, is on academic probation, or does not have a 3.0 cumulative grade point average may

lose his/her graduate assistantship or fellowship. The student may reapply to the graduate director the following semester for possible re-instatement of the assistantship or fellowship.

### **Readmission**

A graduate student who withdraws from the University or who is suspended from graduate study must make a written request for readmission, addressed to the graduate program director.

### **Exit Requirements**

All graduate degrees in music require the successful completion of course work, a graduate recital in the student's applied area of concentration, and comprehensive written and oral examinations. The applied recital is coordinated by the student's applied teacher, and evaluated by a three person graduate faculty panel. The comprehensive written and oral examinations are coordinated by the director of graduate studies and evaluated by a three person faculty committee.

## **Curriculum for the Master of Music in Conducting (Choral)**

### **Major Area**

MUS 640	Graduate Choral Conducting and Techniques	2 credits
MUS 642	Applied Conducting	6 credits
MUS 595	Graduate Ensemble	2 credits
MUS 633	Survey of Choral Literature I (Early-Baroque)	2 credits
MUS 634	Survey of Choral Literature II (1750-Present)	2 credits
MUS 575	Graduate Recital	0 credits
<b>Total Major Area</b>		<b>14 credits</b>

### **Other Studies in Music**

MUS 656	Analytical Techniques I	3 credits
MUS 605	Introduction to Graduate Studies in Music	3 credits
MUS 620	Historical Study of Musical Styles and Literature (Rotating Topics: Renaissance, Baroque, Classical, Romantic, Twentieth Century and American Music)	3 credits
MUS 650 or	Composition/Arranging	2 credits
MUS 651	Orchestration	
MUS 638	Vocal Pedagogy	2 credits
<b>Total Other Studies in Music</b>		<b>13 credits</b>

### **Elective Studies in Supportive Areas**

**6 credits from among the following:**

MUS 560	Applied Voice	2 credits
MUS 620	Historical Study of Musical Styles and Literature (Rotating Topics: Renaissance, Baroque, Classical, Romantic, Twentieth Century and	3 credits

	American Music)	
MUS 621	Service Playing	2 credits
* MUS 631	Church Music Methods & Technology	3 credits
* MUS 632	Hymnology and Church Music Literature	3 credits
MUS 637	Organ Skills (2 semesters)	4 credits
639	Piano Pedagogy (2 Semesters)	2 credits
638/636	Vocal Pedagogy, Pedagogy of Orchestral Instrument	
MUS 641	Graduate Instrumental Conducting	2 credits
MUS 642	Applied Conducting (not in area of specialization)	2 credits
MUS 645	Survey of Orchestral Literature	2 credits
MUS 646	Survey of Wind Ensemble Literature	2 credits
MUS 650/651	Arranging/Composition or Orchestration (The alternate choice from the "Other Studies" area)	2 credits
*MUS 652	Foundations of Christian Worship	3 credits
MUS 655	Diction (3 semesters, 1 hour each semester)	3 credits
MUS 657	Analytical Techniques II	3 credits
MUS 658	Counterpoint in the Style of the 16th Century	3 credits
MUS 659	Counterpoint in the Style of the 18th Century	3 credits
MUS 680	Special Topics in Music	3 credits
*MUS 701/702	Spiritual Formation for Ministry I or II	2 credits
	<b>Total Electives</b>	<b>6 credits</b>
	<b>Total Overall</b>	<b>33 credits</b>

*\* To qualify for the designation with an emphasis in Church Music, students must complete six hours of elective study in church music. The church music courses are denoted by the asterisk (\*).*

## **Curriculum for the Master of Music in Conducting (Instrumental)**

### **Major Area**

MUS 641	Graduate Instrumental Conducting	2 credits
MUS 642	Applied Conducting	6 credits
MUS 645	Survey of Orchestral Literature	2 credits
MUS 646	Survey of Wind Ensemble Literature	2 credits
MUS 595	Graduate Ensemble	2 credits
MUS 575	Graduate Conducting Recital	0 credits
	Total Major Area	14 credits

### **Other Studies in Music**

MUS 656	Analytical Techniques I	3 credits
MUS 605	Introduction to Graduate Studies in Music	3 credits
MUS 620	Historical Study of Musical Styles and Literature (Rotating Topics: Renaissance, Baroque,	3 credits

	Classical, Romantic, Twentieth Century and American Music)	
MUS 650 or MUS 651	Composition/Arranging Orchestration	2 credits
MUS 561, 562, 563	Applied Study: Major Performance Instrument	2 credits

**Total Other Studies in Music 13 credits**

**Elective Studies in Supportive Areas**

MUS 620	Historical Study of Musical Styles and Literature (Rotating Topics: Renaissance, Baroque, Classical, Romantic, Twentieth Century and American Music)	3 credits
MUS 621	Service Playing	2 credits
*MUS 631	Church Music Methods and Technology	3 credits
*MUS 632	Hymnology & Church Music Literature	3 credits
MUS 633	Survey of Choral Literature: Renaissance & Baroque	2 credits
MUS 634	Survey of Choral Literature: Mid 18th-century to Present	2 credits
MUS 636	Pedagogy of an Orchestral Instrument	2 credits
MUS 638	Vocal Pedagogy	2 credits
MUS 640	Graduate Choral Conducting Techniques	2 credits
MUS 642	Applied Conducting (not in area of specialization)	2 credits
MUS 650 or MUS 651	Composition/Arranging Orchestration	2 credits
*MUS 652	Foundations of Christian Worship	3 credits
MUS 657	Analytical Techniques II	3 credits
MUS 658	Counterpoint in the Style of the 16th Century	3 credits
MUS 659	Counterpoint in the Style of the 18th Century	3 credits
MUS 680	Special Topics in Music	1-3 credits

**Total Electives 6 credits**  
**Total Overall 33 credits**

\*To qualify for the designation “with an emphasis in Church Music,” students must complete six hours of elective study in church music. The church music courses are denoted by the asterisk (\*).

**Curriculum for the Master of Music in Performance**

**Major Area**

MUS 565/566/567/574/568	Applied Voice/Piano/Organ/ Harpsichord/or Instrumental	8 credits
MUS 595	Graduate Ensemble (2 semesters)* *Organ majors may substitute MUS 640	2 credits
MUS 660/661	Organ History and Literature I & II (organ performance only)	4 credits

MUS 685	Seminar in the Major (all other Instruments and voice) (2 semesters)	2 credits
MUS 575	Graduate Recital	0 credits
<b>Total Major Area</b>		<b>14 credits</b>

#### Other Studies in Music

MUS 656	Analytical Techniques I	3 credits
MUS 605	Introduction to Graduate Studies in Music	3 credits
MUS 620	Historical Study of Musical Styles and Literature	3 credits
MUS 637	Organ Skills (2 semesters)	4 credits
639	Piano Pedagogy (2 Semesters)	2 credits
638/636	Vocal Pedagogy, Pedagogy of Orchestral Instrument	
<b>Total Other Studies in Music</b>		<b>11- 13 credits</b>

#### Elective Studies in Supportive Areas

10 credits from among the following:

MUS 620	Historical Study of Musical Styles and Literature*	3 credits
<i>*This is in addition to the required course and cannot be the same topic</i>		
MUS 621	Service Playing	2 credits
MUS 622	Collaborative Piano Vocal Literature I	2 credits
MUS 623	Collaborative Piano vocal Literature II	2 credits
*MUS 631	Church Music Methods & Technology	3 credits
*MUS 632	Hymnology and Church Music Literature	3 credits
MUS 633	Survey of Choral Literature Renaissance & Baroque	2 credits
MUS 634	Survey of Choral Literature Mid-18th Century to the Present	2 credits
MUS 640	Graduate Choral Conducting and Techniques	2 credits
MUS 641	Instrumental Conducting	2 credits
MUS 642	Applied Conducting	2 credits
MUS 645	Survey of Orchestral Literature	2 credits
MUS 646	Survey of Wind Ensemble Literature	2 credits
MUS 650	Composition/Arrangement	2 credits
MUS 651	Orchestration	2 credits
*MUS 652	Foundations of Christian Worship	3 credits
†MUS 655	Diction (3 semesters)	3 credits
MUS 657	Analytical Techniques II	3 credits
MUS 658	Counterpoint in the Style of the 16th Century	3 credits
MUS 659	Counterpoint in the Style of the 18th Century	3 credits
MUS 680	Special Topics in Music	3 credits
* MUS 701/702	Spiritual Formation for Ministry I or II	2 credits



<b>Total Electives</b>	<b>10 credits</b>
<b>Total Overall</b>	<b>33-37 credits</b>

\* To qualify for the designation with an emphasis in Church Music, students must complete six hours of elective study in church music. The church music courses are denoted by the asterisk (\*).

†Graduate students in vocal performance may not take MUS 655 for credit.

## Curriculum for the Master of Music in Church Music

### Major Area

MUS 652	Foundations of Christian Worship	3 credits
MUS 632	Hymnology and Church Music Literature	3 credits
MUS 631	Church Music Methods & Technology	3 credits
MUS 601	Supervised Music Ministry	1 credit
MUS 701/702	Spiritual Formation for Ministry I or II	2 credits
MUS 575	Graduate Recital	0 credits

**Total Major Area 12 credits**

### Other Studies in Music

MUS 560/561/562/569/ 563/642	Applied Voice/Piano/Organ/ Harpichord/Instrumental/ Conducting	4 credits
MUS 595	Graduate Ensemble	2 credits
MUS 605	Introduction to Graduate Studies in Music	3 credits
MUS 620	Historical Study of Musical Styles and Literature	3 credits
MUS 637	Organ Skills (2 semesters)	4 credits
639	Piano Pedagogy (2 Semesters)	2 credits
638/636	Vocal Pedagogy, Pedagogy of Orchestral Instrument	
MUS 640	Graduate Choral Conducting and Techniques	2 credits
MUS 656	Analytical Techniques I	3 credits

**Total Other Studies in Music 19-21 credits**

### Elective Studies in Supportive Areas

**4 credits from among the following:**

MUS 560/561/562/ 569/563	Applied Voice/Piano/Organ/ Harpichord/Instrumental*	2 credits
<i>*not to be in the area of emphasis</i>		
MUS 620	Historical Study of Music Styles and Literature**	3 credits
<i>**this is in addition to the required course and cannot be the same type</i>		
MUS 621	Service Playing	2 credits
MUS 633	Survey of Choral Literature: Renaissance & Baroque	
MUS 634	Survey of Choral Literature: Mid-18th Century to Present	2 credits

MUS 642	Applied Conducting	2 credits
MUS 650	Composition/Arrangement	2 credits
MUS 651	Orchestration	2 credits
MUS 655	Diction (3 semesters)	3 credits
MUS 657	Analytical Techniques II	3 credits
MUS 658	Counterpoint in the Style of the 16th Century	3 credits
MUS 659	Counterpoint in the Style of the 18th Century	3 credits
MUS 660	Organ History and Literature I	2 credits
MUS 661	Organ History and Literature II	2 credits
MUS 680	Special Topics in Music	3 credits
	<b>Total Electives</b>	<b>4 credits</b>
	<b>Total Overall</b>	<b>35-37 credits</b>

## Curriculum for the Master of Music in Collaborative Piano:

### Major Area

MUS 540	Applied Piano: Collaborative I	2 credits
MUS 541	Applied Piano: Collaborative II	2 credits
MUS 595	Ensemble	2 credits

### Vocal Emphasis:

MUS 542	Applied Piano: Advanced Collaborative I	2 credits
MUS 543	Applied Piano: Advanced Collaborative II (Vocal)	2 credits
MUS 622	Collaborative Piano Vocal Literature I	2 credits
MUS 623	Collaborative Piano Vocal Literature II	2 credits

### Instrumental Music Emphasis:

MUS 544	Applied Piano: Advanced Collaborative I (Chamber)	2 credits
MUS 545	Applied Piano: Advanced Collaborative II (Chamber)	2 credits
MUS 647	Collaborative Piano Chamber Music Literature I	2 credits
MUS 648	Collaborative Piano Chamber Music Literature II	2 credits
MUS 575	Graduate Recital	0 credits

**Total Major Area**

**Vocal: 14 credits**

**Instrumental: 14 credits**

### Other Studies in Music

MUS 605	Introduction to Graduate Studies in Music	3 credits
MUS 620	Historical Study of Musical Styles and Literature	3 credits
MUS 656	Analytical Techniques I	3 credits

### Vocal Emphasis:

MUS 655 (A,B,C)	Vocal Diction (3 semesters, 1 hour credit)	3 credits
MUS 633 or	Choral Literature I	2 credits
MUS 634	Choral Literature II	

**Instrumental Music Emphasis:**

MUS 645	Orchestral Literature	2 credits
MUS 646	Wind Ensemble Literature	2 credits

**Total Other Studies in Music**                      **Vocal: 14 credits**  
**Instrumental 13 credits**

**Elective Studies in Supportive Areas****6 credits from among the following:**

MUS 560/562/569/563	Applied Performance Lessons	2 credits
MUS 620	Historical Study of Musical Styles and Literature (Rotating Topics: Renaissance, Baroque, Classical, Romantic, Twentieth Century and American Music)	3 credits
MUS 621	Service Playing	2 credits
*MUS 631	Church Music Methods & Technology	3 credits
*MUS 632	Hymnology and Church Music Literature	3 credits
MUS 633	Choral Literature I	2 credits
MUS 634	Choral Literature II	2 credits
MUS 637/ 639/ 636	Organ Skills (2 semesters), Piano Pedagogy (2 Semesters), Pedagogy of Orchestral Instrument	2 credits
MUS 638	Vocal Pedagogy	2 credits
MUS 640	Graduate Choral Conducting	2 credits
MUS 641	Graduate Instrumental Conducting	2 credits
MUS 642	Applied Conducting	2 credits
MUS 645	Orchestral Conducting Literature	2 credits
MUS 646	Wind Ensemble Conducting Literature	2 credits
MUS 650	Composition/Arranging	2 credits
MUS 651	Graduate Orchestration	2 credits
*MUS 652	Foundations of Christian Worship	3 credits
MUS 655 (A,B,C)	Vocal Diction (1 hour each semester)	1 credit
MUS 657	Analytical Techniques II	3 credits
MUS 658	Counterpoint in the Style of the 16th Century	3 credits
MUS 659	Counterpoint in the Style of the 18th Century	3 credits
MUS 660	Organ History and Literature I	2 credits
MUS 661	Organ History and Literature II	2 credits
MUS 680	Special Topics in Music	1-3 credits
*MUS 701/702	Spiritual Formation for Ministry I or II	2 credits

**Total Electives**    **6 credits**  
**Total Overall**    **34-35 credits**

*\*To qualify for the designation "with an emphasis in Church Music," students must complete six hours of elective study in church music. The church music courses are denoted by the asterisk (\*).*

# GRADUATE MUSIC COURSES (MUS)

## Applied Music Courses

One-hour private lesson each week with an expectation of 2 hours of rehearsal per day is worth 2 credit hours. One-hour private lesson each week with an expectation of 4 hours of rehearsal per day is worth 4 credit hours. Applied music courses may be repeated for credit.

**MUS 560 (1-2 hours credit), MUS 565 (4 hours credit). Voice**

(Every Year, Fall and Spring Semesters)

**MUS 561 (1-2 hours credit), MUS 566 (4 hours credit). Piano**

(Every Year, Fall and Spring Semesters)

**MUS 562 (1-2 hours credit), MUS 567 (4 hours credit). Organ**

(Every Year, Fall and Spring Semesters)

**MUS 569 (1-2 hours credit), MUS 574 (4 hours credit). Harpsichord**

(Every Year, Fall and Spring Semesters)

**MUS 563 (1-2 hours credit), MUS 568 (4 hours credit). Instrumental (non-keyboard)**

(Every Year, Fall and Spring Semesters)

A. Flute/Piccolo

B. Oboe

C. Bassoon

D. Clarinet

E. Saxophone

J. Cornet/Trumpet

K. Horn

L. Trombone

M. Euphonium

N. Tuba

R. Percussion

T. Harp

V. Guitar

W. Violin

X. Viola

Y. Violin/Cello

Z. Double-bass

**MUS 540. Applied Piano: Collaborative I**

**(2 hours)**

This applied lesson is weekly private instruction on vocal, instrumental, and chamber music with piano. This lesson sequence is designed to study the techniques and artistry of accompanying. This course will also continue the study of a certain degree of piano solo repertoire. Equal emphasis will be placed on vocal and instrumental collaborative piano repertoire. In addition to weekly private instruction, a weekly studio class is mandatory.

Each student will be assigned music majors to accompany for the semester. As well, you may also be assigned to accompany a chamber instrumental or choral ensemble. You will be required to meet weekly for lessons and rehearsals with each assigned student or chamber group. You will also be responsible for accompanying each student in studio classes, student recitals, and juries. (Every Year, Fall and Spring Semesters)

**MUS 541. Applied Piano Collaborative Piano II**

**(2 hours)**

Prerequisite: completion of MUS 540 or permission of instructor.

This lesson sequence is a continuation of MUS 540. (Every Year, Fall and Spring Semesters)

**MUS 542. Applied Piano: Advanced Collaborative I (Vocal)**

**(2 hours)**

Prerequisite: completion of MUS 540 and MUS 541 or permission of the instructor.

This lesson sequence will include weekly private instruction specializing in vocal repertoire with piano. This will include art song, opera, and oratorio literature. Study of some solo piano repertoire is required. (Every Year, Fall and Spring Semesters)

**MUS 543. Applied Piano: Advanced Collaborative II (Vocal) (2 hours)**

Prerequisite: completion MUS 542 or permission of the instructor.

This course is a continuation MUS 542. (Every Year, Fall and Spring Semesters)

**MUS 544. Applied Piano: Advanced Collaborative I (Chamber) (2 hours)**

Prerequisite: collaborative Piano I and II or permission from instructor.

This course will include weekly private instruction specializing in chamber, sonata, medium-length, and vignette repertoire for piano and other instruments. Study of some solo piano repertoire will be required. (Every Year, Fall and Spring Semesters)

**MUS 545. Applied Piano: Advanced Collaborative II (Chamber) (2 hours)**

Prerequisite: completion of MUS 544 or permission of instructor.

This course is a continuation of MUS 544. Every Year, Fall and Spring Semesters)

**MUS 575. Graduate Recital (0 hour)**

Graduate students are required to register for Graduate Recital during the semester the performer gives a faculty juried graduate recital counting toward the fulfillment of the graduate recital requirement. This course may be repeated only if the content of the recital is completely different from a previous MUS 575 recital. (Every Year, Fall and Spring Semesters)

**MUS 595. Graduate Ensemble (1 hour)**

Participation in an ensemble that is appropriate for a student's performance discipline. May include choral and/or instrumental ensembles, chamber music, and opera. (Every Year, Fall and Spring Semester)

**MUS 601. Supervised Music Ministry Experience (1 hour)**

Designed to meet the needs of students preparing for the music ministry. Students will be assigned to work with appropriate staff members of a local church in a church music leadership position. Students are required to complete one semester of supervised ministry experience, which will be taken after the student's first semester of study. (Every Year, Fall and Spring Semesters)

**MUS 605. Introduction to Graduate Studies in Music (3 hours)**

An introduction to music research tools, materials, and techniques. The course will provide a study of bibliographical materials and methods of research. The focus of the course will include major references and indexes, databases, and Internet research. (Every Year, Fall Semester)

**MUS 620. Historical Study of Musical Styles and Literature (3 hours)**

A series of graduate-level seminar courses in music history. Topics will be announced in advance, will focus primarily on periods of music history, and drawn from the following: Music in the Ancient World and Renaissance, Music in the Baroque Era, Classicism in Music, Romanticism in Music, 20th Century Music, American Music, and other specialized topics related to music history. This course may be repeated for credit as long as the topic is different. (Every Year, Spring Semester)

**MUS 621. Service Playing (2 hours)**

A study of the special skills required of the organist and organist-director in effective and imaginative worship. Particular emphasis will be placed upon hymn playing, strict and free improvisation, choral accompanying, and the use of a repertoire appropriate to church settings. (Occasionally)

**MUS 622. Collaborative Piano Vocal Literature I (2 hours)**

This course is a survey of vocal literature and collaborative piano with an emphasis on German, French and English art song repertoire (as well as selected Italian, Russian, Scandinavian, Spanish). Class sessions will be diverse and will include lectures, listening, project presentations, written and aural exams; and performance of assigned vocal and piano literature. Outside assignments will include research, listening and preparation of projects. (Fall semester, odd years)

**MUS 623. Collaborative Piano Vocal Literature II (2 hours)**

Prerequisite: completion of MUS 622 or permission of the instructor.

This course is a survey of vocal literature and collaborative piano with an emphasis on opera and oratorio repertoire. Class sessions will be diverse and will include lectures, listening, project presentations, written and aural exams; and performance of assigned vocal and piano literature. Outside assignments will include research, listening and preparation of projects. (Spring semester, even years)

**MUS 631. Church Music Methods & Technology (3 hours)**

A study of choral and instrumental repertoire for use in churches. Discussion of topics pertaining to the administration of church music programs, church staff relationships, youth and children's choir techniques, and technology related to work in a local church. The class's format will include lectures, reading sessions, and class projects. (Fall semester, even years)

**MUS 632. Hymnology & Church Music Literature (3 hours)**

This course is designed to provide a survey of the historical development of congregational song in the Western church experience. Areas covered will include the early Christian era and the development of hymnody, the Reformation and Counter-Reformation, developments resulting from the evolution of various Protestant groups, text-music relationships, and trends of church music into the 20th century. (Spring semester, odd years)

**MUS 633. Survey of Choral Literature: Renaissance & Baroque (2 hours)**

A survey of choral literature from 1450-1750. Emphasis will be placed on acquiring a broader knowledge of the choral literature from these periods, and gaining a better understanding of musical styles and performance practice unique to each. (Fall semester, even years)

**MUS 634. Survey of Choral Literature: Mid 18th-century to Present (2 hours)**

A survey of choral literature from 1750-present. Emphasis will be placed on acquiring a broader knowledge of the choral literature from the Classical, Romantic, and 20th-century periods, and gaining a better understanding of musical style and performance practice unique to each. (Fall semester, odd years)

**MUS 636. Pedagogy of an Orchestral Instrument (2 hours)**

This course focuses on development of pedagogical skills for a specific orchestral instrument. Included will be study of performance literature, teaching methods/strategies, and maintenance related to the selected orchestral instrument. (Every year, as requested)

**MUS 637A. Organ Skills I (2 hours)**

This course focuses on development of pedagogical skills as they pertain to the organ. The class will address methods, materials, problems of manual and pedal technique, and registration. (Every year, as requested)

**MUS 637B. Organ Skills II** (2 hours)

This course is a continuation of MUS 637A. (Every year, as requested)

**MUS 638. Vocal Pedagogy** (2 hours)

This course is designed to develop a basic understanding of the physical and acoustical foundations of singing. On the basis of this understanding, the student will (1) improve his or her own singing and (2) become a better teacher of singing on the individual level and in a group context. (Spring semester, odd years)

**MUS 639A. Piano Pedagogy I** (1 hour)

This course focuses on development of pedagogical skills for the piano. Included will be study of keyboard literature from the Robertsbridge Codex (1320) until the present and supervised teaching of piano lessons given by the graduate student. (Fall semester, odd years)

**MUS 639B. Piano Pedagogy II** (1 hour)

This course is a continuation of MUS 639A. (Spring semester, even years)

**MUS 640. Graduate Choral Conducting & Techniques** (2 hours)

Advanced studies in conducting a choral ensemble. The course will focus on the elements of choral sound, the expressive elements of text, score study, and rehearsal techniques. (Every year, Fall semester)

**MUS 641. Graduate Instrumental Conducting & Techniques** (2 hours)

Advanced studies in conducting instrumental ensembles. The course will focus on conducting gestures, musical expression, score study, rehearsal techniques, and leading orchestra and wind ensemble groups. (Every year, Fall semester)

**MUS 642. Applied Conducting: Choral or Wind Ensemble** (2 hours)

This course will include a weekly, one-hour private lesson. Additionally, students may be required to attend a one-hour studio class session each week. Permission of the conducting teacher is required. This course may be repeated for credit. (Every year, Fall and Spring semesters)

**MUS 645. Survey of Orchestral Literature** (2 hours)

Survey of major orchestral, opera and ballet works from the Baroque to the twenty-first centuries. In-depth study of selected works based on each student's major field of interest. Projects will include an analysis of one work from each period of music. The analysis must include form, harmonic structure, performance considerations and rehearsal procedures. Score identification, listening and interpretation will be required for mid-term and final exams. (Every year, Fall semester, as requested)

**MUS 646. Survey of Wind Literature** (2 hours)

A survey of wind ensemble literature from the Medieval Period to the present. Emphasis will be placed on acquiring a broad knowledge of wind ensemble literature from these periods, gaining a better understanding of musical styles, performance practice unique to each period, wind ensemble development and score study. (Spring Semester, Even Years)

**MUS 647. Collaborative Piano Chamber Music Literature I** (2 hours)

This course is designed for Collaborative Piano graduate students. This will be an in-depth survey of literature for instruments with piano from the Baroque period through Beethoven and Schubert. Duo sonatas, trios, Quartets, and Quintets will be discussed. (Fall semester, odd years)

**MUS 648. Collaborative Piano Chamber Music Literature II (2 hours)**

Prerequisite: completion MUS 647 or permission of instructor.

This course is designed for Collaborative Piano graduate students. This is a continuation of MUS 647 Collaborative Piano Chamber Music Literature I. This in-depth survey will cover the Romantic era through the 20th century. All standard combinations as well as unusual combinations will be discussed. (Spring semester, even years)

**MUS 650. Composition/Arranging (2 hours)**

This course will provide a student with the skills needed for original choral and/or instrumental composition in smaller forms. Further, the course will provide arranging techniques for various vocal/instrumental combinations. (Every year, Spring semester)

**MUS 651. Graduate Orchestration (2 hours)**

Prerequisite: Completion of an undergraduate orchestration class equivalent to MUS 350 or permission of the instructor.

This course involves the study of orchestra and band scores, exercises in orchestrating this type of music for different choirs of instruments, scoring for full orchestra and symphonic band, and performance of class work (original scores, transcriptions or arrangements). (Every year, as requested)

**MUS 652. Foundations of Christian Worship (3 hours)**

(Cross-listed as PRC 652)

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 movement of worship in their own context and will learn practical skills for worship leadership. (Fall semester, even years)

**MUS 655a. Graduate Vocal Diction I (1 hour)**

Study and application of Italian, Latin (Roman Usage), and English lyric diction through the use of the International Phonetic Alphabet (IPA). (Every year, Fall semester)

**MUS 655b. Graduate Vocal Diction II (1 hour)**

Study and application of German and Austro-Germanic Latin lyric diction through the use of the International Phonetic Alphabet (IPA). (Spring semester, even years)

**MUS 655c. Graduate Vocal Diction III (1 hour)**

Study and application of French lyric diction through the use of the International Phonetic Alphabet (IPA). (Spring semester, odd years)

**MUS 656. Analytical Techniques I (3 hours)**

A survey and application of analytical approaches and techniques in music from tonal works of the late 18th and 19th centuries. Students will acquire an understanding of serial techniques that is sufficient to explain the pitch content and formal procedures in the repertoire of the Second Viennese School. (Every year, Fall semester)

**MUS 657. Analytical Techniques II (3 hours)**

A survey and application of analytical approaches and techniques for music composed in the 20th and 21st centuries. (Every year, as requested)

**MUS 658. Counterpoint in the Style of the 16th Century (3 hours)**

A study of compositional techniques that crystallized in the 16th century and reached a peak of development in the music of Palestrina, Lassus, and others. Students will examine polyphonic composition in textures ranging from two to eight voices, plus



specialized types of canon and homophonic dance texture. (Spring semester, even years)

**MUS 659. Counterpoint in the Style of the 18th Century (3 hours)**

A study of tonal counterpoint in a style that crystallized in the first half of the 18th century and reached a peak of development in the music of J. S. Bach. A variety of genres will be explored, including invention, chaconne, chorale prelude, chorale fughetto, figuration variation, and fugue. (Spring semester, odd years)

**MUS 660. Organ History & Literature I (2 hours)**

A survey of the development of the organ from the genesis of the instrument through the mid-18th century. Literature surveyed will begin with the earliest repertoire from the 14th century through the music of J. S. Bach. Topics to be discussed include: historical design of the organ; performance practice; historical pedagogy, and the development of each national school of organ building and repertoire in Europe. (Every year, Fall semester)

**MUS 661. Organ History & Literature II (2 hours)**

A continuation of the first semester course: a survey of organ building styles and repertoire beginning with the middle of the 18th century and continuing through the present day. (Every year, Spring semester)

**MUS 680. Special Topics in Music (Subtitle) (1-3 hours)**

A study of some significant topic in music that is not otherwise covered in the Townsend School of Music course offerings. The class carries variable course credit (1 to 3 hours) dependent on the proposed course, and may be repeated with a different topic. Courses are created, approved and assigned course credit in the following manner:

The professor and student create a proposal for the special topics class using the Special Topics Form located in the music office.

The completed form is submitted to the Director of Graduate Studies.

The Director of Graduate Studies will submit the proposal to the Dean for review. If approved, the Director of Graduate studies will assign the credit hours of the special topics course and create the subtitle of the course. (Every year, Fall and Spring semesters, as requested)

**MUS 685. Seminar in the Major (1 hour)**

A broad examination of problems related to the major, with intense study of musical literature and interpretation. Specific requirements may differ according to students' areas of applied study. The MMP degree requires two semesters of enrollment in this seminar resulting in an accumulation of two credit hours. This course may be repeated for credit. (Every year, Fall and Spring semesters)

**MUS 701. Spiritual Formation for Ministry I (2 hours)**

(Cross-listed as SPF 701)

This course emphasizes the skill of learning to ask the right questions in order to integrate personal, academic, and professional foundations around a center of spiritual maturity. Discussion of these issues will be pursued in a context of personal spiritual disciplines and community-building small groups. (Every year, Spring semester)

**MUS 702. Spiritual Formation for Ministry II (2 hours)**

This course focuses on the spiritual disciplines of the inward and the outward journey, with emphasis on aspects particular to Christian ministers and their roles as spiritual guides. The purpose of the course is to help students develop discernment and delight in

the experience of the presence of God so that they may form and lead communities in doing and speaking the truth in love, furthering the heritage of Christian spirituality, and increasing in love, trust, and obedience to Christ. (Every year, Fall and Spring semesters, as requested)

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**Brad Ruzzo**, B.A., *Head Men's Soccer  
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University, 1950; B.D., Southern  
Baptist Theological Seminary, 1953;  
S.T.M., Th.D., Harvard University,  
1956, 1963.

**Phillip Wayne Bean** (1972) *Professor  
of Mathematics, Emeritus*; B.S.,  
M.S., Ph.D., Auburn University,  
1963, 1965, 1971.

**Clarence Eugene Bell**, *Professor of  
Computer Science, Emeritus*; B.S.,  
Mississippi State University, 1957;  
M.A., Louisiana State University,  
1964.

**Stephen Edward Bluestone** (1974)  
*Professor of English, Emeritus*;  
A.B., Brandeis University, 1961;  
M.A., The City College of New York,  
1967; Ph.D., The University of  
Michigan, 1972.

**Alpha May Bond, Jr.**, *Professor of  
Sociology, Emeritus*; A.B.,  
Dartmouth College, 1952; M.A.,  
Columbia University, 1953; Ph.D.,  
Emory University, 1963.

**Charles Ray Brewster**, *Professor of  
Christianity, Emeritus*; A.B., Mercer

- University, 1949; B.D., Yale Divinity School, 1952; S.T.M., Union Theological Seminary, 1955.
- Peter Craig Brown** (1971) *Chair and Professor of Philosophy, Emeritus*; B.A., Rice University, 1965; Ph.D., Emory University, 1993.
- Michael McConnell Cass** (1969) *Pinckney Daniel Pollock Professor of English and Interdisciplinary Studies, Emeritus*; A.B., The University of the South, 1963; Ph.D., Emory University, 1971.
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- James Lamar Cox**, *Professor of Political Science, Emeritus*; B.A., LL.B., Emory University, 1952, 1954; B.D., Th.M., Southeastern Baptist Theological Seminary, 1960, 1961; Ph.D., Vanderbilt University, 1965.
- Van Hale Crawford**, *Professor of Chemistry, Emeritus*; B.S., Denison University, 1968; Ph.D., University of North Carolina, 1976.
- William Richard Davis, Jr.** (1969) *Professor of Foreign Languages and Literatures, Emeritus*; B.A., Rutgers University, 1965; M.A., University of North Carolina, 1967; Ph.D., University of Kentucky, 1969.
- Bruce Douglas Dod** *Professor of Physics and Earth Sciences, Emeritus*; B.S., Eastern Kentucky University, 1969; M.S., East Texas State University, 1970; Ph.D., University of Southern Mississippi, 1973.
- Peggy H. DuBose**, *Professor of Political Science, Emerita*; A.B., M.A., Emory University, 1962, 1963; Ph.D., Vanderbilt University, 1977.
- John Marson Dunaway** (1972) *Professor of Foreign Languages and Literatures; Director of Mercer Commons, Emeritus*; A.B., Emory University, 1967; A.M., Ph.D., Duke University, 1971, 1972.
- Abbie Donald Evans**, *Professor of Sociology, Emeritus*; B.A., M.A., Ph.D., Louisiana State University, 1968, 1971, 1982.
- Richard C. Fallis** (2001) *Professor of English, Emeritus*; B.A., Wake Forest College, 1967; Ph.D., Princeton University, 1972.
- Lewis Kenneth Hammond**, *Professor of English, Emeritus*; A.B., M.A., University of Georgia, 1952, 1957; Ph.D., University of Wisconsin, 1972.
- Robert John Hargrove** (1975) *Professor of Chemistry and Earth and Environmental Sciences, Emeritus*; B.A., Ohio Wesleyan University, 1964; Ph.D., University of Utah, 1974; M.P.H. University of Alabama at Birmingham, 1987.
- James Ostelle Harrison**, *Professor of Biology, Emeritus*; A.B., Mercer University, 1949; M.S., University of Georgia, 1954; Ph.D., Cornell University, 1960.
- Joseph Millard Hendricks**, *Columbus Roberts Professor of Christian Ethics, Emeritus*; A.B., Mercer University, 1955; M.Div., Southern Baptist Theological Seminary, 1958; LL.D., Atlanta Law School, 1973; Ph.D., Emory University, 1989.
- Ann Nickerson Hughes**, *Professor of Foreign Languages and Literatures, Emerita*; A.B., Mercer University, 1950; M.A., Ph.D., University of Georgia, 1964, 1973.
- Samuel Lamar Hutto** (1968) *Associate Professor of Art, Emeritus*; A.B., Auburn University, 1962; M.Ed., Florida Atlantic University, 1966.
- Roger Allen Jamison** (1974) *Francis Sewell Plunkett Professor of*

- Decorative Arts and Chair of Art, Emeritus*; B.F.A., Bethany College, 1970; M.F.A., Indiana University, 1974.
- John Barry Jenkins**, *Vice Provost for Institutional Effectiveness and Assistant Professor of Psychology, Emeritus*; B.A., University of Tennessee-Chattanooga, 1966; M.Ed., Northwestern State University, 1971; Ph.D., University of Southern Mississippi, 1978.
- Leona Kanter**, *Associate Professor of Sociology, Emeritus*; B.A., Newark State College, 1961; M.L.S., M.A., Ph.D., University of Pittsburgh, 1979, 1983, 1988.
- Eric Charles Klingelhofer**, *Professor of History, Emeritus*; B.A., University of North Carolina-Chapel Hill, 1971; M.A., University of Birmingham, 1973; M.A., Ph.D., Johns Hopkins University, 1981, 1985.
- Lois Belle Lantz**, *Associate Professor of Music, Emerita*; B.M., M.M., Indiana University, 1949, 1950.
- Howard Lowen Marshall**, *Charles B. Thompson Professor of Music, Emeritus*; B.M., Shenandoah Conservatory, 1952; M.M., University of Cincinnati, 1958; Ph.D., University of Rochester, 1968.
- Harold Lynn McManus**, *Roberts Professor of Christianity, Emeritus*; B.A., Wake Forest College, 1941; Th.M., Southern Baptist Theological Seminary, 1944; S.T.M., Ph.D., Yale University, 1948; 1953.
- May Fewellen McMillan**, *Pollock Professor of English, Emerita*; A.B., Wesleyan College, 1942; M.A., Columbia University, 1948; Ph.D., University of Wisconsin, 1962.
- Watson Mills**, *Professor of Christianity, Emeritus*; B.A., University of Richmond, 1961; B.D., Th.M., Th.D., Southern Baptist Theological Seminary, 1964, 1965, 1968; M.A., University of Louisville, 1967; Ph.D., Baylor University, 1973.
- Paul Francis Oppy, Jr.** *Davenport Professor of Communication and Theatre Arts, Emeritus*; B.A., M.A., University of Alabama, 1970, 1971.
- Leslie Hurst Peek**, *Associate Professor of Mathematics, Emeritus*; B.S., B.A., Carson-Newman College, 1959; M.M., University of Tennessee, 1963.
- Chandler Jones Pike**, e B.A., Randolph-Macon Woman's College, 1969; M.S., Florida State University, 1971; Ph.D., University of Georgia, 1999.
- Randall D. Peters** (1998) *Professor of Physics, Emeritus*; B.S., Ph.D. University of Tennessee, Knoxville, 1964, 1968.
- Wilfred Carlton Platt, Jr.**, *Professor of History, Emeritus*; A.B., Furman University, 1958; B.D., Southern Baptist Theological Seminary, 1962; M.A., Ohio University, 1963; Ph.D., University of Georgia, 1966.
- Dan Ray Quisenberry**, *Professor of Physics, Emeritus*; A.B., University of Kentucky, 1961; M.T.S., College of William and Mary, 1966; Ph.D., World Open University, 1980.
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- John Dorsey Shepherd** (1980) *Professor of Biology, Emeritus*; B.S., College of William and Mary, 1968; M.S., Ph.D., University of Wisconsin-Madison, 1975, 1980.
- Walter Byron Shurden** (1983) *Professor of Christianity, Emeritus*; B.A., Mississippi College, 1958; M.Div., Th.D., New Orleans Baptist Theological Seminary, 1961, 1967.
- Diana Ruff Stege** (1968) *Professor of English, Emerita*; B.A., Grinnell



- College, 1963; M.A., University of New Mexico, 1964; M.A., St. John's College, 1989.
- John Joseph Stege** (1968) *Professor of English, Emeritus*; A.B., Harvard College, 1959; M.A., Ph.D., University of New Mexico, 1964, 1974.
- Thomas Mac Trimble**, *Professor of Philosophy, Emeritus*; B.A., Louisiana College, 1957; B.D., New Orleans Baptist Theological Seminary, 1960.
- Denise Carla Volkoff**, *Associate Professor of Foreign Languages and Literatures*; B.A., Lycee Feneion, 1949; C.E.L.G., Licenses Lettes, Sorbonne, 1951.
- Joanna M. Watson** (1972) *Professor of Sociology, Emerita*; B.A., Washington University, 1964; M.S., University of Edinburgh, 1967.
- Lawrence Emory Whitaker**, *Professor of Mathematics, Emeritus*; B.S., Davidson College, 1964; M.A., Ph.D., University of Georgia, 1966, 1975.
- Mary Roberts Wilder**, *Professor of English, Emerita*; A.B., Mercer University, 1954; M.A., Peabody College, 1961; Ph.D., Florida State University, 1970.
- Robert Ellis Wilder**, *Professor of Health and Physical Education, Emeritus*; A.B., Mercer University, 1952; M.A., Ed.D., Peabody Teachers College, 1956, 1962.
- Jerry Phillips Winfield** (1968) *Professor of Foreign Languages and Literatures, Emeritus*; B.A., Birmingham-Southern College, 1964; M.A., University of Alabama, 1967; D.A., Western Colorado University, 1982.
- John Cushing Wright** (1983) *Professor of Psychology, Emeritus*; B.A., Wittenberg University, 1970; M.A., Ph.D., Miami University, 1972, 1976.
- Alfred Eliot Youman**, *Professor of Foreign Languages and Literatures, Emeritus*; B.A., M.A., Ph.D., Yale University, 1951, 1956, 1959.
- Full-Time:**
- Keith E. Howard** (2005) *Interim Dean, Professor of Mathematics*; B.S., Morehouse College, 1995; B.S., Georgia Institute of Technology, 1995; M.S., Ph.D., Vanderbilt University, 1997, 2000.
- Robert A. Allen** (1992) *Professor of Computer Science*; B.S., Berry College, 1982; M.S., Ph.D., Clemson University, 1985, 1988.
- Sara Appleby** (2015) *Assistant Professor of Psychology*; B.A., Rhodes College, 2003; M.A., Boston University, 2006; Ph.D., The Graduate Center, CUNY, 2014.
- Jose L. Balduz, Jr.** (1998) *Chair and Assistant Professor of Physics*; B.S., Tulane University, 1981; M.S., Ph.D., Carnegie Mellon University, 1995.
- Elaina Behounek** (2015) *Assistant Professor of Sociology*; B.A., University of Tennessee-Knoxville, 2007; M.A., Southern Illinois University, 2011; Ph.D. University of South Florida, expected 2015.
- James E. Black** (2004) *Associate Professor of Journalism and Media Studies*; B.A., Mercer University, 1987; M.S., University of Kansas, 1998.
- Gary Lee Blackburn** (1987) *Chair and Professor of Art*; B.A., Corpus Christi State University, 1979; M.F.A., Stephen F. Austin State University, 1982.
- Debbie Blankenship** (2013) *Newsroom Manager and Visiting Assistant Professor of Journalism*; B.A., Clemson University, 1994; M.A., University of Georgia, 2002.
- Amy R. Borchardt** (2012) *Assistant Professor of Psychology*; B.S., University of Wisconsin, 2004; M.S.,

- Ohio University, 2008; Ph.D., Ohio University, 2012.
- Natalie J. Bourdon** (2009) *Assistant Professor of Women's and Gender Studies*; B.A., M.A., Ph.D., Michigan State University, 1999, 2003, 2007.
- Heather Bowman Cutway** (2004) *Associate Professor of Biology*; B.S., Slippery Rock University, 1998; Ph.D., Rutgers University, 2004.
- Margaret Dee Bratcher** (1985) *Professor of Christianity*; B.A., Wake Forest University, 1975; M.Div., Ph.D., Southern Baptist Theological Seminary, 1978, 1984.
- Sylvia Bridges** (2014) *Visiting Assistant Professor of Chemistry*; B.S., Mercer University, 2000; Ph.D., Georgia Institute of Technology, 2008.
- Dorothy Buchli** (2015) *Assistant Professor of Psychology*; B.S., Sweet Briar College, 2010; M.A., University of California, 2012; Ph.D., University of California, expected 2015.
- Kevin Michael Bucholtz** (2005) *Associate Professor of Chemistry*; B.S., Gannon University, 2000; M.S., Ph.D., University of Rochester, 2002, 2005.
- Craig D. Byron** (2006) *Associate Professor of Biology*; B.A., Indiana University, 1997; M.A., Kent State University, 2001; Ph.D., Medical College of Georgia, 2005.
- John Joseph Chalfa, Jr.** (1984) *Associate Professor of Journalism and Media Studies*; B.A., St. Andrews Presbyterian College, 1974; M.A., University of Georgia, 1976; Ph.D., Southern Illinois University, 1980.
- Jamie Hartwell Cockfield** (1972) *Willis B. Glover Professor of History*; B.A., M.A., University of South Carolina, 1967, 1968; Ph.D., University of Virginia, 1972.
- Craig B. Coleman** (2003) *Associate Professor of Art*; B.A., Florida State University, 1992; M.F.A., University of Colorado, Boulder, 1994.
- David Lee Cozart** (1983) *Chair and Professor of Computer Science*; B.S., Guilford College, 1969; Ph.D., Duke University, 1973; M.S., Georgia Institute of Technology, 1979.
- Garland L. Crawford** (2011) *Assistant Professor of Chemistry*; B.A., Mercer University, 1997; Ph.D., University of Kentucky, 2007.
- Jennifer Crawford** (2015) *Visiting Assistant Professor of Chemistry*; B.S., Rose-Hulman Institute of Technology, 2002; Ph.D., University of Kentucky, 2008.
- Kevin Cummings** (2003) *Professor and Chair of Communication Studies and Theatre*; B.A., University of Texas at El Paso, 1994; M.A., Ph.D., Denver University, 1998, 2004.
- Wallace L. Daniel** (2008) *Professor of History*; B.A., Ph.D., University of North Carolina at Chapel Hill, 1964, 1973.
- David A. Davis** (2008) *Associate Professor of English*; B.A., Emory University, 1997; M.A., Ph.D., University of North Carolina at Chapel Hill, 2001, 2006.
- D. Scott Davis** (1991) *Provost; Professor of Chemistry*; B.S., Erskine College, 1985; Ph.D., Emory University, 1990.
- Jeffrey Knox Denny** (2000) *Associate Dean and Professor of Mathematics*; B.S., Furman University, 1994; M.S., Ph.D., Florida State University, 1997, 2000.
- Chamaree de Silva** (2014) *Assistant Professor of Physics*; B.S., University of Arizona, 2003; Ph.D., University of Michigan-Ann Arbor, 2009.

- Andrew D. Digh** (1998) *Associate Professor of Computer Science and Director of INT 101 Program*; B.A., University of North Carolina, 1992; M.S., Ph.D., University of Tennessee-Knoxville, 1994, 1997.
- Abigail P. Dowling** (2015) *Assistant Professor of History*; B.A., University of Arizona, 2007; M.A., University of California, 2009; Ph.D., University of California, 2014.
- Kevin M. Drace** (2008) *Associate Professor of Biology*; B.S., Athens State University, 2002; Ph.D., University of Alabama at Birmingham, 2008.
- Mary Ann Drake** (1982) *Professor of Women's and Gender Studies and Cultural Studies*; B.A., M.A., Pacific Oaks College, 1974, 1975; Ph.D., The Fielding Institute, 1980; M.A., St. John's College, 2000.
- Timothy Ferdinands** (2015) *Visiting Assistant Professor in Mathematics*; B.A., Calvin College, 2010; M.S., University of Notre Dame, 2012; Ph.D., University of Notre Dame, 2015 (expected).
- Darlene Kaye Flaming** (1998) *Associate Professor of Christianity*; B.Hum., Oklahoma Baptist University, 1984; M.Div., Southern Baptist Theological Seminary, 1991; M.A., Ph.D., The University of Notre Dame, 1994, 1998.
- Chester J. Fontenot, Jr.** (1999) *Baptist Professor of English and Director of Africana Studies*; B.A., Whittier College, 1972; Ph.D., University of California, Irvine, 1975.
- Laura Fong** (2015) *Visiting Assistant Professor of Journalism and Journalist-in-Residence*; B.A., Kent State University, 2011; M.A., Kent State University, 2013.
- Sarah E. Gardner** (1996) *Professor of History; Director of Southern Studies*; B.A., M.A., Miami University of Ohio, 1989, 1990; Ph.D., Emory University, 1996.
- Jonathan C. Glance** (1992) *Professor and Chair of English*; B.A. Davidson College, 1983; M.A., Ph.D. University of North Carolina at Chapel Hill, 1986, 1991.
- Derek Glasgow** (2015) *Assistant Professor of Political Science*; B.A., University of Kansas, 2008; M.A., University of Kansas, 2012; Ph.D., University of Kansas, expected 2015.
- Thomas James Glennon** (1971) *Reg Murphy Professor of Leadership*; B.A., Louisiana State University, 1967; M.S., Ph.D., University of Southern Mississippi, 1969, 1971.
- Raleigh Kirby Godsey** (1977) *Chancellor and University Professor*; BA., Samford University, 1957; B.D., Th.D., New Orleans Baptist Theological Seminary, 1960, 1962; M.A., University of Alabama, 1967; Ph.D., Tulane University, 1969.
- Robert Moyer Good** (1993) *Associate Professor and Chair of History*; B.A., University of Virginia, 1981, M.A., University of Wisconsin 1985; Ph.D., McGill University, 1993.
- David R. Goode** (2008) *Associate Professor of Chemistry*; B.S., Mercer University, 2002; Ph.D., University of Illinois at Urbana-Champaign, 2007.
- Cynthia Mary Gottshall** (1988) *Chair and Davenport Professor of Journalism and Media Studies*; B.A., University of South Florida, 1972; M.A., Ph.D., Northwestern University, 1978, 1985.
- Chris Grant** (2005) *Chair and Associate Professor of Political Science and Director of Mercer Service Scholars Program*; B.S., Birmingham-Southern College, 1990; M.A., Ph.D., University of Georgia, 1993, 2000.

- Keegan D. Greenier** (1996) *Associate Professor of Psychology*; B.S., Clarkson University, 1989; M.S., Ph.D., University of Georgia, 1992, 1995.
- Elizabeth Harper** (2014) *Assistant Professor of English*; B.A., Wheaton College, 2000; M.A., Ph.D., University of North Carolina, 2003, 2009.
- David Randall Harshbarger** (1998) *Associate Professor of Cultural Studies*; B.A., Dartmouth College, 1975; J.D., Columbia University, 1981.
- Kedrick Hartfield** (1981) *Chair and Professor of Mathematics*; B.S., Augusta College, 1979; M.A., Ph.D., University of Georgia, 1981, 2003.
- Linda L. Hensel** (1994) *Chair and Professor of Biology*; B.S., University of Washington, 1981; M.S., Ph.D., University of Wisconsin, Madison, 1987, 1991.
- Curtis Dean Herink** (1983) *Professor of Mathematics*; B.A., North Central College, 1972; Ph.D., University of Wisconsin-Madison, 1977.
- Kevin Honeycutt** (2014) *Assistant Professor of Philosophy*; B.A., B.S., Mercer University, 2000; M.A., Ph.D., Emory University, 2005, 2007.
- Eimad Houry** (1991) *Professor of Political Science; Chair of International and Global Studies; Director of International Affairs Program*; B.S., Florida A&M University, 1985; M.S., Ph.D., Florida State University, 1987, 1991.
- Thomas Alan Huber** (1984) *Professor of Biology*; B.S., Westminster College, 1976; M.S., Ph.D., Ohio State University, 1979, 1983.
- Jeffrey Dean Hugdahl** (1997) *Professor of Chemistry*; B.S., University of Wisconsin-Parkside, 1983; Ph.D., University of Texas at Austin, 1990.
- Jarred R. Jenkins** (2012) *Instructor of Psychology*; B.S., Lebanon Valley College, 2005; M.S., University of Oklahoma, 2008; Ph.D., University of Oklahoma, 2015.
- William J. Jenkins** (2008) *Co-Chair and Assistant Professor of Psychology*; B.A. University of South Carolina, 1997; M.A., Ph.D., University of Michigan, 1999, 2003.
- Ryan D. Jennings** (2015) *Visiting Assistant Professor of Biology*; B.S., Presbyterian College, 2004; Ph.D., Montana State University, expected 2015.
- Janell Anne Cook Johnson** (2000) *Associate Professor of Christianity; Director of Women's and Gender Studies and Cultural Studies*; B.S., Mars Hill College, 1983; M.A., Southwestern Baptist Theological Seminary, 1985; M.Div., Union Theological Seminary, 1995; Ph.D., Princeton Theological Seminary, 2005.
- Lori A. Johnson** (2005) *Associate Professor of Political Science and Director of Law and Public Policy Program*; B.A., University of Georgia, 1986; J.D., University of Virginia, 1989; Ph.D., University of California, Berkeley, 2003.
- Gordon R. Johnston** (1996) *Professor of English*; B.A., Shorter College, 1989; M.A., Ph.D., University of Georgia, 1991, 1995.
- Marc A. Jolley** (2006) *Director of Mercer University Press and Senior Lecturer*; B.S., University of Tennessee at Chattanooga, 1981; Th.M., Ph.D., Southern Baptist Theological Seminary, 1987, 1993.
- Will R. Jordan** (2003) *Associate Professor of Political Science*; B.A., Washington and Lee University, 1996; M.A., Ph.D., Loyola University, Chicago, 1998, 2002.

- G. Anthony Kemp** (2008) *Associate Director of Academic and Advising Services and Senior Lecturer*; B.S., Georgia Southern University, 1991; M.Ed., University of South Carolina, 1993.
- Joe Keene** (2015) *Assistant Professor of Chemistry*; B.S., Wake Forest University, 2009; Ph.D., Vanderbilt University; expected 2015.
- Adam M. Kiefer** (2008) *Associate Professor of Chemistry*; B.S., Allegheny College, 2002; Ph.D., University of Illinois at Urbana-Champaign, 2008
- Kathryn D. Kloepper** (2009) *Associate Professor of Chemistry and Director of Great Books*; B.S., University of Dallas, 2003; Ph.D., University of Illinois at Urbana-Champaign, 2008.
- Achim Kopp** (1997) *Professor of Foreign Languages and Literatures*; Staatsexamen, Ph.D., University of Heidelberg, 1988, 1994.
- Mary Crecink Kot** (1991) *Professor of Biology*; B.S., Mississippi University for Women, 1977; M.Ed., Mississippi State University, 1982; M.S., Ph.D., University of Tennessee, Knoxville, 1984, 1989.
- Sheng-Chiang Lee** (2006) *Associate Professor of Physics*; B.S., National Taiwan University, 1997; Ph.D., University of Maryland, 2004.
- Paul Allen Lewis** (2002) *Professor of Christianity*; B.A., Missouri Western State College, 1979; M.Div., Golden Gate Baptist Theological Seminary, 1983; Th.M., Union Theological Seminary (Virginia), 1986; Ph.D., Duke University, 1991.
- Jennifer L. Look** (2008) *Assistant Professor of Chemistry*; B.A., Rice University, 1998; Ph.D., University of Washington, 2004.
- Yuanting Lu** (2015) *Visiting Assistant Professor of Mathematics*; B.S., Sichuan University, 2007; M.A., Florida State University, 2010; Ph.D., Florida State University, 2013.
- Frank Joseph Macke** (1988) *Professor of Communication Studies and Theatre*; B.A., Southern Illinois University, 1978; M.A., Southwest Missouri State University, 1980; Ph.D., Southern Illinois University, 1993; M.F.T., Mercer University, 2006.
- Scot J. Mann** (2006) *Associate Professor of Communication Studies and Theatre*; B.A., Mercer University, 1993; M.F.A., University of Alabama, 2001.
- Matthew Marone** (1998) *Associate Professor of Physics*; B.S. Rochester Institute of Technology, 1984; M.S., Ph.D. Clemson University, 1986, 1992.
- Lydia Masanet** (1997) *Professor of Foreign Languages and Literatures*; B.A., Universidad Central De Barcelona, 1984; M.A., University of Colorado, 1990; Ph.D., University of Southern California, 1996.
- Hope McIlwain** (1998) *Associate Professor of Mathematics*; B.S., Furman University, 1992; Ph.D., Rice University, 1998.
- Craig T. McMahan** (2005) *University Minister and Dean of the Chapel; Assistant Professor of Christianity*; B.A., Taylor University, 1978; M.Div., Ph.D., Southern Baptist Theological Seminary, 1981, 1987.
- Clara Mengolini** (2015) *Assistant Professor of Spanish*; B.A., Universidad de Buenos Aires, 2003; M.A., University of South Carolina, 2010; Ph.D., Vanderbilt University, expected 2015.
- Olu Menjay** (2010) *Visiting Assistant Professor of Christianity*; B.A., Mercer University, 1995; M. Div., Duke University, 1998; S.T.M., Boston University, 2005; Ph.D., University of Wales, 2009.

- Marilyn Paul Mindingall** (1987) *Senior Vice Provost for Administration and Special Programs and Associate Professor of Psychology*; B.A., Purdue University, 1975; M.S., Ph.D., The Pennsylvania State University, 1978, 1981.
- Dale Edward Moore** (1996) *Chair and Professor of Chemistry*; B.S., University of Cincinnati, 1992; Ph.D., University of Wisconsin, Madison, 1996.
- Michael Keith Moore** (1997) *Professor of Biology*; B.S., Humboldt State University, 1989; M.S., Louisiana State University, 1991; Ph.D., University of Louisiana, 1997.
- Mary Alice Morgan** (1997) *Professor of English; Senior Vice-Provost for Service Learning*; B.A., Duke University, 1977; M.A., Ph.D., University of Illinois at Urbana-Champaign, 1979, 1992.
- Robert Scott Nash** (1996) *Columbus Roberts Professor of New Testament*; B.A., Centre College of Kentucky, 1975; M.Div., Ph.D., Southern Baptist Theological Seminary, 1978, 1982.
- David George Nelson** (1991) *Professor of Mathematics*; B.S., M.S., Ph.D., University of Kansas, 1983, 1985, 1991.
- Kedar Nepal** (2014) *Assistant Professor of Mathematics*; B.S., M.S., Tribhuvan University, 2000, 2003; M.S., Oklahoma State University, 2009; Ph.D., Oklahoma State University, expected completion July 2014.
- Amy Nichols-Belo** (2014) *Assistant Professor of Global Health & Anthropology*; B.A., James Madison University, 1998; M.S., Virginia Polytechnic Institute and State University, 2003; Ph.D., University of Virginia, (anticipated 2014).
- Katharine Northcutt** (2010) *Assistant Professor of Biology*; B.S., Emory University, 2005; Ph.D., Michigan State University, 2010.
- Chinekwu Obidoa** (2013), *Assistant Professor of Global Health*; BSc, University of Nigeria (2000); MA and MPH, University of Connecticut (2003, 2005); MS, Central Connecticut State University (2007); PhD, University of Connecticut (2010).
- Eric O'Dell** (2013) *Assistant Professor of Art*, BA, Mercer University (1992); MFA, Florida State University, 1994.
- Jorge Fernando Palacios** (2006) *Associate Professor of Foreign Languages and Literatures*; B.A., M.A., Ph.D., University of Alabama, 1997, 2000, 2006.
- C. Jay Pendleton** (2003) *Associate Professor of Communication Studies and Theatre; Vice Provost and Director of Academic and Advising Services*; B.A., Wake Forest University, 1977; M.Div., Duke University, 1981; Ph.D., University of North Carolina—Chapel Hill, 1993.
- Jose H. Pino** (2005) *Assistant Professor of Foreign Languages and Literatures*; B.A., M.A., University of Caldas, 1993, 2000; M.A., University of Salamanca, 2002; Ph.D., University of Nebraska-Lincoln, 2005.
- Andrew J. Pounds** (1998) *Professor of Chemistry and Computer Science*; B.S., Ph.D., Georgia Institute of Technology, 1990, 1994.
- Miranda Pratt** (1990) *Professor of Psychology*; B.A., Grinnell College, 1972; M.A., Ph.D., University of Iowa, 1977, 1981.
- Jeffrey Pullen** (2012) *Assistant Professor of Mathematics*; B.S., Berry College, 2006; Ph.D., Tulane University, 2012.

- Adam Ragusea** (2014) *Visiting Assistant Professor of Journalism and Journalist in Residence*; B.M., Penn State University, 2004; M.M., Indiana University, 2006.
- Tim Regan-Porter** (2012) *Visiting Assistant Professor and Director of the Center of Collaborative Journalism*; B.A., Olivet Nazarene University, 1991.
- Gary A. Richardson** (1983) *Benjamin W. Griffith, Jr. Professor of English*; B.A., M.A., Northeast Louisiana University, 1971, 1975; Ph.D., University of Illinois, 1983.
- David Ritchie**, *Professor of Philosophy*, B.A., Cleveland State University, 1995; L.L.M., Beasley School of Law, 2001; Ph.D., University of Oregon, 2004.
- Brian Eugene Rood** (1994) *Associate Professor*, B.S., University of Connecticut, 1986; M.S., Ph.D., University of Florida, 1988, 1993.
- Creighton J. Rosental** (2004) *Chair and Associate Professor of Philosophy*, B.S., Harvey Mudd College, 1991; M.A., Claremont Graduate University, 1993; Ph.D., University of Massachusetts, 2004.
- John Thomas Scott** (1991) *Professor of History and Director of Honors Program*; B.A., Vanderbilt University, 1984; M.A., University of Georgia, 1986; Ph.D., College of William and Mary, 1991.
- Deneen Senasi** (2003) *Associate Professor of English and Director of Writing Instruction Program*; B.A., Birmingham Southern College, 1993; M.A., Ph.D., University of Alabama, 1996, 2003.
- Caryn Sanford Seney** (1996) *Professor of Chemistry*, B.S., Centre College, 1992; Ph.D., Wake Forest University, 1996.
- Tanya Lee Sharon** (2003) *Co-Chair and Associate Professor of Psychology and Director of INT 301 Program*; B.A., M.A., Bryn Mawr College, 1988, 1989; M.A., Ph.D., University of Arizona, 1997, 1999.
- Andrew B. Silver** (1998) *Page Morton Hunter Professor of English*; B.A., The George Washington University, 1991; Ph.D., Emory University, 1997.
- Anna Krugovoy Silver** (2000) *Professor of English*; B.A., Haverford College, 1990; Ph.D., Emory University, 1997.
- Rosalind Simson** (2012) *Associate Professor of Philosophy*; B.A., Ph.D., Yale University, 1973, 1979.
- Alan F. Smith** (1995) *Professor of Biology and Director of Biochemistry and Molecular Biology*, B.A., Millersville University, 1976; Ph.D., Rutgers University, 1989.
- Vasile Stanescu** (2015) *Assistant Professor of Communication Studies and Director of Debate*; B.A., University of Texas, 2001; M.A., University of Texas at Dallas, 2005; Ph.D., Stanford University, 2014.
- Barry P. Stephenson** (2012) *Assistant Professor of Biology*; B.A., Clark University, 1998; M.S., Washington State University, 2001; Ph.D., University of Miami, 2010.
- Beth Ellen Stewart** (1987) *Professor of Art and Francis Sewell Plunkett Chair in the History of Fine and Decorative Arts*; B.A., Plymouth State College, 1976; M.F.A., Ph.D., Ohio University, 1983, 1990.
- Margaret F. Symington** (2005) *Professor of Mathematics and Director of INT 201 Program*; A.B., A.B., Sc.M., Sc.M., Brown University, 1985, 1985, 1987, 1988; M.S., Ph.D., Stanford University, 1994, 1996.
- Charlotte S. Thomas** (1995) *Professor of Philosophy*; B.A., Mercer University, 1989; M.A.,

- Ph.D., Emory University, 1993, 1996.
- Douglas E. Thompson** (2001) *Associate Professor of Southern Studies and Cultural Studies*; B.A., Old Dominion University, 1989; M.Div., Southern Baptist Theological Seminary, 1993; Ph.D., University of Virginia, 2003.
- Bridget Gayle Trogden** (2005) *Associate Professor of Chemistry*; B.A., Transylvania University, 2000; Ph.D., University of Illinois, 2005.
- Hanan Trotman** (2015) *Assistant Professor of Psychology*; B.S., Clemson University, 2003; M.A., Emory University, 2006; Ph.D., Emory University, 2010.
- Nathan Walters** (2015) *Visiting Assistant Professor of Mathematics*; B.A., Drake University, 2004; M.S., North Carolina State University, 2006; Ph.D., University of Georgia, 2012.
- Cynthia Warren** (2012) *Chair and Assistant Professor of Military Science*; Captain, United States Army.
- J. Anna Weaver** (1992) *Chair and Associate Professor of Foreign Languages and Literatures*; B.A., Emory University, 1984; M.A., Middlebury College, 1985; Ph.D., University of Virginia, 1997.
- Edward James Weintraut** (1983) *Associate Dean and Professor of Foreign Languages and Literatures*; B.A., LaSalle College, 1974; M.A., Ph.D., Ohio State University, 1977, 1984.
- Ana West** (2014) *Assistant Professor of Chemistry*; B.S., Kennesaw State University, 2006; Ph.D. candidate, Emory University.
- Bryan J. Whitfield** (2002) *Associate Professor of Christianity*; B.A., M.Ed., University of Georgia, 1980, 1994; M.A.R., Yale Divinity School, 1983; M.Div., Southern Baptist Theological Seminar, 1985; M.A., Indiana University, 1988; Ph.D., Emory University, 2007.
- Amy M. Wiles** (2010) *Assistant Professor of Biology*; B.S., Mississippi College, 1998; Ph.D., University of Tennessee, 2005.
- Richard Francis Wilson** (1988) *Columbus Roberts Professor of Theology and Chair of Christianity*; B.A., Mississippi College, 1975; M.Div., Ph.D., Southern Baptist Theological Seminary, 1978, 1982.
- Fletcher H. Winston** (2004) *Chair and Associate Professor of Sociology*; B.A., M.A., Ph.D., State University of New York at Stony Brook, 1994, 2000, 2004.
- Carolyn A. Yackel** (2001) *Associate Professor of Mathematics*; S.B., University of Chicago, 1992; M.S., Ph.D., University of Michigan, 1994, 1998.
- Virginia A. Young** (2009) *Associate Professor of Biology*; B.S., Clemson University, 2000; Ph.D., Wake Forest University, 2006.
- Martin Q. Zhao** (2001) *Associate Professor of Computer Science*; B.S., M.S., University of Science and Technology of China, 1987, 1990; M.S., Ph.D., Louisiana Tech University, 1990, 1999.
- Marian Frances Zielinski** (1982) *Professor of Communication Studies and Theatre*; B.A., State University of New York—Buffalo, 1976; M.F.A., Illinois State University, 1979.
- Jennifer J. Zimmerman** (2006) *Director of Academic Resource Center and Senior Lecturer*; B.A., Swarthmore College, 1980; M.A., Boston University, 1984.



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

### **Emeriti:**

**Charles Haynes Andrews** (1973) *James D. Stetson Professor of Economics, Emeritus*; A.B., Mercer University, 1960; Ph.D., Vanderbilt University, 1967.

**G. Russell Barber, Jr.** (1973) *Professor of Accounting and Economics, Emeritus*; B.A., Occidental College, 1961; M.B.A., Stanford University, 1963; Ph.D., University of Mississippi, 1990; C.P.A.

**William Carl Joiner** (1974) *Professor of Management, Emeritus*; B.S.I.M., Georgia Institute of Technology, 1964; M.B.A., Georgia State University, 1970; Ph.D., University of Alabama, 1978.

**William Vernon Luckie, Jr.** (1976) *Assistant Professor of Accounting and Finance, Emeritus*; B.S., University of Alabama, 1959; M.B.A., University of Mississippi, 1968; C.P.A.

**M. B. Neace** (1982) *Professor of Marketing, Emeritus*; B.S.B.A., M.S.B.A., University of Missouri, 1957, 1960; D.B.A., Michigan State University, 1964.

**Austin C. Schlenker, Jr.** (1984) *Professor of Marketing, Emeritus*; B.B.A., M.S., Texas A & I University, 1959, 1960; M.P.A., North Carolina State University, 1973; Ph.D., California Coastal University, 1977.

### **Full-Time**

**Susan P. Gilbert** (2013) *Dean and Professor of Economics*; B.A., Binghamton University, 1976, State University of New York; Ph.D., University of Pennsylvania, 1981.

**Walter Wade Austin** (1990) *Professor of Accounting*; B.S., University of Tennessee, 1968; M.B.A., University of Utah, 1971; Ph.D., University of Georgia, 1989; C.P.A.

**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.

**Linda L. Brennan** (1997) *Professor of Management*; B.I.E., Georgia Institute of Technology; M.B.A., University of Chicago, 1988; Ph.D., Northwestern University, 1994; P.E.

**Carol J. Cagle** (2012) *Assistant Professor of Management*; B.S., Naval Postgraduate School; M.S., George Washington University; M.S., Georgia Institute of Technology; Ph.D. University of Texas at Arlington.

**Elizabeth Chapman** (2013) *Assistant Professor of Management*; B.B.A., University of West Georgia, 2000; M.B.A., Ph.D. Georgia State University, 2002, 2013.

**Sean S. Chen** (2009) *Associate Professor of Accounting*; B.B.A., M.Ed., National Taiwan University, 1976, 1979; M.B.A., Youngstown State University, 1985; Ph.D., University of Pittsburgh, 1992.

**Tammy Neal Crutchfield** (1998) *Professor of Marketing*; B.B.A., M.B.A., Georgia College and State University, 1987, 1990; Ph.D., University of Alabama, 1998.

**Madeline Domino** (2013) *Associate Professor of Accounting*, B.S., Florida State University, 1975; M.B.A., Ph.D., University of South Florida, 1988, 2006; Post-Doctoral Studies, University of Central Florida, 2008.

**Kimberly A. Freeman** (2008) *Assistant Professor of Management*; A.B., M.B.A., Ph.D.,

- Indiana University, 1978, 1985, 1990.
- James Logan Hunt** (1998) *Professor of Law*; B.A., J.D., University of North Carolina, 1981, 1988; M.A., Ph.D., University of Wisconsin, 1982, 1990; LL.M., Harvard University, 1993.
- Allen Kenneth Lynch** (2000) *Associate Professor of Economics and Quantitative Methods*; B.A., University of North Florida, 1991; M.S., Ph.D., Florida State University, 1994, 1998.
- 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.
- Steven R. McClung** (2009) *Associate Dean and Associate Professor of Marketing*; B.A., M.A., Marshall University, 1984, 1986; Ph.D., University of Tennessee, 1999.
- Gina L. Miller** (2000) *Professor of Marketing*; B.S., M.S.M., Ph.D., Georgia Institute of Technology, 1987, 1989, 1993.
- C. Gerry Mills** (2002) *Director of Graduate Programs, Lecturer of Health Care Management*; B.B.A., M.B.A., Ph.D., Georgia State University, 1977, 1980, 1995.
- Stephanie B. Morris** (2006) *Lecturer of Accounting*; B.B.A., Mercer University, 1998; M.Acc., University of Georgia, 2001.
- Etienne Musonera** (2008) *Associate Professor of Marketing*; B.B.A., Davenport University, 1992; M.S., Western Michigan University, 1995; Ph.D., Wayne State University, 2003.
- Geoffrey M. Ngene** (2012) *Assistant Professor of Finance*; B.Com., C.P.A./ACC, M.B.A., University of Nairobi (Kenya); M.S., Ph.D., University of New Orleans.
- Robert Perkins** (2013) *Associate Professor in the Practice of Management*; B.A., Kent State, 1963; M.S., Ohio State University, 1967; Ph.D. Colorado State University, 1972.
- Julie A. Petherbridge** (2007) *Assistant Professor of Accounting*; B.B.A., Clayton College and State University, 1993; M.P.A. and A.B.D., Georgia State University, 2002, 2008.
- J. Allen Rubenfield** (2007) *Lecturer in Accounting*; B.A., Pennsylvania State University, 1970; M.B.A., J.D., University of Pittsburgh, 1981, 1976.
- Arthur L. Rutledge** (1998) *Professor of Management Information Systems*; B.I.E., Georgia Institute of Technology, 1967; M.S., St. Mary's University, 1975; Ph.D., Georgia State University, 1986.
- Ania Rynarzewska** (2013) *Assistant Professor of Sports Business*, B.S., M.S., Ph.D., Florida State University, 2008, 2010, 2012.
- Antonio Saravia** (2013) *Assistant Professor of Economics*, B.S., 1996, Bolivian Catholic University; M.A., Georgetown University, 1998; M.S., Ph.D., Arizona State University, 2000, 2003.
- Brianna Sell** (2015) *Assistant Professor of Management, Entrepreneurship*; B.A., University of Georgia, 2009; M.S., Georgia Tech, 2010; Ph.D., Georgia Tech, 2015.
- Steven John Simon** (2001) *Associate Professor of Management Information Systems*; B.A., University of Georgia, 1976; M.B.A., Georgia College, 1987; Ph.D., University of South Carolina, 1994.
- Faye A. Sisk** (1994) *Professor of Management*; B.A., Agnes Scott College, 1973; M.Ed., University of North Florida, 1978; M.B.A.,

Kennesaw State University; Ph.D., University of Florida, 1981.

**Lloyd J.F. Southern** (1989) *Professor of Management*; B.S.I.M., Georgia Institute of Technology; 1965, M.B.A., Georgia State College, 1968; Ph.D., Georgia State University, 1977.

**Vijaya Subrahmanyam** (2003) *Professor of Finance*, B.A., Osmania University, India, 1983; M.A., University of Hyderabad, India, 1985; M.S., Ph.D., Southern Illinois University, 1987, 1993.

**J. Michael Weber** (2006) *Associate Dean and Professor of Marketing*; B.S., University of Florida, 1989; M.B.A., University of West Florida, 1992; Ph.D., Louisiana State University, 1998.

## School of Engineering – Faculty

### **Emeriti:**

**Carroll B. Gambrell**, P.E., *Dean, Emeritus*; LLB (Honorary), Southern California Institute of Law, 1998; M.B.A., West Coast University, 1997; B.A., Florida Southern College, 1975; B.S.E. Clemson University, 1949; M.S.E., University of Florida, 1952; Ph.D., Purdue University, 1958.

**Aaron S. Collins**, P.E. (1993) *Professor Emeritus*; B.S., M.S., Ph.D., Clemson University, 1965, 1968, 1973.

**Thomas A. Cook**, P.E., *Professor, Emeritus*; B.S., Massachusetts Institute of Technology, 1959; M.S., University of Arkansas, 1981; Ph.D., Oklahoma State University, 1989.

**Marjorie T. Davis** (1989) *Professor Emerita*; B.S., Troy State University, 1966; M.A., University of South Florida, 1969; Ph.D., University of Mississippi, 1974.

**Robert I. Gray**, *Professor, Emeritus*; B.Ch.E., M.Ch.E., Syracuse University, 1952, 1957; Ph.D., University of Tennessee, 1961.

**Allen F. Grum**, P.E., *Professor, Emeritus*; B.S., United States Military Academy, 1953; M.S., Massachusetts Institute of Technology, 1958; Ph.D., Stanford University, 1976.

**Michael S. Leonard**, P.E. (2004) *Professor Emeritus*; B.I.E., M.E., Ph.D., University of Florida, 1970, 1972, 1973.

**David M. McClellan**, P.E. (1988) *Professor Emeritus*; B.S.E., University of Connecticut, 1963; M.E.M.E., Stevens Institute of Technology, 1971.

**John L. Palmer**, *Professor Emeritus*; A.S., Marion Military College, 1954; B.S., U.S. Military Academy, 1958; M.S.E., Ph.D., Purdue University, 1963, 1973.

**John F. Schaefer**, P.E., *Professor, Emeritus*; B.S., U.S. Military Academy, 1958; M.S., Ph.D., Stanford University, 1963, 1965; M.B.A., Auburn University, 1969.

### **Full-Time:**

**Wade H. Shaw, Jr.**, P.E. (2009) *Dean and Professor of Industrial Engineering and Industrial Management*; B.S., M.S., Ph.D., Clemson University, 1977, 1978, 1985.

**Kevin D. Barnett** (1993) *Associate Professor and Chair of Electrical and Computer Engineering*; A.S., Morehead State, 1984; B.S., Morehead State, 1984, 1986; B.S., NC State University, 1986; M.S., University of Tennessee, 1988; Ph.D., Clemson University, 1993.

**David T. Barwick** (1989) *Executive Director of Mercer Engineering Research Center and Associate Research Professor/Software Engineering*; B.S., Southern

- Arkansas University, 1968; M.S., Ph.D., Louisiana Tech University, 1970, 1972.
- Pablo Biswas** (2014) *Assistant Professor of Industrial Engineering and Industrial Management*; B.S., Bangladesh University of Engineering & Technology, 1998; M.S.E., Ph.D., Louisiana State University and A&M College, 2003, 2007.
- Pam E. Brewer** (2013) *Associate Professor of Technical Communication*; B.A., M.A., Wright State University, 1981, 1983, Ph.D., Texas Tech University, 2008.
- Andr  J. Butler** (2000) *Associate Professor and Chair of Environmental Engineering*; B.S. University of Illinois, 1993; M.S. Carnegie Mellon University, 1995; Ph.D., Georgia Institute of Technology, 2000.
- Joan M. Burtner** (1991) *Associate Professor and Chair of Industrial Engineering and Industrial Management*; B.A., M.Ed., Ed.S., University of Florida, 1969, 1971, 1971; B.S.E., M.S.E., Mercer University, 1991, 1993; Ed.D., Nova Southeastern University, 2001.
- T. Anthony Choi** (2007) *Associate Professor of Electrical and Computer Engineering*, B.S., George Washington University, 1991; M.S., Ph.D., University of Florida, 1995, 2002.
- Susan K. Codone** (2002) *Associate Professor of Technical Communication*; B.S., University of Montevallo, 1989; M.B.A., University of West Florida, 1992; Ph.D., University of South Alabama, 2000.
- Donald Ekong**, P.E (2002) *Associate Professor of Electrical and Computer Engineering*; B.E., University of Port Harcourt, 1986; M.S., Ph.D., University of Saskatchewan, 1991, 1997.
- Ruiyun Fu** (2014) *Assistant Professor of Electrical and Computer Engineering*; B.S., M.S., Huazhong University of Science & Technology, 2004, 2007; Ph.D., University of South Carolina, 2013.
- Helen M. Grady** (1991) *Director and Chair of BS and MS Technical Communication Programs and Professor of Technical Communication*; B.S., Queens University, 1976; M.S., Queen's College, 1979; Ed.D., Nova Southeastern University, 2000.
- George F. Hayhoe** (2006) *Professor of Technical Communication*; B.A., La Salle University, 1972; M.A., The Catholic University of America, 1973; Ph.D., University of South Carolina, 1979.
- Stephen D. Hill**, (2013) *Associate Professor of Mechanical Engineering*, B.S., Morehouse College, 1994; B.S., M.S., Ph. D., Georgia Institute of Technology, 1994, 1996, 1999.
- Sinjae Hyun** (2003) *Associate Professor of Biomedical Engineering*; B.S., M.S., Kyungpook National University 1986, 1988; Ph.D., North Carolina State University, 1998.
- Hodge Jenkins**, P.E. (2002) *Associate Professor of Mechanical Engineering*; B.S., M.S., University of Pittsburgh, 1981, 1985, Ph.D., Georgia Institute of Technology, 1996.
- Jeng-Nan Juang** (1987) *Professor of Electrical and Computer Engineering*; B.S.E., National College of Marine and Oceanic Technology, Taiwan, 1975; M.S.E., Ph.D., Tennessee Technological University, 1978, 1986.
- Behnam Kamali**, P.E. (1993) *Professor of Electrical and Computer Engineering*; B.S.E.E., Tehran Polytechnic University, 1972; M.Eng., California State

- Polytechnic University; M.S.E.E., Oregon State University, 1981; Ph.D., Arizona State University, 1985.
- Richard K. Kunz** (2006) *Associate Professor of Mechanical Engineering*; B.S., Cornell University, 1974; M.S., Ph.D., Georgia Institute of Technology, 1974, 1978.
- Laura W. Lackey**, P.E. (1998) *Senior Associate Dean and Professor of Environmental Engineering*; B.S., M.S., Ph.D., University of Tennessee, Knoxville; 1987, 1992, 1993.
- Michael MacCarthy** (2014) *Assistant Professor of Environmental Engineering*; B.S., Colorado School of Mines, 1998; M.S. University of Southampton, 2004; Ph.D., University of South Florida, 2014.
- Paul E. MacNeil** (1990) *Associate Professor of Software Engineering*; B.S., Rensselaer Polytechnic Institute, 1966; M.S., Ph.D., University of Arizona, 1968, 1971.
- Jack Mahaney**, P.E. (1985-89, 1991) *Associate Professor of Mechanical Engineering*; B.S.M.E., M.E., Old Dominion University, 1982, 1985; Ph.D., University of Wales Swansea, 2002.
- Philip T. McCreanor** (1999) *Professor of Environmental Engineering and Director of Honors Program*; B.S., University of Miami, 1990; M.S., Ph.D., University of Central Florida, 1994, 1998.
- Dorina Mihut** (2014) *Associate Professor of Mechanical Engineering*; B.S., Technical University of Cluj; M.S., University of Nebraska, 1999; Ph.D., Babes-Balyai University, 2001; Ph.D., University of Nebraska, 2006.
- Richard O. Mines, Jr.**, P.E., F.ASCE (1998) *Program Director for MSE and Associated MS Degree Programs and Professor of Environmental Engineering*; B.S., Virginia Military Institute, 1975; M.E. University of Virginia, 1976; Ph.D., Virginia Polytechnic Institute and State University, 1983.
- Laura E. Moody** (2003) *Associate Professor of Industrial Engineering and Industrial Management*; B.S., M.S., Ph.D., Georgia Institute of Technology, 1983, 1986, 1993.
- William M. Moses**, P.E. (1990) *Associate Professor of Mechanical Engineering*; B.M.E., M.S.M.E., Georgia Institute of Technology, 1976, 1978; Ph.D. North Carolina State University, 1985.
- Edward M. O'Brien**, P.E. (1990) *Professor of Biomedical Engineering; Electrical & Computer Engineering, Chair of Biomedical Engineering*; B.S., Colorado State University, 1971; M.S., Ph.D., Iowa State University, 1974, 1977.
- Ramachandran Radharamanan** (1998) *Professor of Industrial and Systems Engineering and Industrial Management*; B.S., M.S., University of Madras, India, 1970, 1973; Ph.D., Catholic University of Leuven, Belgium, 1977.
- Scott Schultz** (2002) *Associate Dean and Associate Professor of Industrial Engineering and Industrial Management*; B.S., University of Florida, 1984; M.S., Ph.D., North Carolina State University, 1985, 2001.
- Loren Sumner** (1998) *Associate Professor and Chair of Mechanical Engineering*; B.A., Maryville College, 1991; B.M.E., M.S.M.E., Ph.D., Georgia Institute of Technology, 1992, 1996, 1998.
- Makhin Thitsa** (2013) *Assistant Professor of Electrical and Computer Engineering*, B.S., M.S., Ph. D., Old Dominion University, 2005, 2007, 2011.
- Ha Van Vo** (2005) *Associate Professor of Biomedical Engineering*; B.S.,

University of Florida, 1996; M.D., Hope Combined Medical College, 2002; DP.M., Barry University, 2002; M.S., Ph.D., Florida Atlantic University, 2000, 2003.

## Tift College of Education – Faculty

### Emeriti:

**Janet Blohowiak Busboom**, *Professor of Education, Emerita*; B.S., Oshkosh State University, 1960; M.Ed., Ph.D., University of Illinois, 1971, 1974.

**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.

**Carolyn R. Garvin**, *Associate Professor of Education, Emerita*; B.A., David Lipscomb College, 1961; M.Ed., Mercer University, 1978.

**Dana M. Lilly**, *Professor of Education, Emerita*; B.A., M.A., University of West Florida, 1974, 1985; Ph.D., Florida State University, 1989.

**Carl R. Martray** (2003) *Dean Emeritus and Scarborough Professor of Education*; B.A., Fairmont State College, 1965; M.A., Ph.D., University of Alabama, 1969, 1971.

**William D. Powell**, *Professor of Social Sciences, Emeritus*; B.A., Roanoke College, 1963; M.A., Ed.D., University of Georgia, 1966, 1970.

**Robert Lee Richardson**, *Professor of Developmental Psychology and Educational Research, Emeritus*; A.B., Samford University, 1959; M.Div., Southern Baptist Theological Seminary, 1970; M.Ed., Ph.D., University of Georgia, 1974, 1976.

**Olyn Suthern Sims, Jr.**, *Professor of Developmental and Educational Psychology*, A.B., Samford

University, 1959; M.Div., Southern Baptist Theological Seminary, 1963; M.A., University of Kentucky, 1963; Ed.D., University of South Carolina, 1976.

**Mary E. Willingham**, *Professor of Education, Emerita*; B.A., Vanderbilt University, 1963; M.A., Peabody College, 1964; Ed.S., Ed.D., George Washington University, 1968, 1971.

### Full-Time:

**James J. Barta** (2015) *Dean/Professor of Education*; B.S., Colorado State University, 1979; M.A., University of Northern Colorado, 1980; Ph.D., University of Oregon, 1991.

**Cynthia Anderson** (2013) *Visiting Assistant Professor*; B.S., Auburn University, 1976; M.Ed., Ed.S., West Georgia College, 1983, 1987; Ed.D., The University of Georgia, 2000.

**Elaine Artman** (2009) *Associate Professor of Education*; B.S., M.S. Illinois State University, 1989, 1992; Ed.D. University of San Francisco, 2003.

**Sharon M. Augustine** (2006) *Associate Professor of Education*; B.A., Agnes Scott College, 1990; M.Ed., Georgia College and State University, 1993; Ph.D., University of Georgia, 2010.

**Mary Kay Bacallao** (2003) *Professor of Education*; B.A. Trinity International University, 1989; M.S., Ed.S., Ed.D., Florida Atlantic University, 1991, 1994, 1996.

**Joseph L. Balloun** (2008) *Professor of Education*; B.S., M.S., Iowa State University, 1963, 1965; Ph.D., University of California at Berkeley, 1971.

**Richard H. Binkney** (2006) *Associate Professor of Education and Interim Chair Regional Academic Centers Teacher Education*; B.S.,

- Oglethorpe University, 1968; M.A.T., Ed.S., Ph.D., Georgia State University, 1975, 1980, 1986.
- Olivia M. Boggs** (2008) *Associate Professor of Education*; B.S., Hampton University, 1968; M.Ed., Boston University, 1970; Ed.D., Harvard University, 1978.
- Edward Lee Bouie, Jr.** (2009) *Associate Professor of Education and Chair Educational Leadership*; B.S. Morris Brown College, 1975; M.Mu.Ed., Ed.S. Georgia State University, 1975, 1980; Ed.D. Atlanta University, 1985.
- Lucy Bush** (2009) *Associate Professor of Education*; B.S.Ed., M.Ed., Ed.S. The University of Georgia, 1998, 2000, Ed.D. Georgia Southern University, 2007.
- Jabari Cain** (2009) *Associate Professor of Education*; B.S. Florida Agricultural and Mechanical University, 2000; M.A. University of Northern Iowa, 2002; Ph.D., University of Nebraska, 2008.
- Sherah Betts Carr** (2005) *Associate Professor of Education*; B.S., Mansfield State College, 1972; M.S., Florida State University, 1975; Ph.D., Georgia State University, 1988.
- Geri S. Collins** (2009) *Associate Professor of Education*; B.S., M.Ed., Mercer University, 1990, 1995; Ed.D., University of Georgia, 2004.
- Jacquelyn M. Culpepper** (1996) *Associate Professor of Education*; B.A., Baylor University, 1967; M.Ed., University of Louisville, 1986; Ph.D., University of Georgia 2002.
- Carl E. Davis** (2006) *Assistant Professor of Education*; B.A., University of Southern Mississippi, 1975; M.Ed., William Carey College, 1987; Ed.D., University of Southern Mississippi, 1995.
- Karen H. Davis** (2000) *Associate Professor of Education*; B.S., Georgia Southern University, 1991; M.S., North Georgia College, 1995; Ph.D., Purdue University, 2001.
- Macklin D. Duggins** (1997) *Professor of Education*; B.A., University of Missouri at Kansas City, 1978; M.Ed., Ph.D., University of Missouri at Columbia, 1981 1991.
- Penny L. Elkins** (2000) *Professor of Education and Senior Vice President for Enrollment Management*; B.A., M.Ed., Mercer University, 1990, 1992; Ed.S., Georgia College and State University, 1995; Ph.D., Georgia State University, 1998.
- Jianhua Feng** (1999) *Professor of Education*; B.Ed., Huazhong Normal University, 1985; M.S., Wheelock College, 1988; Ed.D., University of Memphis, 1992.
- Catherine M. Gardner** (1991) *Professor of Education*; B.S., M.Ed., East Carolina University, 1972, 1974; Ph.D., University of Georgia, 1992.
- Allison Cobb Gilmore** (1985) *Associate Dean/Professor of Education*; B.A., University of West Florida, 1972; M.Ed., Ph.D., University of Southern Mississippi, 1981, 1985.
- Tristan L. Glenn** (2013) *Assistant Professor*, B.S., Bethune-Cookman University, 2002; M..A., Ph.D., University of South Florida, 2007, 2013.
- Andrew L. Grunzke** (2010) *Assistant Professor of Education*; B.S., B.A., M.A.T., M.A., Ph.D. University of Florida, 1999, 2001, 2006, 2007.
- Rebecca Z. Grunzke** (2013) *Visiting Assistant Professor*, B.A., Brigham Young University, 1993; M.Ed., Ph.D., University of Florida, 2005, 2010.

- Ismail S. Gyagenda** (2000) *Associate Professor of Education*; B.A., Makerere University, 1979; M.Ed., Yarmouk University, 1987; M.A., The University of the District of Columbia, 1989; Ph.D., Emory University, 1999.
- Jeffrey Scott Hall** (2010) *Assistant Professor of Education*; B.S. United States Air Force Academy, 1998; M.Ed. The University of Georgia, 2005; Ed.D. Georgia Southern University, 2010.
- Harriet Anne Hathaway** (1992) *Professor of Education*; B.A., M.L.S., Ed.D., University of North Carolina at Greensboro, 1971, 1978, 1983.
- Carol A. Isaac** (2013) *Assistant Professor*, B.M.E. University of Kansas, 1980; B.H.S., M.Ed., Ph.D., University of Florida, 1988, 2002, 2006.
- J. Kevin Jenkins** (2005) *Associate Professor of Education*; B.A., Mercer University, 1989; M.Ed., Ed.S., Ed.D., University of Georgia, 1996, 1997,
- Joseph R. Jones** (2013) *Assistant Professor*, B.S., University of Alabama at Birmingham (1998); Ph.D., University of Rochester (2011).
- Margie Jones** (2006) *Associate Professor of Education*; B.S., Medical College of Georgia, 1983; M.Ed., Georgia State University, 1997; Ed.S., State University of West Georgia, 2002; Ed.D., Georgia Southern University, 2005.
- Sybil Anne Keesbury** (2010) *Assistant Professor of Education*; B.A. Gustavus Adolphus College, 1996; M.S. Mankato State University, 1997; Ed.D. Gardner-Webb University, 2010.
- Ronald Knorr** (2010) *Assistant Professor of Education*; B.S. Clemson University, 1981; M.B.A. University of North Florida, 1987; M.A.T., Ph.D. Clemson University, 2005, 2010.
- William Otis Lacefield, III** (1997) *Professor of Education*; B.A., Mercer University, 1989; M.Ed., University of Southern Mississippi, 1993; Ed.S., Mercer University, 1995; Ed.D., Georgia Southern, 1999.
- Leonard E. Lancette** (2000) *Associate Professor of Education*; B.S., University of Minnesota, 1971; M.Ed., Ed.S., Georgia State University, 1977, 1984; Ed.D., Nova Southeastern University, 1995.
- Pamela A. Larde** (2010) *Associate Professor of Education*; B.S. California Polytechnic State University, 2000; M.Ed. Azusa Pacific University, 2004; Ph.D. Cardinal Stritch University, 2009.
- Robert L. Lawrence, IV** (2008) *Assistant Professor of Education*, B.A., Centre College of Kentucky, 1971; M.S., University of Kentucky, 1977; M.Ed., Ed.S., Ph.D., Georgia State University, 1988, 1990, 1997.
- Susan C. Malone** (2004) *Vice Provost for Institutional Effectiveness/Janie F. New Baptist Professor of Education*; B.A., University of South Alabama, 1975; M.Ed., Ed.D., Vanderbilt University, 1984, 1994.
- Mary Nell McNeese** (2011) *Associate Professor*, B.S., Samford University, 1976; M.Ed., University of Southern Mississippi, 1995; Ph.D., University of Alabama, 2000.
- Barbara McWethy** (2013) *Instructor*, B.A., M.A., Concordia University, 2004, 2007.
- Jane Metty** (2010) *Assistant Professor of Education*; B.S. Stephen F. Austin University, 1981; M.S., Ph.D. Texas A & M University, 2006, 2010.
- Margaret Rainey Morris** (1993) *Professor of Education*; B.A.,



- Shorter College, 1966; M.Ed., North Georgia College, 1980; Ed.D., University of Georgia, 1993.
- Mary Hall O'Phelan** (2008) *Associate Professor of Education and Director of Doctoral Studies in Educational Leadership*; B.A., University of Missouri, 1967; M.Ed., University of Miami, 1978; Ph.D., University of South Florida, 1994.
- Justus J. Randolph** (2010) *Associate Professor of Education*; B.I.S. Weber State University, 1998; M.Ed. Framingham State College, 2001; Ph.D. Utah State University, 2007.
- Kelly Reffitt** (2008) *Associate Dean/Associate Professor of Education*, B.A., University of Georgia, 1992; M.Ed., Mercer University, 2000; Ph.D., Michigan State University, 2008.
- debra leigh walls rosenstein** (2002) *Associate Professor of Education*; B.S., North Carolina State University, 1975; M.S., University of Tennessee, 1978; Ed.D., Virginia Polytechnic Institute, 1982.
- Peter A. Ross** (2003) *Associate Professor of Education*; B.A. New College, 1975; M.A., Ed.S., University of South Florida, 1982, 1983; Ph.D., University of Florida, 1988.
- Jon M. Saulson** (2009) *Assistant Professor of Education*; B.A., M.Ed., Ph.D., University of Florida, 1972, 1974, 1981.
- Wynnetta A. Scott-Simmons** (2005) *Associate Professor of Education*; B.S., Bennett College, 1981; M.Ed., Ed.S., Mercer University, 2002, 2003; Ed.D., Georgia Southern University, 2007.
- Bruce E. Sliger** (1994) *Professor of Education*; B.S., M.A., Ed.S., Tennessee Technological University, 1977, 1979, 1982; Ed.D., University of Georgia, 1990.
- Karen Weller Swanson** (2009) *Associate Professor of Education and Director of Doctoral Studies in Curriculum and Instruction, Atlanta*; B.S., M.Ed., Ed.D., Northern Arizona University, 1989, 1995, 2003.
- Sylvia Y. Taylor** (2007) *Associate Professor of Education*; B.S., M.S., Florida State University, 1998, 2000; Ph.D., Emory University, 2007.
- Kaye Thomas** (2010) *Director of Field Placement*, B.S. Auburn University, 1990; M.Ed. University of West Georgia, 1995.
- Paige Tompkins** (2007) *Professor of Education*; B.S., Troy State University, 1984; B.S., Auburn University, 1987; M.Ed., Ph.D., Mississippi State University, 1993, 1995.
- Michelle Vaughn** (2013) *Assistant Professor*, B.S., Thomas University, 2001; M.Ed., University of North Carolina at Pembroke, 2007; Ed.S., Ed.D., University of West Florida, 2011, 2012.
- Jane West** (2009) *Associate Professor of Education*; B.S. Mississippi College, 1982; M.A., 1988, Louisiana State University; Ed.D., The University of Georgia, 1994.
- Clemmie B. Whatley** (2008) *Associate Professor of Education*, B.S., Clark College, 1971; M.S., Georgia Institute of Technology, 1973; Ed.S., State University of West Georgia, 1999; Ph.D., Emory University, 2003.
- Vincent Youngbauer** (2013) *Assistant Professor and Director of Doctoral Studies in Curriculum and Instruction, Macon*; B.S., Pennsylvania State University, 1998; M.S., Wilkes University, 2007, Ph.D., Pennsylvania State University, 2011.

## Townsend School of Music - Faculty

### Emeriti:

**Lois Belle Lantz**, *Associate Professor of Music*; B.M., M.M., Indiana University, 1949, 1950.

**Howard Lowen Marshall**, *Professor of Music*; B.M., Shenandoah Conservatory, 1952; M.M., University of Cincinnati, 1958; Ph.D., University of Rochester, 1968.

### Full-Time:

**Ian Henry Altman** (1974) *Associate Professor of Music*; B.M., M.M., University of Rochester, 1969, 1972; D.M.A., University of Cincinnati, 1984.

**Emily Snider Andrews** (2014) *Instructor of Music*; B.M., Samford University, 2008; M.M., M.Div., Baylor University, 2012; Ph.D., Fuller Seminary, A.B.D., 2014.

**Montgomery C. Cole** (2002) *Associate Professor of Music*; B.A., Humboldt State University, 1984; M.M., University of Kentucky, 1986; D.M.A., University of Cincinnati, 1998.

**Carolyn S. Goff** (1998) *Helen Wall Rich Associate Professor of Collaborative Studies Music*; B.M., University of Tennessee, 1975; M.M., University of Central Arkansas, 1988; D.M.A., University of Illinois, 2000.

**Douglas Martin Hill** (1988) *Professor of Music and Director of Undergraduate Studies and Instrumental Ensembles*; B.M.E., Ohio University, 1978; M.S. Mus. Ed., University of Illinois, 1979; D.M.A., University of Cincinnati, 1988.

**C. David Keith** (2010) *Dean and Professor of Music*; B.S., William Jewell College, 1971; M.M.,

Southwestern Baptist Theological Seminary, 1974; D.M.A., 1980.

**Richard Kosowski** (2007) *Associate Professor of Music and Director of Graduate Studies*; B.M.E., Truman State University, 1987; M.M., University of Miami, 1997; D.M.A., University of Houston, 2008.

**Martha Louise Malone** (1990) *Professor of Music*; B.M., University of Georgia, 1978; M.M., Converse College, 1981; D.M.A., University of Cincinnati, 1994.

**Jack Mitchener** (2012) *Professor of Music*; B.M., University of North Carolina-School of the Arts, 1986; M.M., M.A., Eastman School of Music, 1989, 1995.

**Elizabeth Pridgen** (2010) *Leslie Fabian Chair of Music, Assistant Professor*; B.M., The Peabody Institute of the Johns Hopkins University, 2001; M.M., The Juilliard School, 2003.

**Marcus D. Reddick** (2006) *Associate Professor of Music*; B.M., University of Nebraska at Omaha, 1993; M.M., University of Nevada-Las Vegas, 1996; D.M.A., University of Kentucky, 2004.

**Stanley L. Roberts** (1996) *Arthur Lowndes Rich Professor of Choral Conducting and Associate Dean*; B.A., Mercer University, 1984; M.C.M., D.M.A., The Southern Baptist Theological Seminary, 1989, 1995.

**Christopher Schmitz** (2013) *Associate Professor of Music*; B.M.E., Arizona State University, 1996; M.M., University of Northern Iowa, 2003; D.M.A., University of Texas-Austin, 2011.

**Kathryn White** (2013) *Assistant Professor of Music*; B.M.A., University of Michigan, 1999; M.A., Indiana University, 2003; Ph.D., Indiana University, 2012.

### **Center for Strings Faculty:**

**Julie Albers** (2009) *Charles and Mary Jean Yates Cello Chair, Assistant Professor*; B.M., The Cleveland Institute of Music, 2000.

**Rachel Calin** (2011) *Distinguished Artist, Bass*; B.M., M.M., The Juilliard School, 1996, 1998.

**Lawrence Dutton** (2011) *Distinguished Artist, Viola*; B.M., M.M., The Juilliard School, 1977, 1978.

**David Halen** (2008) *Distinguished Artist, Violin*; B.M., Central Missouri State University, 1979; M.M., University of Illinois, 1983.

**Robert McDuffie** (2004) *Mansfield and Genelle Jennings Chair and Distinguished University Professor in Music, Violin*; Artist's Diploma, The Juilliard School, 1981.

**Amy Schwartz Moretti** (2008) *Caroline Paul King Violin Chair and Director, Robert McDuffie Center for Strings, Associate Professor*; B.M., M.M., Cleveland Institute of Music, 1998, 2001.

**Kurt Muroki** (2009) *Distinguished Artist, Bass*; B.M., The Juilliard School, 1994.

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School of Engineering.....	Dean Wade Shaw
Tift College of Education .....	Dean James J. Barta
Townsend School of Music .....	Dean C. David Keith
College of Health Professions.....	Interim Dean Lisa Lundquist
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Admissions and Transfers .....	Office of Admissions
Athletics .....	Mr. Jim Cole, Director of Athletics
Alumni .....	Alumni Services
Denominational Relations.....	Dr. Craig T. McMahan University Minister
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Gifts and Bequests .....	Office of University Advancement
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Undergraduate Studies.....	Provost Office
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# CAMPUS MAP

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2. Kappa Hall
3. Winthrop Auditorium
4. Newton Chapel
5. Zeta Psi House
6. Sigma Alpha Epsilon
7. Herman Fine Arts Hall
8. Pi Phi Hall
9. Phi Kappa Phi
10. Roberts Hall
11. Cooper Hall
12. Miller Hall
13. Phi Kappa Phi
14. Computer Science Building
15. Conrad Student Center
16. Student Health Services & BUC
17. Mercer Hall
18. Shapiro Hall
19. Rye Field
20. Sherwood Hall
21. Jesse Mercer Plaza
22. Wilkes Student Hall
23. Phi Kappa Phi
24. University Center
25. Simpson Hall
26. Warren Library
27. Environmental Science Building
28. Environmental Science Building
29. Proby Tennis Center
30. International Field
31. International Field
32. Claude Smith Baseball Field
33. Science & Engineering Building
34. School of Engineering
35. School of Engineering
36. Pierson Building
37. Religion Life Center
38. Hamilton Hall
39. Hamilton Hall
40. Elin Stever House
41. Mary Ann Porter Hall
42. Hamilton Hall
43. Hamilton Hall
44. Boone Hall
45. W.G. Lee Alumni House
46. W.G. Lee Alumni House
47. College of Arts and Sciences
48. Powell-Pappal
49. Human Resource CTR
50. Human Resource CTR
51. Human Resource CTR
52. Technology Support Services
53. Lumber Co High
54. Georgia Psi Phi
55. Kappa Sigma
56. Alpha Gamma Delta
57. Alpha Tau Omega
58. Zeta Psi House
59. Phi Kappa Phi
60. Sigma Alpha Epsilon
61. Delta Sigma Theta
62. Alpha Delta Pi
63. Phi Kappa Phi
64. Phi Delta Theta
65. Phi Mu
66. Sigma Xi
67. Phi Kappa Phi
68. Phi Kappa Phi
69. Kappa Alpha Psi
70. Kappa Alpha Psi
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73. 1729 Garden Apartments
74. 1794 Winship Apartments
75. 1803 Winship Apartments
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77. 1884 Winship Apartments
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79. 1853 Winship Apartments
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81. 1875 Adams
82. 1875 Adams
83. 1885 Garden Apartments
84. 1827 Adams
85. 1751 Garden Apartments
86. 1719 Adams
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89. 1719 Adams
90. Sand Volleyball Courts
91. Mercer (J&S)
92. Mercer (J&S)
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