MERCER UNIVERSITY

TIFT COLLEGE OF EDUCATION

FACULTY HANDBOOK

A Policies and Procedures Manual

Revised May 2016
TIFT COLLEGE OF EDUCATION
FACULTY HANDBOOK
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Preface

The Tift College of Education Faculty Handbook describes the organizational structure and governance and sets forth the major policies and procedures affecting faculty at the college level. Because Mercer University is a dynamic institution, it is inevitable that changes will occur, new policies and procedures will be adopted, and existing descriptions will be superseded. This Handbook will be revised periodically, but changes between Handbook revisions will take effect as they are duly adopted. The provisions of the Mercer University Faculty Handbook supersede individual collegiate policies and procedures.

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.

Historical Background

The Tift College of Education had its beginning in the founding of Mercer University in Penfield, Georgia, in 1833. It originated in the 19th century as a School of Education and was added to Schools of Language, Literature, Theology, Science, and Law, which were considered “traditional.” All of the Schools were housed under the College of Liberal Arts, Mercer University, which had moved from Penfield to Macon in 1871.

Through the years other Schools evolved, such as the Stetson School of Business. Additional Schools were created, such as the School of Engineering. In more recent years, Mercer’s undergraduate and graduate programs in Education and Business were considered strong pre-professional programs in the College of Liberal Arts which had also in later years organized an Evening College. In 1987 when Tift College was merged with Mercer University, the Mercer Evening College combined with the Tift College Evening College to form a separate School: University College. This college, which served a number of distributed sites, was housed on the Tift College campus, and its purpose was to expand educational opportunities for the adult student while emphasizing and maintaining traditional academic standards.

In 1995, the Department of Education in the College of Liberal Arts was combined with the various departments of University College to form a new entity: the School of Education. The School was renamed as Tift College of Education in 2001 and included programs not considered as part of teacher education. In the spring of 2003, Tift College of Education was restructured and programs which were not teacher education programs were moved to the College of Continuing and Professional Studies.

The Tift College of Education offers undergraduate degrees with a broad curriculum based upon a strong liberal arts, Judeo-Christian tradition. Undergraduate degrees in Early Care and Education, Early Childhood/Special Education (including The Holistic Child), and Middle Grades Education are offered. Students in the College of Liberal Arts on the Macon Campus are able to seek certification in a variety of secondary programs, and Tift College of Education collaborates with the Townsend School of Music on an undergraduate degree in Music Education.

A Master of Arts in Teaching Degree, Master of Education Degrees, an Education Specialist Degree, and a Doctor of Philosophy Degree are also offered by the College of Education. The purpose of these graduate programs is to prepare teachers and school leaders with a philosophy of growth and change based on valid techniques in the skill of teaching, and to foster a disposition to initiate and promote basic, applied, and advanced research.
1. ACADEMIC ORGANIZATION

1.01 Organization of the College

The Tift College of Education was restructured in the Spring of 2003 in such a manner as to focus on professional education programs. The College offers undergraduate Teacher Education degree programs on the Macon Campus, graduate degree programs on the Atlanta, Macon, and Savannah campuses and the Henry County Regional Academic Center, and undergraduate degree programs in five centers located in Henry County/Douglas County/Eastman/Newnan/Forsyth/Atlanta Undergraduate, and Macon. Various program and course offerings are published in the appropriate University Catalog.

Faculty are housed at six sites: Atlanta Cecil B. Day Campus, Regional Academic Centers (Douglas County, Henry County, Newnan, Eastman), Savannah, and the Macon Campus. The Dean’s office is located on the Macon Campus; one Associate Dean is located on the Macon Campus and two Associate Dean are located on the Atlanta Campus.

The College is administered by the Dean and Associate/Assistant Deans. It is organized into three site units (Atlanta Graduate, Henry/Douglas/Newnan/Forsyth/Atlanta Undergraduate, and Macon/Eastman) and one program unit (Educational Leadership), which offers programs in Atlanta, Henry County, Savannah, and Macon. Each unit is headed by a Chair who reports directly to the Dean.

1.2 By-Laws of the Faculty of the Tift College of Education

Article I - Name

The name of the body constituted in the document shall be the Faculty of the Tift College of Education of Mercer University.

Article II – Membership

A. The voting membership of the Faculty of the Tift College of Education shall consist of the President, the Provost, the Dean of the College, all faculty holding full-time appointments in the College, and all administrators within the Tift College of Education holding faculty appointments. All part-time or adjunct faculty members, faculty members on phased retirement, visiting professors, and professors emeriti shall be considered non-voting members of the Faculty.

B. The President, the Provost, the Dean of the College, or the Faculty by vote may designate persons not included in the foregoing paragraph who shall have the privilege of attendance and discussion at faculty meetings but not the privilege of voting.

Article III – Officers

A. The Dean of the College shall be the chief administrative and academic officer of the Tift College of Education. In the absence of the Dean, one of the Associate Deans will serve in that capacity.

B. As members and officers of the Faculty, the President and/or the Provost may attend and preside over any meeting of the Faculty.

C. The Chair and Vice-Chair of the Executive Committee are elected annually by the Committee to coordinate the Faculty’s partnership with the Dean. (See Article VI:A.)

D. The Secretary of the Faculty shall be appointed annually by the Dean upon consultation with the Executive Committee. Only regular, full-time faculty members may be considered. The Secretary shall be responsible for keeping accurate records of all meetings and actions of the Faculty, and upon Faculty direction shall transmit in writing all motions passed, or actions taken, to the persons or bodies concerned. The Secretary’s records shall be open for inspection by all members of the Faculty. The Secretary may use clerical assistance to obtain and keep accurate records.
E. The Executive Committee shall recommend annually a Parliamentarian to the Faculty.

**Article IV - Responsibilities and Authority**

A. The Faculty shall have the authority and responsibility to determine academic policies and procedures which effectively carry out the mission of Mercer University and the Tift College of Education, including curriculum, program development, admission requirements, and graduation requirements. The Dean shall implement the decisions of the Faculty.

B. The Faculty shall share responsibility with the Dean’s office and other Tift College administrators for faculty selection, review, and retention. Faculty shall share responsibility for review and evaluation of the Dean, the Associate Deans, and other administrators through processes established by the Tenure, Promotion, and Review Committee and approved by the Faculty and with consideration of established University review procedures.

C. The Faculty shall consider any matter referred to it by the President, Provost, University House of Delegates, Dean, Executive Committee of the College, or any member of the Faculty.

D. The Faculty may, by majority vote, make recommendations through the Dean to the President, Provost, University House of Delegates, or other appropriate individuals or bodies.

E. The Faculty shall at its March meeting elect the requisite number of delegates to the University Faculty House of Delegates for three-year terms. Those eligible for elections shall be members of the full-time teaching Faculty. No delegate shall serve more than two successive terms. Delegates shall voice the will of the Faculty. Unexpired terms shall be filled as soon as possible by a vote of the Faculty. Delegates of the Tift College of Education shall be tenured or tenure-track faculty. 5/08/2015

**Article V - Meetings and Procedure**

A. The Faculty shall meet throughout the academic year. The dates, places, and meeting agendas shall be established jointly by the Dean, the Associate Deans, other Tift College administrators, and representatives of the Executive Committee (the Leadership Team). With due notice, special meetings may be called by the President, Provost, or Dean, and may be requested by the Executive Committee or any full-time faculty member. The Dean shall convene regular Faculty meetings and shall preside over these meetings. The Dean shall designate the Chair of the Executive Committee as the Faculty representative responsible for conducting and implementing the agenda pertaining to reports of standing committees, as well as ad hoc committee reports. In the absence of the Dean, an Associate Dean shall preside over the meeting. In the absence of the Chair of the Executive Committee, the Vice-Chair of the Executive Committee shall conduct the committee report section of the agenda.

B. This section describes the manner by which the Faculty shall amend the Tift College of Education Faculty Handbook: a Policies and Procedures Manual. It is the intent of the Faculty in adopting this section to allow for use of time and technology to facilitate full and open discussion in as efficient a manner as is reasonable. Committee chairs shall notify, as soon as possible, all TCE Faculty members of issues that are pending in their respective committees. If there are multiple issues pending, the chair and committee members shall have the discretion to determine the priority of those issues. Following notification of pending issues, committee chairs shall be empowered to make use of electronic communications to facilitate discussion and debate with committee members and all interested TCE Faculty members regarding those issues. After a reasonable amount of time for debate and discussion, the committee chair shall, electronically, disseminate recommendations from the committee to the TCE Faculty for a final review. At the next regularly convened TCE Faculty meeting, the committee chair shall present the issue for face-to-face discussion, after which the chair may propose the measure for a vote, it having come from the committee as a seconded motion. The preceding notwithstanding, member of the Faculty shall have the right to present proposals from the floor at any time new business is in order.
C. A majority of the Faculty, exclusive of those on leave, shall constitute a quorum.

D. Faculty members are expected to attend all meetings of the Faculty and the committees to which they belong when meetings have been scheduled and announced. Timely notice of a necessary absence from a meeting shall be communicated to the presiding person.

E. Voting shall be by the form decided on by the presiding officer, (e.g., voice vote, paper, or electronic) when appropriate. However, any faculty member may request that the vote be anonymous. The majority of voting members present carry a motion.

F. Except as otherwise provided by the Bylaws, Roberts Rules of Order shall be followed.

**Article VI - Committees of the Faculty**

**A. Executive Committee**

The Executive Committee shall be an elected faculty committee to represent the Faculty and to advise the Dean in matters of academic administration. The Committee shall meet regularly prior to its advisory session with the Dean. The Committee shall consist of five regular members: four site/program representatives and one at-large member. Prior to the regular April faculty meeting, one representative shall be elected by the faculty at each of the following sites/programs: Macon/Eastman, Atlanta, Henry/Douglas/Newnan/Forsyth, and Educational Leadership. At the regular April faculty meeting, the Tift College of Education faculty shall elect one at-large Executive Committee member. Additionally, one at-large alternate shall be elected. Each member shall be a full-time faculty member and shall not currently be in the position of Chair or Associate/Assistant Dean. Members shall be elected for single two-year terms, and each year either two or three members of the Committee will rotate off in an alternating sequence. Members (except the alternate) may not serve more than two consecutive terms. The Committee shall annually elect a Chair and Vice Chair. Both the Chair and Vice Chair shall be tenured faculty. Membership on the Faculty Executive Committee is restricted to tenured faculty.

Recommendations for faculty/staff honors and awards shall be the responsibility of the Executive Committee. The Executive Committee shall be responsible for developing criteria for honors and awards, and submitting these criteria along with associated policies and procedures to the Faculty for approval.

**B. Standing Committees**

The following shall be the standing committees of the Faculty with responsibilities as indicated. They shall initiate recommendations and receive matters referred to them by the Dean and the Faculty. They shall make reports to the Faculty at regular or called faculty meetings and shall write and distribute an annual report.

The following two standing committees shall be elected for two-year terms by the Faculty at the regular April meeting:

- the Tenure, Promotion, and Review Committee and
- the Faculty Welfare and Development Committee.

To qualify for the Tenure, Promotion, and Review Committee, the faculty member must be full-time, not on phased retirement, and have tenure. The Faculty Welfare and Development Committee shall have one member who is full time, not on phased retirement, and not tenured. The remaining members of the Welfare Committee shall be full time, not on phased retirement, and have tenure. The Committee Chair shall be a tenured faculty member.

The remaining standing committees shall be appointed by the Dean and the Executive Committee with attention to faculty preference. No faculty member may serve on more than three Tift College of Education standing committees each year or serve as chair of more than one Tift College of Education standing committee each year.

Ex-officio members of faculty committees shall serve an advisory, non-voting role on such committees.
Administrators, including the dean, associate deans, and site chairs shall not serve on faculty committees where they have already taken part in the decision-making process outside of the committee or where the participation of administrators is inappropriate. Those faculty committees are The Executive Committee; Tenure, Promotion and Review Committee; Faculty Welfare Committee; Grade Appeals Committee; and the Curriculum Committees, graduate and undergraduate. 4/15/2016

Alternate members of faculty committees shall attend meetings along with regular members, and participate actively, but shall only vote in the absence of a regular member.

Standing committees shall excuse faculty members with potential conflicts of interest from service on a committee. Potential conflicts of interest occur when individuals who may directly or indirectly derive a personal benefit from a decision are in a position to influence others on that committee. 3/18/2016

The functions of the Standing Committees are as follows:

1. **Grade Appeals Committee**

   The Grade Appeals Committee shall receive and review all grade appeals submitted through the published procedures. Committee membership must include at least one undergraduate faculty member and at least one graduate faculty member.

2. **Assessment Committee**

   The Assessment Committee shall be responsible for establishing, maintaining, and reviewing a comprehensive assessment program plan for the Tift College of Education. All recommendations applicable to assessment shall be made to the Faculty for approval. The Director of Assessment shall serve as an ex-officio member of the Assessment Committee.

3. **The Committee on Bylaws, Policies, and Procedures**

   The Committee on Bylaws, Policies, and Procedures is responsible for receiving, reviewing, and recommending to the Faculty any changes in the bylaws and regularly reviewing the policies and procedures document for currency and accuracy.

4. **The Faculty Welfare and Development Committee**

   The Faculty Welfare and Development Committee shall receive or initiate any proposal concerning faculty salaries, fringe benefits, workload, and grievances. The Committee shall also receive or initiate any proposal for the development of the Faculty of the College of Education. Included shall be policies that facilitate the pursuit of scholarly, pedagogical, and artistic endeavors by individual faculty members. Recommendations regarding suggested actions will be made to the Faculty and to the Dean. Each member of the Faculty Welfare and Development Committee shall be a full-time faculty member and shall not currently be in the position of Chair or Associate/Assistant Dean. The Chair shall be a tenured faculty member.

   The Faculty Welfare and Development Committee shall be comprised of a total of five members: four tenured faculty members and one non-tenured faculty member. Prior to the regular April faculty meeting, one tenured faculty member shall be elected by the faculty at each of the following sites/programs: Macon/Eastman, Atlanta, Henry/Douglas, and Educational Leadership. At the regular April faculty meeting, one at-large, non-tenured faculty member shall be elected by the Tift College of Education faculty. The at-large member on the Faculty Welfare and Development Committee is restricted to tenure-track faculty.

   If at any site/program there is not a tenured faculty member, a non-tenured faculty member from the site/program may be elected to serve on the Faculty Welfare Committee until such time that there is a tenured faculty member at the site/program. If the non-tenured member of the Faculty Welfare Committee acquires tenure during his or her term, a non-tenured replacement will be elected to finish the term.
5. **Library and Information Technology Committee**

The Library and Information Technology Committee shall be responsible for representing the interests of the College in library and media technology holdings including the Curriculum Materials Centers. The Committee shall serve as a liaison between the Faculty and the Library and media administration and staff.

6. **Tenure, Promotion, and Review Committee**

The Tenure, Promotion, and Review (TPR) Committee shall consist of six tenured faculty members elected by the Faculty at the regular April meeting. These faculty members shall be Associate Professors and Full Professors, with at least half of the Committee consisting of Full Professors. Membership on the Tenure, Promotion, and Review Committee is restricted to tenured faculty whose primary responsibility is teaching. A faculty member who is a candidate for promotion during the next year shall not be eligible to serve. The TPR Committee shall elect a Chair.

The Committee shall develop and recommend guidelines for faculty tenure, promotion, and review and for the review of the Dean, Associate Deans, other Tift College administrators, and the full time faculty. The guidelines shall be approved by the Faculty and shall remain in effect until modified by the Faculty.

The TPR Committee shall accept tenure and promotion applications from eligible faculty. The TPR Committee shall deliberate and forward its written recommendations for faculty tenure and promotion to the Dean of the Tift College of Education. Written recommendations shall include a detailed rationale for the Committee’s decision. The Dean shall write separate recommendations. The Dean shall forward both the TPR and Dean recommendations to the Provost.

The TPR Committee shall conduct annual performance reviews of the Dean, the Associate Deans, and other Tift College administrators using the guidelines developed by the TPR Committee and approved by the Faculty.

Reviews of all faculty members’ performance will be conducted according to the Faculty-approved procedures as published in the Tenure, Promotion, and Annual Review Process Guidelines. The full document can be found at https://education.mercer.edu/mu-education/faculty/faculty-resources/upload/TPR-document-May-2013.doc.

7. **Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee shall be responsible for recommending to the Faculty for approval all policies and procedures related to the undergraduate curriculum of the Tift College of Education. All changes in the undergraduate curriculum of Tift College of Education shall be submitted to and reviewed by the University Undergraduate Curriculum Committee. This Committee is also responsible for reviewing proposed curricular changes from other Colleges that impact undergraduate professional education certification programs and recommending approval through the Dean to the University Undergraduate Curriculum Committee.

8. **The Graduate Curriculum Committee**

The Graduate Curriculum Committee shall be responsible for recommending to the Faculty for approval all policies and procedures related to the graduate programs of the Tift College of Education. All changes in the graduate program shall be submitted through the Dean to the Graduate Council of the University.

9. **The Fieldwork Committee**

The fieldwork committee shall be responsible for reviewing and recommending to the Faculty for approval all policies and procedures related to fieldwork in the Tift College of Education. The Director(s) of Field Placement and Certification and the Associate Dean for fieldwork will serve as ex officio members of the committee.

10. **Conceptual Framework Committee**

The Conceptual Framework Committee shall be responsible for reviewing, evaluating, and revising, as necessary, the unit’s Conceptual Framework, and for ensuring that the Conceptual Framework continues to reflect a shared vision as the unit grows and evolves and as new partnerships are developed.
11. The Alumni Relations Committee

The Alumni Relations Committee, in cooperation with the TCOE Dean’s office and the university Alumni Services Office, shall be responsible for developing and maintaining ongoing communications and relationships with the undergraduate and graduate alumni of the Tift College of Education.

12. The Admissions Standards Committee

The Admissions Standards Committee will be comprised of faculty members from across Tift COE sites, with both undergraduate and graduate faculty members. The committee will gather and analyze data related to candidate qualifications, standards from state agencies such as GA PSC, any relationships between candidate qualifications and successful completion of Tift programs and passage rates on gate-keeping assessments such as GACE. Based upon those data, the standing committee will set admissions standards for the Tift COE. A Director of Admissions for TCOE and an Associate Dean as appropriate to graduate or undergraduate admissions may be invited for informational purposes. 3/18/2016

C. Ad Hoc Committees

The President, Provost, Dean, and a member or members of the Faculty may recommend to the full Faculty the creation of ad hoc committees to address special needs within the Tift College of Education. The tenure of such committees shall be limited to the time necessary to complete the assigned work. The Faculty may decide whether a given ad hoc committee shall be elected or appointed.

D. Site-Based Councils on Professional Education (SCOPEs)

The Site-Based Councils on Professional Education function as advisory boards for the Professional Education Programs. These Councils, chaired by the site or program chairs, have representation from the various stakeholders in education preparation at Mercer University and public school personnel.

Article VII - Amendment or Repeal of Bylaws

These Bylaws may be amended or repealed with the approval of two thirds of a Faculty quorum (Article V.3) present and voting. The procedure for amending the bylaws shall be as described in Article V, section B of this document.

1.3 Administrative Structure

1.3.1 The Dean

The Dean is appointed by the President with approval by the Board of Trustees and is the administrative and academic head of the College. In the professional education program, the Dean is the designated unit head. Responsibilities of the Dean are outlined in the University Faculty Handbook.

1.03.2 The Associate Deans

The Dean’s office of Tift College and the college as a whole is served by administrators with various titles such as Associate or Assistant Dean. Each of the Associate/Assistant Deans has specific responsibilities that may be programmatic in nature or geographic The Dean’s office shall provide the faculty with a description of the duties and responsibilities of each such person.

1.03.3 Chairs

The College of Education is organized into three units by site (Macon/Eastman, Henry/Douglas, and Atlanta) and one area by program (Educational Leadership). Each of the four units has a Chair who reports to the Dean.
Responsibilities of a Chair are the following:

1. Serve as administrative and academic head of the Site/Program, including the development and continued revision of the Site’s 5-year Strategic Plan.

2. Have oversight of all academic programs within the Site/Program.

3. Work with the Assessment and Planning Committee, providing direction for and overseeing annual assessment of the programs offered by the Site/Program.

4. Have oversight of and direct any program approval/accreditation self-studies and visits.

5. Have oversight of all College policies and procedures at the Site/Program.

6. Conduct monthly Site/Program meetings.

7. Recommend budgetary needs to the Dean and oversee and manage the Site/Program budget(s).

8. Coordinate the interview process for hiring new faculty, and recommend the hiring and releasing of full time faculty.

9. Implement the “Faculty Professional Development and Evaluation Process.”

10. Recommend to the Dean salary raises for full time faculty (within parameters given by the Senior Vice President for Finance and by the Dean).

11. Provide the TPR Committee with a recommendation for tenure and/or promotion for tenure track faculty members.

12. Coordinate and approve yearly course scheduling for the Site’s program and course offerings, including working with other Chairs and the Associate Deans to coordinate cross-program offerings and to meet cross-program needs.

13. Recommend the addition, canceling, or combination of courses.

14. Determine and assign academic year and summer teaching assignments.

15. Assign advising responsibilities, including the assignment of advisees.

16. Delegate administrative responsibilities within the Site/Program.

17. Approve overload (in emergency situations), travel reimbursement, directed/independent study, and recommend sabbatical requests.

18. Review adjunct credentials and approve all adjuncts to be used by the Site/Program; provide orientation, mentoring, and evaluation of adjuncts.

2. POLICIES AND PROCEDURES RELATED TO INSTRUCTION

2.01 Calendar and Class Schedule

The official calendar of the Undergraduate Programs is prepared by a committee that is appointed by the Provost. The College faculty is represented on the committee. The calendar for the nine-month academic year consists of two semesters of sixteen weeks each. In the centers a semester consists of two eight-week sessions.

2.01.1 Course Scheduling
Course scheduling is coordinated by the Associate Deans, who work with the Registrar’s Office.

Chairs work with the Associate Deans to develop year-long course schedules, preferably over a two-year sequence. Deadlines are set by the Associate Deans in relation to those established by the Registrar’s Office and the Provost. It is the responsibility of the chairs to contact and confirm teaching assignments for full time faculty and adjuncts before the year-long course schedule is finalized and to provide the appropriate Associate Dean with the course schedule for all sites at the time(s) specified by the Associate Dean.

2.01.2 Course/Course Section Additions

Additional courses or course sections may need to be added to the original schedule. Because of the financial impact on the College budget, the Dean’s approval, upon recommendation by the chair, is required for the addition of any course or course section before it can be added to the schedule.

2.01.3 Course Cancellations

Decisions about canceling a class are made by the Chair or his or her designee with approval by the Dean.

The following guidelines are used by the College of Education to determine cancellations:

1. If a full time faculty member or an adjunct is unavailable to teach the course, the course or section will be cancelled.

2. Courses may be cancelled due to low enrollment, depending on factors such as how often the class has been offered and the consequences to a student’s progression if the class is cancelled.

2.02 Examinations and Grading

2.02.1 Examinations

University policy on examinations is as follows:

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

2.02.2 Grading System and Honor Points

University policy on grading is:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Credit Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
</tr>
</tbody>
</table>
ABX  Absent from final examination (excused)  *
IC   Incomplete in some requirement other than  *
     the final examination (excused)
IP   In Progress  *
AU   Audit  *
W    Withdrawal  *
Z    Grade Not Reported  *

* These grades are not calculated in the GPA.

2.02.3 Grading Options for Courses

Satisfactory/Unsatisfactory (SU) Grade
Some courses are offered only on the basis of Satisfactory/Unsatisfactory grading; this grading pattern is stated in course descriptions. Students in the Tift College of Education may elect the S/U option in certain courses.

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 not earn any hours and will result in no penalty to the cumulative grade point average.

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

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

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

The grade of IC (incomplete) means the student is passing the class but some relatively small part of the semester’s work remains incomplete because of sickness or another valid and compelling reason satisfactory to the instructor. All course work in an undergraduate class must be completed no later than mid term of following semester or the IC grade will be changed to a grade of “F.” All course work in a graduate program must be completed in the semester in which the student reenters the university. If the student does not reenroll in the university after receiving a grade of IC and the work for the class is not completed in 12 months after the IC is assigned, the IC will be changed to a grade of “F.”

The IP (in progress) grade is assigned only in course 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.

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

Students may elect to take undergraduate courses to satisfy requirements in an undergraduate major, an area of concentration, or a minor on at “Satisfactory” or “Unsatisfactory” basis. However, no more than 18 such hours may apply in each of the following:

1. Courses taken to fulfill a major requirement or an area of concentration.

2. Courses taken to fulfill a minor requirement.
Each degree program may have restrictive policies concerning courses graded on S/U basis. A grade of “Satisfactory” earns credit hours but does not affect the grade point average; an “Unsatisfactory” grade does not earn any credit hours nor does it affect grade point average. The S/U grading option is not available to students in graduate programs.

Students must select the Satisfactory/Unsatisfactory grading option when registering for courses. The grading option may not be selected after the semester begins.

### 2.03 Withdrawals, Resignations, Deficiency Notices, and Excused Absences

#### 2.03.1 Course Withdrawals and Term Withdrawal (Resignations)

Term withdrawal (resignation) from the University occurs when a student officially withdraws from all courses in which s/he is enrolled at any time after the end of the drop/add deadline for a given session and semester.

Students may withdraw from a course with a grade of W by completing a course withdrawal form in the appropriate registrar’s office by the announced deadline. Grades of W are assigned by the University registrar.

Policies on course withdrawals, term withdrawals and refunds are stated in the Macon, Center and Atlanta catalogs.

#### 2.03.2 Deficiency Notices

Macon undergraduate faculty are required to inform the Office of Academic and Advising Services of students who are not performing satisfactorily in their classes and to complete deficiency notices. Electronic forms are supplied for this purpose. Copies are sent to the student and to the student’s Academic Advisor. Conferences are arranged by the Academic Advisor with the students to discuss deficiencies.

In the Centers, faculty advisors are informed by the Associate Dean about students who are not performing satisfactorily in their classes. Students who receive deficiencies are required to arrange conferences with academic advisors.

The graduate programs do not send out deficiency notices. However, Associate Deans should be made aware of academic deficiencies of any graduate student.

#### 2.03.3 Class Attendance

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

Mercer University is respectful of the religious practices of members of the student body. Students who will be absent from class for religious observances must confer with their instructor(s) at least two weeks prior to the date of the absence. The disposition of missed assignments will be arranged by the instructor and student. If a mutually satisfactory solution is not reached, the right to establish a reasonable alternative is reserved to the instructor.

Policies regarding excused absences for university-sponsored events are delineated in the Macon catalog.

### 2.04 Students’ Rights and Freedoms


### Student Conduct
Students are expected to conduct themselves in a manner that reflects professional dispositions, maturity and awareness that matriculation at the university is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the university community may result in disciplinary action, including removal from class and/or dismissal.

2.04.1 Grievance Procedure

All Tift College students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to: failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, sex, religion, race, marital status, national origin, or disability. See Appendix A for the University’s policies on Sexual Harassment and the complete procedure for lodging a non-academic grievance.

2.04.2 Grade Appeals

Students in the College of Education have the right to appeal a course grade not later than 30 days following completion of the course. The College’s Grade Appeal Committee meets once a term to handle the appeals. A student receiving a grade which he or she feels is incorrect has the following recourse:

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

B. If the student does not agree with the professor’s assessment of the grade, he or she may then appeal to the Chair responsible for the academic discipline covering the course to be appealed.

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

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

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

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

G. Questions about grade appeals may be directed to an Associate Dean.

2.05 The Honor System

University policy provides that the Honor System is a part of the rules and regulations of the University. Each faculty member is expected to support the Honor System and is to be informed about the Honor System; to affirm the System before the students at the beginning of each course; to give clear instructions in relating the System to particular course assignments; to arrange proper testing situations in order to minimize chances of dishonorable conduct. Procedures for managing honor code
violations are dependent upon campus location and student constituency; consult the Tift College of Education Web site for the applicable process.

2.06 Class Rolls and Grade Reports

The faculty works closely with the Office of the Registrar in the verification of class rolls. The timely validation of these rolls is a significant duty of the faculty. Grades are to be reported promptly at the end of each semester or session.

2.07 Allocation of Instructional Space

In Atlanta and Macon, the assignment of classroom space is handled by the appropriate Registrar. In the Centers, the classroom space is allocated by the Coordinators. Any request for changes in room assignments due to student needs, institutional needs, technology needs, etc., should be made to the Registrar/Coordinator through the appropriate Chair.

2.08 Course Evaluations

All faculty will conduct course evaluations in each of their classes each semester/session. Currently this is accomplished through an on-line system. The results of course evaluations are an integral part of the tenure, promotion, and annual review process. Faculty have the option to supplement these required evaluations with additional evaluative measures.

2.09 Syllabi

All faculty members are expected to have a syllabus prepared to be distributed at the first class.

Because of the seriousness of an appeal and because a course syllabus is considered a contract with the student, it is the responsibility of each faculty member and adjunct to provide a detailed syllabus to each student and to adhere to the contents of the syllabus. Any deviation from those contents must be made known to and agreed to by the students in a timely manner that would allow for success by the students.

Each Site/Program is responsible for maintaining a set of approved, required course outlines for all of the courses within that Site/Program. These should include the course title, the required textbook, course description, relationship to the Conceptual Framework, objectives aligned with the Framework, and a brief outline of the course content.

Course syllabi in the College of Education follow a standard format that includes additional required components. (See Appendix B.) It is the responsibility of each faculty member to submit electronic copies of each syllabus at the beginning of each academic term to the Chair and to the Dean’s Office.

2.10 Faculty Partnership

Full time faculty may be assigned as faculty mentors to either adjuncts or new faculty members. Chairs will be responsible for making these assignments.

2.11 Orientation and Registration

Registration periods are announced each year by the Registrar. Advising should precede registration. Faculty members are expected to be available for advisement during early registration and registration periods. Faculty members are also expected to participate in new student orientations when requested to do so by the Chair.

2.12 Counseling and Career Services

Personal counseling and career services are available in the Office of Student Life.

2.13 Disability Support Services
Mercer University is committed to the equal and excellent education of all students including students with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, “otherwise qualified” students with disabilities are protected from discrimination and may be entitled to certain reasonable accommodations intended to ensure equal access to higher education. Accommodations may include moving a class to a physically accessible room, modifying policies and procedures, providing alternative format materials, or providing testing accommodations. All students requiring accommodations must register with Disability Support Services and provide appropriate documentation of their disability that supports the need for the requested accommodations. Faculty members have an important role in the process of accommodation. Their role is precise and includes specific responsibilities as outlined below.

1. Include the “Disability Syllabi Statement” on each syllabus (see below).
2. Meet privately with each student when discussing his or her disability. Be sensitive to the student’s rights under HIPAA concerning all medical information that he or she may share with you.
3. Please do not provide academic accommodations without first obtaining a “Faculty Accommodation Form” from the student. This is obtained from Disability Support Services and lists approved accommodations that are determined on a case-by-case basis.
4. Discuss the approved accommodations indicated on the form, and plan with the student regarding by whom, where, when and how the accommodations will be provided.
5. Sign the “Faculty Accommodation Form” to indicate that you have discussed the accommodations with the student. Please indicate on the form if you intend to proctor the accommodated tests. If you require assistance, Disability Support Services can proctor exams with advance notice. If given less than a week’s notice of a test date, Disability Support Services may be unable to administer the test and other arrangements for accommodated testing may need to be made.
6. Discuss any concerns or questions regarding accommodations with the Disability Support Services Coordinator / Assistant Dean for Campus Life (x 6823 or stilley_r@mercer.edu).

Disability Syllabi Statement for Macon and Eastman Campuses
“Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. If you are not registered with Disability Services, the instructor will refer you to the Disability Support Services Office for consultation regarding documentation of your disability and eligibility for accommodations under the ADA/504. In order to receive accommodations, eligible students must provide each instructor with a “Faculty Accommodation Form” from Disability Services. Students must return the completed and signed form to the Disability Services Coordinator on the 3rd floor of the Connell Student Center. Students with a documented disability who do not wish to use academic accommodations are also strongly encouraged to register with Disability Services and complete a Faculty Accommodation Form each semester. For further information, please contact Carole Burrowbridge, Disability Services Coordinator, at 301-2778 or visit the website at http://www.mercer.edu/stu_support/swd.htm (7/07)

Disability Syllabi Statement for Atlanta, Henry and Douglas Campuses
“Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. If you are not registered with Disability Support Services, the instructor will refer you to the Disability Support Services office for consultation regarding documentation of your disability and eligibility for accommodations under the ADA/504. In order to receive accommodations, eligible students must provide each instructor with a “Faculty Accommodation Form” from Disability Support Services (also downloadable from our website). Students must return the completed and signed form to the Disability Support Services Coordinator (212 Sheffield Center). For convenience, anyone can send this information through Campus Mail or fax the form to (678) 547-6373. Even students with a documented disability who do not wish to use academic accommodations are also strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at http://www2.mercer.edu/StudentLife/Atlanta/default.htm”.
2.14 Academic Resource Center

The Academic Resource Center is designed to help each Mercer student reach his or her full academic potential by stressing individual development in learning. See the Academic Resource Center website for services available at each site: http://www.mercer.edu/arc/.

2.15 Student Records and the Right to Privacy

In the conduct of its normal business, Mercer University collects, maintains and archives confidential academic information on students. The University, under the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is responsible for maintaining and protecting the confidentiality of student records and is specifically prohibited from releasing non-directory information to third parties without the student's written consent. The act, however, permits University officials access to confidential information on a legitimate "need to know" basis.

Access to confidential student records information is granted to assist you in conducting your business on behalf of the University and its students. Accepting this access makes you responsible and liable for maintaining this confidentiality. Under no circumstances should you share student information, disclose your personal WEB or Student Information System (SIS) password(s,) or allow anyone to use your access. Persons who violate the confidentiality of student records may be subject to disciplinary action. See Appendix C for Faculty Guide on Confidentiality of Student Records.

2.16 Curricular Change Process

Proposals for program modifications and new programs must be submitted to the Undergraduate or Graduate Curriculum Committee for review and recommendation to the faculty for approval, consistent with Article V, section B of this document. New program proposals must include program goals/objectives, program outcomes, program relationship to conceptual framework, admission requirements, program plan/list of courses, sample syllabus templates, and program assessments aligned to College conceptual framework and to state/national standards, including transition points and exit criteria. Proposals for both program modifications and new programs must also include completed University Proposal for Curricular Change Transmittal Forms (see Appendix D for a copy of the form).

III. PERSONNEL POLICIES AND PROCEDURES

3.01 Recruitment of College Faculty

Mercer University is an affirmative action/equal opportunity employer. Faculty Search Committees will consist of representatives from across the College chosen by the Chair of the program or site where the position is held. Committee members are selected in consultation with the Dean. The Dean, or the Dean’s representative, provides the Search Committees with guidelines concerning procedures for advertising positions, reviewing applications, conducting interviews, and keeping records. Positions should be advertised in the appropriate professional publications, and candidates will be given a reasonable time in which to submit electronically their application materials.

The Dean reviews the credentials of applicants considered best qualified by the Search Committee. The Search Committee recommends to the Dean the applicants who will be invited for interviews.

During interviews, candidates should meet with all faculty members of the site, several faculty from other sites in the College, and the Dean. By prior arrangement, candidates should teach a class or meet with students for a discussion of a topic selected in consultation with the chair of the Search Committee. Several faculty of the respective site should observe this session. The chair of the Search Committee should solicit evaluation of the candidates from all faculty and students.

When all interviews have been completed, the search committee chair meets with the site or program chair to discuss the committee’s recommendation. The program or site chair presents the consensus recommendation to the Dean. If the recommendation is approved, the Dean calls the candidate to offer the position and follows this conversation with a letter confirming the offer.

3.02 Faculty Development Policies
3.02.1 Attendance at Professional Meetings

The University encourages each faculty member to attend and participate in meetings or conferences related to professional interests.

A. The College of Education will allocate a designated amount of funding for each faculty member to help with expenses in attending professional meetings.

B. When possible, the Dean will allocate additional funds for a faculty member who attends a meeting as an official representative of the College of Education or Mercer University.

C. When attendance at a professional meeting or conference necessitates absence from classes, the faculty member should make appropriate prior arrangements which must be approved by the Chair.

D. All requests for reimbursement must be approved by the Chair and the Dean.

3.02.2 Sabbatical Leave and Special Professional Leave

Policies related to sabbatical leaves and leaves of absence have been incorporated into the Mercer University Faculty Handbook (section 2.17).

3.02.3 Teaching Load

The standard teaching load for full-time College of Education faculty is seven courses (21 Hours) over the two semesters of the regular academic year. This load is adjusted on a site basis by the recommendation of the Chair and the approval of the Dean. Faculty who teach only in the graduate program have a load of six classes (18 Hours) per year.

A faculty member may be granted reassigned time upon the approval of the Chair and the Dean for such things as research, grant activities, and development of online courses. New faculty are also sometimes given a reduced load during their first semesters, to allow them time to adjust to their new positions. Overloads are not permitted, except in cases of extreme emergency, in support of the College’s expectations for scholarly activity and professional service.

3.02.4 Office Hours

Faculty members are expected to maintain a minimum of 8 office hours per week. In order to maintain strong advising coverage at each site, faculty are expected to consult with their respective chairs concerning the distribution and timing of office hours. Faculty office hour schedules must be maintained in the Dean’s office and in the Chair’s office, posted on the faculty members’ office doors, and listed in the course syllabi. Additionally, faculty members assigned to the Regional Academic Centers should submit copies of their office hour schedules to the Center Coordinators.

3.02.5 Advising

The Tift College of Education believes that one of its most important roles is accurate, timely, and wise counsel to students who are prospective teachers. Because of the complexity of state requirements, students must receive professional advice on the nature of their educator preparation program of choice, the curriculum, and standardized test scores. Each student who is admitted to the Tift College of Education is assigned a full-time faculty member who is responsible, jointly with the student, for his or her progress through the program.

The primary responsibilities of advisors are:

- to offer timely and accurate academic information to prospective educators.
- to design a degree completion plan and give a copy to the student and file a copy for departmental information and tracking.
- to sign all forms as required during registration and advise students on all other pertinent forms from the Registrar’s...
Office.

- to offer competent and professional advice to all advisees.
- to consult with the appropriate Chair, with the Certification Officer, and with Field Placement personnel on any relevant aspect of an individual student’s work, progress, or problems.
- to track actively advisees’ progress and alert them and/or the appropriate college official to any changes in the program.
- to address constructively any documented deficiencies that are brought to the attention of the advisors.

3.02.6 Summer School

Summer school faculty are recruited from the regular faculty and supplemented by professors from other Mercer University faculty and adjunct faculty. Tift College faculty are allowed to teach a maximum of three classes (9 Hours) in the summer. For summer school, faculty receive compensation based on academic rank.

3.02.7 Policy on Conflicts of Interest

As a statement of assumptions about professional responsibility for faculty and staff, the policy on “conflicts of interest” presumes compliance with all relevant University policies regarding personnel matters, professional responsibility, and management of grants from outside sources. See Appendix E for the complete conflict of interest policy.

3.03 Tenure, Promotion, and Annual Review

Tenure, Promotion and Annual Review Guidelines have been adopted by the faculty and are presented in Appendix F. Promotion to Emeritus Status

Eligibility Criteria:

1. The faculty member must have held the rank of either Associate Professor or Professor.
2. The faculty member must have served a minimum of ten (10) years of exceptional service to Mercer.
3. The faculty member must be fully retired from Mercer before Emeritus/Emerita status may be awarded.
4. A faculty member may be given Emeritus/Emerita status posthumously.

For the process of granting Emeritus/Emerita status and the benefits of holding that rank, see the Mercer University Faculty Handbook, p. 25-26.

IV. Central Support Services

4.01 Parking

It is the policy of the University that all motor vehicles operated by students, faculty, and staff on University property be registered during the first week of the semester. A parking sticker is issued for each vehicle free of charge. To obtain the sticker the operator must sign an agreement to abide by all traffic rules and regulations on the campus. Parking decals are available in the Mercer Police Office.

4.02 Mercer Police

The Macon Mercer Police Department maintains 24-hour service. Police officers patrol the Macon campus, parking lots, and buildings. It is their responsibility to open buildings at night when they are so authorized and to conduct patients to the infirmary when medical attention is needed during the night. All maintenance emergency calls made after 5:00p.m. on weekdays or on weekends are channeled through the Mercer Police Department, extension 4357.

In Atlanta the Mercer Police maintain 24-hour service, extension 6358. In case of an emergency, call extension 6911.

In the Regional Academic Centers, faculty should contact the Center Coordinator, if she or he is available, or call 911 if the Center Coordinator is not available. (Faculty teaching in the Macon Center should report any emergencies to Mercer Police
4.03 Physical Plant Service

The Physical Plant Departments in Atlanta and Macon provide such services as repairs and maintenance of facilities, delivery service, cleaning, pest control, and grounds maintenance. Any request or other communication should be directed to the Physical Plant Office, extension 6355 in Atlanta and extension 2900 in Macon, during the hours of 8:00 a.m. and 5:00 p.m.

Please call the Mercer Police Office, extension 6358 in Atlanta and extension 4357 in Macon, after 5:00 p.m. on weekdays and weekends. Physical plant services at the Regional Academic Centers are provided through the Director of Operations for the Regional Academic Centers, extension 6370.

4.04 The Bear Card

Bear Cards can be obtained through the Auxiliary Services Office. The Bear Card serves as a faculty/staff identification card as well as providing access to many services on campus. The Bear Card can be used as a debit card to make purchases at the College Store, Food Services, vending machines, and copy machines. The card can also be linked to a personal account with Wachovia Bank (Wachovia offers special rates to Mercer employees). Additional information is available from the Auxiliary Services Office.
Appendix A: Sexual Harassment Policy and Procedure for Filing a Non-Academic Grievance

Prohibition of Sexual Harassment

The University is committed to maintaining an environment in which the dignity and worth of all members of the institutional community are respected. Sexual harassment harms the environment the University seeks to maintain and is unequivocally prohibited. Moreover, sexual harassment is a form of sex discrimination and violates Federal laws, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite sex or same sex, when the behavior falls within the following definition.

Definition

Sexual harassment is defined as unwelcome sexual advance, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or status in a course, program, or activity; or
- submission to or rejection of such conduct is used as a basis for an academic, employment, or placement decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience or creates an intimidating, hostile, or offensive environment for working or learning.

Examples

Examples of conduct prohibited by this policy include, but are not limited to:

- persistent, unwelcome flirtation, advances, or propositions of a sexual nature;
- repeated insults, jokes, anecdotes, or gestures that are commonly considered by people of a specific sex to be demeaning to that sex;
- repeated, unwelcome comments of a sexual nature about an individual’s body or clothing or about sexual activity or speculations about previous sexual experience;
- unnecessary or unwelcome touching, such as patting, pinching, hugging, or repeated brushing against an individual’s body;
- direct or implied threats that submission to or rejection of requests for sexual favors will affect decisions regarding such matters as an individual’s employment, work assignments or status, salary, academic standing, grades, receipt of financial aid, or letters of recommendation; and
- unwarranted use of sexually suggestive materials.

A faculty member’s choice of teaching techniques, selection of instructional materials, or other conduct through which the faculty member seeks to communicate with students in an instructional setting shall not be prohibited under this policy if the faculty member claims the conduct is legitimately related to the subject matter of the course unless the Discrimination & Harassment Prevention Board finds that the faculty member’s claim is clearly unreasonable.

Counseling, Advice, and Informal Resolution

In many instances, informal discussion and mediation can be useful in resolving perceived instances of sexual harassment. Problems are sometimes easier to resolve when an informal atmosphere encourages people to identify the difficulty, talk it out, and agree on how to deal with it. Problems, questions and grievances may be discussed with any member of the Discrimination and Harassment Prevention Board identified in the Equal Opportunity Policy. The Associate Vice President of Human Resources should be advised of any concern brought to a member of the Discrimination and Harassment Prevention Board. The Board Members and the Associate Vice President of Human Resources may be especially useful in advising and aiding a student’s own efforts to resolve a problem. Such help may involve coaching the individual in preparation for a conversation with the person causing the problem or assisting the student in writing a letter to that person describing the offending behavior and requesting that it stop. In other cases, it may be necessary to arrange for a change in
section assignment or for a re-evaluation of work submitted for a grade.

Formal Grievance Procedures

Any student who believes he or she has been subjected to sexual harassment may also file a formal complaint with any member of the Discrimination and Harassment Prevention Board or the Associate Vice President of Human Resources, either initially or after having sought informal resolution as described above. The formal report will be taken by the Associate Vice President of Human Resources, signed by the complainant, and must describe the specific action(s) complained of. A complainant who wishes to pursue a formal complaint must be willing to be identified to the accused. The complaint will be investigated and resolved in accordance with the University’s Grievance Procedures for Discrimination and Sexual Harassment Complaints. Copies of these procedures are available from the Equal Opportunity/Affirmative Action Officer, located in the Human Resources office, or from the Office of the Vice President for Student Affairs on the third floor of the Connell Student Center.


This federal law requires colleges and universities to provide each enrolled student the opportunity to apply to register to vote or to update their voter registration records at least once a year. Voter registration information at Mercer University may be obtained from the Office of Campus Life or the Office of the Vice President and Dean of Students. For further information on this amendment, contact Student Affairs at (478) 301-2685. Students with disabilities may obtain information and assistance in filling out the forms at the Office of Disability Services (Student Support Services) in the Connell Student Center or at (478) 301-2778.

Student Nonacademic Grievance Process

Policy Statement

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) an employee of the University, (2) administrative policies or procedures, (3) a University program, service, or activity.

Procedure

When a student wishes to file a formal complaint that is nonacademic in nature, he/she should follow these procedures:

1. The student should submit the complaint in writing to the university employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee’s supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.

2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President for Human Resources.

3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent’s supervisor. A copy of this appeal must be sent to the Associate Vice President for Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee’s supervisor within ten (10) days of the meeting between the student and the employee’s supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.

4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
(a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature within a specific school or college, the student may appeal to the Dean with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources. If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee’s unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.

(b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature outside of the administrative organization of a specific school or college, the student may appeal to the Vice President with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee’s unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The Office of the Vice President for Student Affairs serves as a resource for students seeking assistance with grievance procedures.
Mercer University  
Tift College of Education  
[Department]  

Course Syllabus  
[Semester year]  

EDUC XXX: [course title]  

The Transforming Practitioner  

To Know    To Do    To Be  

“The Transforming Practitioner,” the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, actively engage students in the learning process, and promote life-long learning.

INSTRUCTOR:  

Instructor:  
Office:  
Phone:  
E Mail:  
Office Hours:  
Instructor’s LiveText Username:  

REQUIRED TEXT:  

CATALOG COURSE DESCRIPTION:  

PURPOSE:  

[Explains how this course relates to the Conceptual Framework]  

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, Tift College of Education has chosen for its conceptual framework the theme: "The Transforming Practitioner - To Know, To Do, To Be."

The Transforming Practitioner:  
I. TO KNOW:  

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

a. Demonstrates knowledge of the philosophical, historical, sociological, legal, and psychological foundations of education.  
b. Demonstrates expertise in the content bases for curricula, the appropriate uses of technology, good communication skills, and effective pedagogy.  
c. 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.

II. 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.

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

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

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

III. TO BE:

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

a. 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.

b. 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.

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

COURSE OBJECTIVES: (Correlated to Tift College of Education’s Conceptual Framework and to Learned Society Standards):
Upon completion of this course, the transforming practitioner will:

COURSE REQUIREMENTS AND EVALUATION:
COURSE GRADING SCALE:
LIVETEXT REQUIREMENTS:
ATTENDANCE AND PARTICIPATION POLICY:

THE HONOR CODE:
Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her own honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer’s Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System.

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

“The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

1) Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;

2) Copying ideas or facts from another’s papers during a test situation;

3) Giving or receiving facts or ideas either verbally or in writing during a test situation;

4) Obtaining test questions which a teacher does not release for further reference;
5) Obtaining or giving specific information which will be on a test before the test is administered;
6) Using unassigned translations in a reading course in a foreign language.

It is to be emphasized that these examples are not the only possible ones. They are listed in order to give the student a general idea of what constitutes an Honor Code violation.

*Plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors”* (The Lair Student Handbook and Academic Planner 2000-2001, pp. 59-60).

**THE CODE OF ETHICS FOR EDUCATORS:**

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.” Georgia Professional Standards Commission (October 20, 2001). Retrieved from [www.gapsc.com/Professionalpractices/Nethics.asp](http://www.gapsc.com/Professionalpractices/Nethics.asp)

**DISABILITIES STATEMENT:**

**METHODS OF INSTRUCTION:**

**TECHNOLOGY/DIGITAL TOOLS:**

**PROFESSIONAL JOURNALS:**

**INTERNET RESOURCES:**

**TENTATIVE COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments /Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**NOTE:**
This syllabus is subject to change at the discretion of the instructor in order to accommodate instructional and/or student needs.

**BIBLIOGRAPHY:**
Appendix C: Faculty Guide on Confidentiality of Student Records

Confidentiality of Student Records

The University policy on student records is found in the Academic Information section of the various University catalogs. You are encouraged to review the materials carefully and to contact your Registrar’s Office if you have any questions concerning your rights and/or responsibilities regarding the confidentiality of student records.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

1. permits students to inspect their education records,
2. limits disclosure to others of personally identifiable information from education records without the student's prior written consent to such disclosure, and
3. provides students the opportunity to seek correction of their education records where appropriate.

According to FERPA, educational records are defined as those records directly related to a student and maintained by the institution or by a party acting for or authorized to keep records for the institution. They may be handwritten or in the form of print, magnetic tape, disks, film, on-line computer access files, or some other medium contained in records, files, documents, and all other data directly related to students.

All employees of Mercer University, to include administrators, faculty and staff, are required to abide by the policies governing the review and release of student educational records. Access to the student record system (SIS) will be granted only to those University employees who have been determined by the nature of their job to have a “legitimate educational interest”, which has sometimes been defined as a “need to know”.

If given access to SIS, as an employee it is your responsibility to never . . .

- disclose your personal password to another individual;
- sign onto a computer terminal and let another employee access data from it;
- leave screens (or reports) containing confidential student information in view of others who do not have a legitimate educational interest in the data;
- leave the computer terminal unattended. (Always lock your session whenever you are going to be away from your desk for short periods of time and sign off whenever you are going to be away for an extended period;)
- improperly store or dispose of printed student record reports.

In order to maintain a highest possible level of system security it is essential that . . .

1. Supervisors notify the Registrar’s Office of any changes in departmental personnel that would affect an employee’s need to access the student record system (e.g., termination of employment, change of assignment).

• In some rare instances, under close supervision, it may be appropriate for student workers to view non-sensitive student data in order to conduct the normal business of the office. In such cases, student employees must be given their own access codes. However, they should never be allowed to access to any screens containing sensitive data (e.g, grades, gpas, test scores.)

The Release of Student Record Information

An employee of the University must never disclose confidential information (e.g., academic data such as grades, test scores, and class schedules) contained in a student’s record to a third party without the written consent of the student.
By definition, a “third party” includes parent/s or guardian/s of the student, spouse, other students, agencies, organizations, the media, and all other individuals who are not part of the University. Likewise, sensitive student data should never be shared with another employee who does not have a legitimate educational “need to know” and is therefore not authorized to receive such information.

Mercer students may sign a form that authorizes University personnel to release and/or discuss with the student’s parents or guardians information contained in the student’s academic record. Once signed, the authorization remains in effect until a request for a change is submitted in writing to the Office of the Registrar. The forms are provided to all new students prior to summer orientation or may be obtained from the Registrar’s Office.

The Parental Access Flag appears on the top right side of screen 103 (Personal Data). A “Y” indicates that the student has given permission to release record data to the parents. Additional newer system codes may appear, as follows: B-Both Parents, M-Mother, F-Father, G-Guardian, P-Spouse, R-Grandparent, S-Sibling. A blank indicates that permission has NOT been given and no information may be released.

103 Personal Data

Screen: SID: 1111111 Course: Term:

Name: STUDENT, IMA

Permanent
Street Line 1: 6272 CRAZY HORSE LANE
Street Line 2: 
Area-Phone Cntry Del
City State Zip: JONESBORO GA 30236-5224 770-477-9999 US
Local
Street Line 1:
Street Line 2:
City State Zip:

Birthdate Sex Ethnic Marital Handicap Rel.Alum Religion First Term
05-13-1980 F W S N NP 98F

Adm File Rcvd: Adm File Rcvd Date:
Citizen State County ---- VISA ---- -- VETERAN --
Country Origin Origin Type Exp.Date Code Benefit PIN
US GA 031
Previous Name:

Directory information

The only exception to the non-disclosure regulations pertaining to the release of student records is “directory information”, as defined and published by the University. Directory information may be released at the discretion of the University without the written consent of the student. However, Mercer does not generally release directory information.
Currently enrolled students may, however, request that directory information concerning them not be released. A request for non-disclosure must be filed with the Registrar’s Office. Once submitted the non-disclosure will become part of the on-line student record system. Each time a user accesses the student’s file, a restriction screen will automatically appear. This screen will not prevent the user from viewing the student’s file. It merely provides a visual warning to alert the user that the student has requested that certain “directory information” should not be released. A “Y” (Yes) will appear in the appropriate restriction field/s on the screen for those items that may not be disclosed to a third party.

### 011 Information Release Restrictions

<table>
<thead>
<tr>
<th>Screen: SID: 1111111</th>
<th>Course: Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Restriction Categories Deceased</td>
<td></td>
</tr>
</tbody>
</table>

- **Invalid SID**
- **Name** Dates of Attendance
- **Local Address** Major
- **Permanent Address** Classification
- **Addresses for Mail Lists** Degrees Awarded
- **Telephone Number** Honors
- **Sex** Awards
- **Race** Y Class Standing
- **Nationality** Y Previous Institution attended
- **Date of Birth** Photograph
- **Place of Birth** Weight/Height of Athlete
- **Parents’ Name** Sports Participation
- **Parents’ Address** Parking Permit Information
- **Class Schedule** Judicial Information

The information categories marked with a ‘Y’ are restricted. Such information may not be released outside the University.

### Scheduling Space

**Classrooms, Labs and Meeting Rooms**

According to University policy, all Mercer facilities are owned and maintained by the University and may be assigned and reassigned in the best interest of the institution’s overall priorities and needs.

**Resource25** is a campus event and scheduling system that assists us in better administering our University facilities. The program is designed to help us consolidate and effectively manage all curricular and non-curricular events on campus through a single relational database. Resource25 allows us to generate lists of scheduled classes and meetings, locate rooms according to size and available equipment, and route messages to users about upcoming events. It is our goal to maximize the use of available space, while still being sensitive to the needs of academic departments.

- All **curricular events** are scheduled through the **Registrar’s Office**. Call x5477 for information about Macon facilities and x6014 for the Atlanta campus. Specific requests for space should be sent in the form of an e-mail to **mercer_es** in Macon and **elias_c** in Atlanta.

Resource25 is used to place classes into available classrooms, seminar rooms, and laboratories. In addition to scheduling space for class offerings, that are part of the term schedule, the Registrar’s Office also handles requests for
one-time extra class meetings.

• In Macon space for all *non-curricular events* is scheduled through **Office of Campus Reservations** (call x4200). Student club meetings, faculty meetings, special tests, fairs, conferences, and unique activities, like QuadWorks in Macon, are examples of non-curricular events. On the Atlanta campus, contact the **Registrar’s Office at x6014** to schedule facilities for non-curricular events.

Classroom and laboratory space continues to be extremely tight, especially on the Macon campus. It is important that anyone needing space contact the appropriate Registrar’s Office and/or the Office of Campus Reservations for assistance. As has been stressed in the past, **please do not independently move a class from the officially assigned meeting place to another room or schedule a meeting or event in a room that may appear to be open. It is quite possible that a class or another approved activity has been assigned to that area.** Whenever it is necessary to locate space that is accessible to the physically disabled, please do not hesitate to get in touch with the appropriate scheduling office.

The University Policy for Course Scheduling and Room Assignments may be accessed at [http://www.mercer.edu/registrar/roompolicy.pdf](http://www.mercer.edu/registrar/roompolicy.pdf) on the Web. You may also click on this information directly from the Registrar’s Office home page.

**Securing Data . . . Reports . . . and Labels**

The Office of Budgeting and Institutional Research (OBIR) and the Registrar Offices on the Macon and Atlanta campuses serve the University community in providing various types of enrollment information.

**Enrollment Data and Analytical Resources**

The **Office of Budgeting and Institutional Research (OBIR)** provides enrollment data and analytical resources at the OBIR web site ([www.mercer.edu/pbir](http://www.mercer.edu/pbir)). The following is currently available:

1• **Term Enrollment Profiles:** Student academic and demographic headcount and FTE statistics are provided for the past several academic years for the entire university, by college and by special combinations of programs. *The Term Enrollment Profiles do not require a password.*

2• **New Freshman Profiles:** Student academic and demographic headcount and FTE term profiles for new freshmen in the Macon traditional programs are provided for the past several academic years. Graduation rates are also available. Access to the profiles is restricted to faculty and support staff. *A password may be obtained from OBIR.*

3• **Degrees Awarded:** Statistics on degrees awarded for the past several academic years are provided for the entire university, by degree level and by college. *A password is not required to access this data.*

4• **Mercer Academic Research (MARS):** MARS uses data-warehouse concepts to facilitate academic research and analysis of historic student and course databases for highly selective research. *Access to MARS must be approved by the appropriate dean or the Provost and will be assigned by OBIR.* Suggestions for new queries are welcomed by OBIR.

5• **Common Data Set:** The Common Data Set is a standard response to college guides and other surveys requesting information about Mercer University. It provides a quick and easy way to find out basic information about Mercer. *A password is not required to access this data.*

6• **Trend Data:** Charts and tables provide fall headcount and hour enrollment trends for a number of years by student level, college/school, location and registration type. *A password is not required to access this data.*

**Requesting Information about Students**
The Registrar’s Office will assist faculty and staff with basic directory information requests made over the telephone. However, detailed or non-directory information pertaining to an advisee or one of the students in your class should be submitted in writing (e-mail preferred) to the appropriate Registrar’s Office. This procedure complies with the provisions of the Family Educational Rights and Privacy Act (FERPA).

Completing Surveys and Other Requests from Agencies

Assistance can be provided by the Registrar’s Office and/or OBIR if data is needed to complete a survey or report for an outside agency or organization. Always send a copy of the report and any instructions you received with your written request. This practice will not only help us determine what data fields to access but insure that the information we furnish is accurate and calculated according to the requirements of the requesting organization. Instructions will help us sort out things such as unique methods for determining full-time equivalent (FTE) enrollment for comparative analyses that differ from our formula. While some organization may ask for “total enrollment”, they may really want only those students in Macon, or just undergraduates.

Class Projects

If you plan to assign class projects that will require students to obtain data from the Registrar’s Office, it is important to remember that personally identifiable information, protected by the Family Educational Rights and Privacy Act (FERPA), cannot be released for this type of activity.

It may be best to plan class projects that utilize information that is part of the OBIR enrollment profiles outlined earlier.

Student Record Screens

SIS is an integrated student record system that includes admissions, student records, financial aid, and billing and receivable modules. The guide below is designed to assist you in locating student record information on commonly used screens. Many other screens, in addition to these, are available to those who need further access in order to perform their jobs. The Registrar’s Office should be contacted if you require additional information or have any question on any part of the student records portion of SIS.

### Student Information Screens

<table>
<thead>
<tr>
<th>Screen Description</th>
<th>Screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Statistics (Hours earned, gpa, transfer, etc. for term and career)</td>
<td>118</td>
</tr>
<tr>
<td>Addresses (all addresses, local, permanent, billing)</td>
<td>003, 004, 005, 006</td>
</tr>
<tr>
<td>Advisor Name</td>
<td>119</td>
</tr>
<tr>
<td>Biographic and Demographic Data</td>
<td>007, 008, 009</td>
</tr>
<tr>
<td>Certification (Enrollment summary)</td>
<td>114, 1E1</td>
</tr>
<tr>
<td>Electronic Access (E-Mail Address)</td>
<td>010</td>
</tr>
<tr>
<td>Holds and Comments</td>
<td>048</td>
</tr>
<tr>
<td>Name Search</td>
<td>002, 102</td>
</tr>
<tr>
<td>Parental Access</td>
<td>103</td>
</tr>
<tr>
<td>Personal Data</td>
<td>103</td>
</tr>
<tr>
<td>Program Maintenance</td>
<td>SP1</td>
</tr>
<tr>
<td>Registration (Registration and Conditional Drop/Add). Use the correct data in the TERM field: 04F = Fall, 05S = Spring, and 05U = Summer.</td>
<td>104, CDA</td>
</tr>
<tr>
<td>Student Schedule</td>
<td>109, 120</td>
</tr>
<tr>
<td>Term Information (Term attributes, matriculation record)</td>
<td>111, 110</td>
</tr>
<tr>
<td>Test Scores</td>
<td>221</td>
</tr>
<tr>
<td>Transfer Credit Awarded (Lists by transfer institutions, Mercer equivalents and credit hours accepted in transfer)</td>
<td>143</td>
</tr>
<tr>
<td>Transfer Credit Summary (Lists transfer institutions, credits accepted in transfer, and gpa)</td>
<td>144</td>
</tr>
</tbody>
</table>
Transcript Display (Use level code U1 for undergraduates and G1 for graduate students)  DO NOT PRINT
SCREEN and GIVE TO STUDENT  136

Other Student Record Screens

<table>
<thead>
<tr>
<th>Screen Description</th>
<th>Screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar (Displays beginning/ending dates and other calendar information for all campuses of the University)</td>
<td>CAL</td>
</tr>
<tr>
<td>Class List (Enter course prefix and number in COURSE field and specific term (e.g., 03F) in TERM field)</td>
<td>107</td>
</tr>
<tr>
<td>Course Schedule Maintenance</td>
<td>129, 130, 131, 132</td>
</tr>
<tr>
<td>Course Section Scan (Enter course prefix in COURSE field. Press return. System will begin scanning all departmental listings)</td>
<td>105</td>
</tr>
<tr>
<td>Faculty Teaching Schedule</td>
<td>1F5</td>
</tr>
<tr>
<td>Faculty Grade Post (Direct entry screen for faculty to type end of term grades)</td>
<td>115</td>
</tr>
<tr>
<td>Grade Display (Provides student’s courses, credit, grades and gpa statistics for a selected term)</td>
<td>GRD</td>
</tr>
<tr>
<td>Grade Roster Confirmation (Provides student names and final grades by term in a specific class section)</td>
<td>1G7</td>
</tr>
<tr>
<td>Wait List (Enter course prefix and number in COURSE field and specific term in TERM field.)</td>
<td>108</td>
</tr>
</tbody>
</table>

Transcripts

A transcript is a comprehensive record of a student’s academic performance. At Mercer it includes all courses, grades, and the grade point average for classes taken at the University. Also, part of the academic record are any credits Mercer accepted in transfer from accredited colleges and universities (including the name of the institution/s where the classes were taken), special credit, credit by examination, degree/s and any honors received.

Official transcripts are printed on security paper and are embossed with the seal of Mercer University and signed by the Registrar. Mercer does not issue unofficial copies of a student’s record.

Transcripts are issued only by the Registrar’s Office on the Macon and Atlanta campuses*, upon the written request of:

1. the student,
2. appropriate University offices on a “need to know” basis, or
3. outside agencies and institutions authorized in writing only by the student or within the guidelines of the Family Educational Rights and Privacy Act (FERPA).

Other than copies issued internally, transcripts are not released if a student has an outstanding financial obligation to the University resulting in a financial hold.

There is No Charge for requested transcripts allowing at least two working days for processing and one week at the beginning and end of the term.

There is a $10.00 fee for each transcript needed the same day it is requested. A fee of $5.00, in addition to the on demand transcript fee, is charged for each request to have a transcript faxed.

Next day shipping service is available to students a charge of $25.00 per address in addition to the regular transcript fee.

Transcripts provided to University offices will be stamped “Advisor/Office Copy.” These copies are for internal use only.
and should never be given to a student or released to an outside agency. There is no charge for this campus service.

For the purpose of academic planning and/or reviewing courses, course grades, test scores, transfer credits and any Mercer degrees awarded, students may access their Mercer academic record via BearPort. The information provided includes the same data that is printed on the transcript, but the format of the record is different than the official Mercer transcript. The BearPort record is also clearly labeled as an unofficial academic record, so it will not be confused with an official transcript, if printed and presented by the student to another party.

*Transcripts for Law and Medical students are issued by their respective schools.
Appendix D: University Proposal for Curricular Change Transmittal Forms

Mercer University
Tift College of Education
PROPOSAL FOR CURRICULAR CHANGE TRANSMITTAL FORM

Synopsis of Proposed Change. Provide a brief overview of the proposal, including projected deletions, additions, changes in sequencing or prerequisites or grading, and the like.

Detail of Proposed Change. Flesh out the synopsis with particulars of the proposed change. For course additions or substantial changes in courses or programs, include the following information, as relevant, and attach a sample syllabus.

- course number and title
- course description as proposed for inclusion in Catalog
- prerequisites
- learning outcomes and assessment means
- method of instruction
- extra costs to student, if any
- frequency of offering
- probable instructor
- timeline for implementation

Rationale for Proposed Change. Include the following information in addition to other justifications for change:

- the need for this change, relative to the student, the department, the college
- the significance of this change to the major and other major programs
- the significance of this change to general education

Potential Impact of Proposed Change. Include the following information as well as any other probable impacts of the change:

- staffing impact, specifically the effect upon teaching loads/assignments within the department over a four year period, including the ability to staff general education and interdisciplinary courses in terms of sections available
- projected enrollment in any proposed course
- impact of proposed change upon existing major, general education, and other courses, including any changes to the University Catalog (departmental masthead, general education program description, etc.)
- any anticipated costs of the change to the college
- any expected budgetary impact including revenue projections and costs

Adequacy of Present Instructional Resources.

- classrooms, including handicap accessibility
- labs and/or studios
- library, including a survey of present relevant holdings and costs of projected acquisitions
- media availability
- instructional staff
Persons Consulted With Regard to the Proposed Change.
Appendix E: Conflict of Interest Policy

Tift College of Education

Policy on Conflicts of Interest

As a statement of assumptions about professional responsibility for faculty and staff, the policy on “conflicts of interest” presumes compliance with all relevant University policies regarding personnel matters, professional responsibility, and management of grants from outside sources.

Questions regarding conflict of interest that may be beyond the scope of these guidelines shall be addressed and resolved in consultation with the Dean of the Tift College of Education and such other appropriate University officers as the specific concern may warrant.

I. Full Time Faculty

The responsibilities of full time teaching, scholarship, and service in the Tift College of Education are expected to be the primary professional activities of full time faculty members. The University recognizes, however, that external professional work of various kinds is a proper and common feature of academic employment, contributing both to the professional development of the individual and to the pursuit of the University’s mission. Within the framework of this recognition, the following guidelines are embraced:

A. Faculty members who wish to arrange consulting or other paid, professionally related, outside activities must obtain prior approval from their Dean or Dean’s designee, such as the Site Chair. Disapproval of a faculty member’s request would require a written rationale consistent with policies of Tift College of Education and the University.

B. External professional service or other external employment shall not conflict with one’s normal class schedule assignment or with college or department responsibilities.

C. External professional service or other external employment shall not represent or result in any conflict of interest with an individual’s professional commitment to the University.

D. A faculty member who is invited and elects to teach a course/s for another school within the University shall consider such teaching as guided by the normal teaching load/overload policy of Tift College of Education.

E. External professional involvements do not necessarily imply University sponsorship or sanction. Tift College of Education and the University assume no responsibility or liability for a faculty member’s external professional work.

F. University resources may not be used for external activities without prior approval and appropriate compensation.

II. Adjunct Faculty

Persons who assist Tift College of Education by teaching courses on an adjunct basis provide an essential and valuable service to the college and its mission. The following guidelines are assumed:

A. Adjunct faculty serve on a contract basis for each course taught, and they are neither required nor expected to render services beyond those specified in the contract.

B. Within the scope of their contract responsibilities, adjunct faculty are expected to comply with University and Tift College of Education conflict of interest policies.

C. Adjunct faculty who wish to identify themselves in terms of their affiliation with the University shall do so in a way that accurately represents the relationship.
III. Staff

Members of the staff of the Tift College of Education render unique and essential support service to the college and its mission. The following guideline is assumed:

A. Professional or administrative staff who wish to arrange consulting or other paid outside activities must obtain prior approval from the appropriate supervisor.

B. Staff members shall be expected not to engage in any external employment that conflicts with their responsibilities to the College and the University.
Appendix F:  Tenure, Promotion, and Annual Review Guidelines

The most recent TPR document can be found at:

https://education.mercer.edu/mu-education/faculty/faculty-resources/upload/TPR-document-May-2013.doc