Student Catalog
and
Handbook

2016-2017
Atlanta, Georgia
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Formulation of Regulations & Code of Conduct
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Grievance Policy and Procedures, Academic
Grievance Policy and Procedures, Non-Academic
Health and Welfare of Students, Mental and Physical
Health Insurance Policy
Housing without Active Enrollment
Inclement Weather Policy
Immunization
Information Technology Policy
Intellectual Property Policy (Reference University Handbook for full policy)
International Students Policy (Reference University Handbook for full policy)
Missing Student Policy
Official Communication
Refund Policy
Religious Observance Policy
Sexual Misconduct and Relationship Violence Policy
Social Media Guidelines (Reference University Guidelines Here)
Solicitation & Distribution of Literature
Student Health and Counseling
Student Organizations & Campus Activities
Student Records and Rights (FERPA)
Tobacco-Free Policy
Traffic Regulations and Parking
Traffic Ticket Appeal Process
Voter Registration Information
Withdrawals, Administrative or Medical
It is the purpose of Mercer University to adhere to the rules and regulations, course offerings, and financial charges as announced in this handbook or in other publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students, or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary. Attendance at Mercer University is a privilege that may be forfeited by anyone whose conduct is adjudged as not consistent with the traditions, policies, and regulations of the University.

THE MERCER UNIVERSITY STUDENT HANDBOOK

The Mercer University Student Handbook sets forth the major policies and procedures affecting students. Because the University is a dynamic institution, changes are inevitable. This handbook will be revised as new policies and procedures are adopted. The latest edition will supersede all former editions unless stated otherwise in the text.

In addition to the Mercer University Student Handbook, the individual colleges and schools and/or campuses may develop supplemental operating guidelines and procedures. Links to the supplemental student handbooks are located on the Provost’s web site (http://provost.mercer.edu/handbooks/StudentHandbook.cfm). The provisions of this Mercer University Student Handbook supersede collegiate and campus policies and procedures.

Wherever the University has chosen to adopt policies and principles similar to or incorporating portions of statements of American Association of University Professors or other external bodies, the University reserves the right to interpret such policies or principles for itself and is not bound by external interpretations.

The Cecil B Day Campus Student Handbook and the Mercer University Student Handbooks are available online:
http://atlstuaffairs.mercer.edu/dean/cecil-b-day-campus-student-handbook.cfm
and
http://provost.mercer.edu/handbooks/studenthandbook.cfm

NONDISCRIMINATION POLICY

Mercer University is committed to providing equal educational programs or activities, and equal employment opportunities to all qualified students, employees, and applicants without discrimination on the basis of race, color, national or ethnic origin, disability, veteran status, sex, sexual orientation, age, or religion, as a matter of University policy and as required by applicable state and federal laws, including Title IX. Inquiries concerning this policy may be directed to the Equal Opportunity/Affirmative Action Officer/Title IX Coordinator, Human Resources Office, 1501 Mercer University Drive, Macon, Georgia 31207, phone 478-301-2788 or contact Nunn_M@Mercer.edu, or in cases of Title IX concerns, these concerns may be referred to the Office of Civil Rights.
GREETINGS
We are delighted that you have chosen to come to McAfee for your theological education. We hope these will be years of challenge and achievement during which you are able to clarify your sense of calling, acquire a rich understanding of the biblical and theological heritage of the church, and master the skills required for effective ministry.

As you pursue your education, be open to learning in multiple ways and contexts. Faculty, fellow students, the library, worship, the local church, opportunities for ministry, community service, and other experiences can all contribute to your learning. Find mentors and make time to give priority to laying a solid theological foundation for your ministry.

You will not learn all you will ever need to know while you are here, but you will lay a foundation, gather and learn to use resources, mold your understanding, define theological perspectives, hone skills, and make friends that will shape your future. Ultimately, we recognize that you are taking an important step in your spiritual pilgrimage, and that the calling that beckons all of us is to grow in the grace and knowledge of God, “until Christ be formed in you” (Gal 4:19).

VISION & MISSION
The McAfee School of Theology at Mercer University forms Christian leaders whose practice and scholarship, empowered by their passion for God and neighbor, change lives and transform communities.

The School accomplishes this mission by:

Integrating spirituality with service

- Practicing spiritual disciplines that nurture us for Christian service
- Embracing ethnic, gender, and theological diversity to enhance our spiritual growth and moral formation
- Creating opportunities to learn in community, experience transformation, and risk action

Integrating theological inquiry with prophetic vision

- Interpreting the story of the Christian faith through sacred scriptures and traditions
- Connecting faith to global contexts in ways that engage personal, communal, and political realities
- Critiquing the structures of our society from an informed prophetic voice

Integrating worship with witness

- Celebrating God’s presence in worship as the source of the Church’s call to community and global transformation
- Reading cultural contexts to create holistic strategies for ministry
- Proclaiming the love of God in Jesus Christ through dialogue and in partnership with others

Vision and Mission Statement adopted by the McAfee Faculty December 16, 2015.
ACCREDITATION
Mercer University is accredited, by the Southern Association of Colleges and Schools Commission on Colleges, to award bachelor’s, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4501 for questions about the accreditation of Mercer University. The Commission should only be contacted if there is evidence that appears to support an institution’s significant non-compliance with a requirement or standard.

For the most current information on Mercer University’s accrediting bodies, please refer to the catalogs or online at http://oie.mercer.edu/accreditations/accred-list/.

The James & Carolyn McAfee School of Theology at Mercer University is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:


The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275 USA

Telephone: (412) 788-6505
Fax: (412) 788-6510
Website: www.ats.edu

Informally, McAfee School of Theology has a strong and significant endorsement from over 200 sustaining churches that have entered into partnership with the School, and the circle of partner churches continues to grow.

FEDERAL DISCLOSURE REQUIREMENTS
Mercer University’s Federal Disclosure Requirements are available on the University web site at http://disclosure.mercer.edu/. This report contains the following information:

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

Paper copies of these reports are available upon request. Please contact the Office of Institutional Effectiveness by mailing inquiries to:
MERCER UNIVERSITY'S MISSION
Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

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

Founded by Baptists in 1833, Mercer is an independent university that remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the equal worth of every individual, and commits to serving the needs of humankind. As a reflection of this heritage:

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

HISTORY OF THE SCHOOL & FOUNDING PRINCIPLES
When Jesse Mercer founded Mercer University in 1833, he and other Georgia Baptist leaders envisioned an institution that would provide students with a classical and theological education. Their concern was for young preachers and for members of area Baptist churches. Mercer knew these churches desperately needed pastor-leaders who understood scripture and could clearly articulate their Christian beliefs.

Over the intervening years, the institution begun by Jesse Mercer has developed into a university of far-reaching influence, while remaining committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom. Today, more than 8,300 students are enrolled in 12 schools and colleges on campuses in Macon, Atlanta, and Savannah; three medical school sites in Macon, Savannah, and Columbus; and at three Regional Academic Centers around the state.

In recent years, both pastors and students who seriously examined the opportunities for seminary-level training expressed a need for new educational alternatives within the Baptist tradition. After careful consideration of the issues and after an extensive feasibility study, the University’s Board of
Trustees in June of 1994 voted to establish a School of Theology.

The McAfee School of Theology at Mercer University partners with the Cooperative Baptist Fellowship and attracts students who have looked critically at the options and who seek a theological education that will best prepare them for ministry in the next century.

Based on Jesse Mercer’s vision, McAfee School of Theology is founded on 10 principles that have guided its inception and will continue to guide its formation and character:

1. The School shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.

2. The School shall spring from Mercer University’s conviction about its own vocation as an institution, borne and nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.

3. The School shall seek to educate students who are:
   • literate and disciplined in the study of sacred scripture;
   • articulate in understanding the historical and theological issues of faith;
   • effective preachers and interpreters of the Christian gospel;
   • wise and compassionate in personal and social ministry;
   • prepared to integrate faith and life in the spiritual formation of congregations.

4. The School shall be devoted to the preparation of men and women who combine the call of God’s spirit with the intellectual gifts, the emotional maturity and the spiritual discipline to become effective and responsible pastors and leaders in ministry.

5. The School shall be inclusive in spirit and practice, affirming the open search for truth, and fostering tolerance for religious and intellectual diversity.

6. By underscoring both scholarly discipline and the experience of ministry, the School shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion, the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.

7. The School shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.

8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the School shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God
who are called to live out God’s purpose and presence in the world.

9. The School shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.

10. The School shall serve as a continuing resource to churches, pastors and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors and other church leaders.

McAfee School of Theology
Academic Calendar 2016-2017

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<td>Welcome Back! Picnic and Meet the Dean</td>
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<td>First Day of Class</td>
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<td>Community Partners Fellowship, Trustees Dining Room, 4:30-6:30 pm</td>
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<td>Founders Day—Cecil B. Day Auditorium, 10:45 a.m. Keynote Speaker – Dr. Jeffrey Willetts, Dean</td>
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<td>Drop/Add Period</td>
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<td>Labor Day Holiday—University Closed</td>
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<td>D. Perry and Betty Ginn Lectures on Christian Faith &amp; Modern Science Keynote Speaker – Dr. Nancey Murphy</td>
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<td>Mercer Preaching Consultation – Chattanooga, TN Keynote Speaker – Dr. Anna Carter Florence</td>
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<td>Student Advisement for Spring 2017 (Meet with Advisor)</td>
<td>All of October</td>
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<td>Final Examinations</td>
<td>December 12-17</td>
</tr>
<tr>
<td>Grades Due</td>
<td>December 21</td>
</tr>
<tr>
<td>Christmas Holidays—University Closed</td>
<td>December 23-January 2</td>
</tr>
</tbody>
</table>
### Spring 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
<td>January 6</td>
</tr>
<tr>
<td><strong>First Day of Class</strong></td>
<td>January 9</td>
</tr>
<tr>
<td><strong>Drop/Add Period</strong></td>
<td>January 9-17</td>
</tr>
<tr>
<td>Priority/Scholarship Admissions Deadline for Fall 2017</td>
<td>January 15</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday—University Closed</td>
<td>January 16</td>
</tr>
<tr>
<td>Now Serving</td>
<td>TBA</td>
</tr>
<tr>
<td>Wm. L. Self Preaching Lectures</td>
<td>February 6-7</td>
</tr>
<tr>
<td>Keynote Speaker – Dr. Bill Leonard</td>
<td>February 6</td>
</tr>
<tr>
<td>Board of Visitors</td>
<td>February 6</td>
</tr>
<tr>
<td>Spring Scholarship Invitational</td>
<td>February 12-13</td>
</tr>
<tr>
<td>Student Advisement for Summer and Fall 2017—Meet with Advisor</td>
<td>All of March</td>
</tr>
<tr>
<td>Spring Reading Week—No Classes</td>
<td>March 6-10</td>
</tr>
<tr>
<td>Last Day to Apply for Summer Graduation</td>
<td>March 10</td>
</tr>
<tr>
<td><strong>Last Day of Course Withdrawal</strong></td>
<td>March 13</td>
</tr>
<tr>
<td>Registration for Summer/Fall 2017 Begins</td>
<td>April 3</td>
</tr>
<tr>
<td>Whaley Mission Lectures</td>
<td>April 3-4</td>
</tr>
<tr>
<td>Good Friday Holiday—University Closed</td>
<td>April 14</td>
</tr>
<tr>
<td>Blessing of the Graduates</td>
<td>April 25</td>
</tr>
<tr>
<td><strong>Last Day of Class</strong></td>
<td>April 28</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>May 1-6</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 11</td>
</tr>
<tr>
<td>Graduate Reception/Commissioning Service</td>
<td>May 12</td>
</tr>
<tr>
<td>Commencement, 8:30 am</td>
<td>May 13</td>
</tr>
</tbody>
</table>

### Summer Intensives 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td><strong>First Day of Class</strong></td>
<td>May 22</td>
</tr>
<tr>
<td><strong>Drop/Add Period</strong></td>
<td>May 22-30</td>
</tr>
<tr>
<td>Memorial Day Holiday—University Closed</td>
<td>May 29</td>
</tr>
<tr>
<td>Regular Admissions Deadline for Fall 2017</td>
<td>June 1</td>
</tr>
<tr>
<td><strong>Last Day of Course Withdrawal</strong></td>
<td>June 26</td>
</tr>
<tr>
<td>4th of July Holiday—University Closed</td>
<td>July 4</td>
</tr>
<tr>
<td>Last Day to Apply for Fall Graduation</td>
<td>July 6</td>
</tr>
<tr>
<td><strong>Last Day of Class</strong></td>
<td>July 18</td>
</tr>
<tr>
<td>Grades Due</td>
<td>July 21</td>
</tr>
</tbody>
</table>

**STUDENT POLICIES**

The following policies have been adopted by Mercer University and the McAfee School of Theology for students. These policies describe expectations of you as a student. It is your responsibility to familiarize yourself with the information presented in this Student Handbook, the Mercer University, and Cecil B. Day Campus Handbooks, along with the other information available within your
specific program of study. McAfee School of Theology reserves the right to make changes to policies and procedures without notice as necessitated by governing authorities or administrative needs.

ADMISSION TO GRADUATE STUDY
All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school that sponsors the desired degree program. Certain basic qualifications must be met for admission to the graduate programs. All programs require that students hold a bachelor’s degree from an accredited college or university with a specified minimum undergraduate grade point average. Graduate admissions tests appropriate to the particular academic program are usually required. Specific requirements for each graduate program are given with the description of that program.

International students must provide a complete record of all previous schooling. This must include secondary schooling showing the dates attended, grades achieved or examinations passed, and rank in class, if available. Official transcripts must be accompanied by a CERTIFIED English translation. Three reference letters, preferably from instructors in the undergraduate school(s) attended, are required, along with a personal vita, which should include all work experience, research study and experience, and professional development objectives. A statement of financial support must be obtained and submitted.

Proficiency in English must be established in one of the following ways:

1. Qualified students who present a score of 215 or above on the TOEFL will be admitted to the University. For students who desire additional language study after being admitted to the University, Mercer University English Language Institute (MUELI) short courses are available in specific skill areas.

2. Qualified students who present a TOEFL score below 215 or have no TOEFL score may be admitted conditionally contingent upon their successful completion of Mercer University English Language Institute (MUELI). With the permission of the academic advisor, MUELI students may register for up to 6 credit hours while completing the upper levels of MUELI.

ADMISSION TO MCAFEE SCHOOL OF THEOLOGY DEGREE PROGRAMS
The admissions requirements are designed to identify qualified students who have the ability to complete a program successfully.

Eligibility, Masters Level Degree Programs
Masters applicants for admission to the McAfee School of Theology are required to have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university. Admission will be based on your total profile (undergraduate GPA, personal information you supply, letters of recommendation, an admissions interview, and a background check). A minimum grade point average of 2.75 overall and 3.0 in your major is normally required. The Dean gives ultimate approval of admission to the M.Div. or M.A.C.M. program.
Successful applicants will complete and submit the following application materials to the Admissions Office:

1. Biographical Information
2. Official Transcripts from all higher educational institutions previously attended
3. Background check* - Background check to be filed online at CastleBranch, or call 1-888-666-7788 for more information. Please allow up to 2 weeks for us to receive the report. The package cost is $33.50, which must be ordered and purchased directly online by the applicant. The admissions office will supply the appropriate step-by-step directions on how to complete the background check. Please download instructions to order your background check and have it sent to the McAfee School of Theology at Mercer University.
4. $50.00 application fee submitted via check, money order, or cash.
5. Four Typed Essays - (Questions are in the application)
6. Three Letters of Recommendation (one from each of the following:)
   1. Pastor
   2. Church Leader
   3. Professor / Supervisor
7. Letter of Support from local ministry (for Online M.A. applicants only)*
8. Admissions Interviews - the interviews are the most important part of the application process. Application, essays, and background check must be submitted prior to the interview. We will be in touch with you about setting up a time and place.

*The Online M.A.C.M. is a cohort based distance-learning program that requires students to secure a ministry context where they can complete their field hours. Admission is competitive and limited to working professionals who are unable to complete a theological studies program in residence.

GRE or MAT scores are accepted but not required for admission to Masters-level programs, unless you are seeking to apply for Academic Research. The GRE is required for those students.

Eligibility, Doctor of Ministry Degree Program
The Doctor of Ministry Committee of the faculty grants admission to the Doctor of Ministry degree program. Decisions are based on the total profile of the applicant, including an analysis of the applicant’s writing ability, as seen in the admission essays; quality of recommendations; grade point averages of academic work; standardized test scores; and the nature and extent of the applicant’s ministry experience (usually at least 3 years of full-time professional experience). No single area of deficiency will disqualify an applicant from admission.

Successful applicants will complete and submit the following application materials to the Admissions Office:

- $50.00 application fee submitted via check, money order, or cash.
- Official transcripts from all higher education institutions previously attended. A grade point average of 3.25 from all master’s degree study in theology is preferred. Applicants must have completed a Master of Divinity degree (or a master’s degree in theology with a 72 hour M.Div. equivalence) from a school fully accredited by a regional accrediting agency recognized by the Council for Higher Education Accreditation (or a recognized international
Accrediting organization). Applicants are expected to have served in full-time ministry for at least three years following receipt of the master’s degree.

- A description of roles and responsibilities in active ministry in which the applicant can complete meaningful research integrating biblical, theological, and pastoral insights into the practice of specific ministry. Most applicants must have been engaged in active ministry for at least three years following receipt of an acceptable master’s degree in theology (a limited number of highly qualified applications with ministry experience completed prior to completion of the degree may be accepted).

- A Miller Analogies Test (MAT) or Graduate Record Examination (GRE) completed in the previous five years. A score on the MAT above the fiftieth (50th) percentile is preferred, but not required. If English is a second language, a score of at least 215 (new scale) on the TOEFL is required.

- Three reference documents, located in the application materials, completed by selected leaders in which assessment is made of the applicant’s ministerial practice.

- Brief, written personal essays describing your call to ministry, previous educational experiences, goals for D.Min. study, theological self-reflection and an area of research interest for a Project Thesis.

- Background check - Background check to be filed online at CastleBranch, or call 1-888-666-7788 for more information. The package cost is $33.50, which must be ordered and purchased directly online by the applicant. The admissions office will supply the appropriate step-by-step directions on how to complete the background check. Please download instructions to order your background check and have it sent to the McAfee School of Theology at Mercer University.

- An on-site or telephone interview arranged by the D.Min. office with a faculty member or the Associate Dean. Application, essays, and background check must be submitted prior to the interview.

**M.Div. Equivalency**

McAfee School of Theology uses the following template to determine additional courses for an applicant who has completed a master's degree in theology from a school fully accredited by a regional accrediting agency recognized by the Council for Higher Education Accreditation (or a recognized international accrediting organization) to qualify for M.Div. equivalency for admission to the Doctor of Ministry program.

To be considered for M.Div. equivalency in the Doctor of Ministry program an applicant must have earned a total of 72 master's-level semester hours including the hours from a two-year degree. Additionally, instruction in the following areas must constitute part of the 72 hours. While it is desirable such hours be completed at McAfee School of Theology, M.Div. courses completed at an accredited ATS school may be transferred to complete the equivalency.

**BIBLICAL STUDIES**

- Old Testament—3 hours (one course)
- New Testament—3 hours (one course)
HISTORICAL/THEOLOGICAL STUDIES

- Theology—6 hours (two courses)
- Church History—3 hours (one course)
- Ethics—3 hours (one course)

MINISTRY STUDIES

- Spiritual Formation—2 hours (one course)
- Pastoral Care—3 hours (one course)
- Preaching/Worship—3 hours (one course)
- Missions/Evangelism—3 hours (one course)
- Faith Development/Christian Education—3 hours (one course)
- Mentoring/Supervised Ministry/ Clinical Pastoral Education/ Leadership—3 hours (one course)

Background Check
In order to fulfill contracts with our seminary partners, McAfee School of Theology requires that all McAfee applications undergo a criminal background check. Admission into McAfee is pending receipt of a background check report from CastleBranch. Applicants are responsible for ordering and purchasing their own background check directly online. Each applicant must authorize McAfee School of Theology to obtain a background check in order to satisfy the admission requirements. The only exclusion to the background check will be special exceptions made for International Students who are in the process of obtaining, or have obtained the F-1 visa. This exception is monitored by the Admissions Office, which has the right to administer the exemption as necessary. Failure to undergo the background check will result in exclusion from admission consideration. If criminal behavior is detected in the background check, the student may not be admitted to McAfee School of Theology. Students may appeal the decision and will have the opportunity to present information to dispute the background check.

Proof of Immunizations
Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see Immunization policy).

International Students
All international students must meet the specific eligibility requirements for the degree program to which they are applying.

Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 Paper Based Test (PBT), 215 Computer Based Test (CBT) or 79 on the internet Basle Test (iBT) otherwise known as the Test of English as a Foreign Language (TOEFL) of ELS Level 109.

An I-20 form is issued to all accepted and approved international applicants upon receipt of the Declaration of Finances. This form is used to obtain the F-1 visa. Those students who want to be
considered for a tuition grant should have their application complete and I-20 issued by January 15 for the following Fall semester.

CLASS AUDITING REGULATIONS
Auditors must be seriously interested in the course for which they enroll. Full-time students may audit, with the consent of the instructors and faculty advisors and approval of the Registrar, any course for which they are eligible to register. The auditing fee is $50 per semester hour, plus an activities fee. Audited courses do not carry academic credit. An auditor is not responsible for daily assignments, tests, projects, or examinations. A student may change an audit to a credit course only during the drop-add period and must pay applicable tuition fees.

READMIT STUDENTS
Students who withdrew from the University voluntarily and wish to re-enter the University after an absence of more than one calendar year may seek readmission.

The student must be in good standing with the University and have a cumulative grade point average of 2.5 or higher. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Registrar’s Office:

1. A completed application for readmission. There is no readmission fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer University.
3. A completed questionnaire detailing reasons for the student’s absence and plan for completing the degree.

All McAfee School of Theology students, as well as any student applying for readmission with less than 2.5 cumulative grade point average and not in good standing with the University, are required to request readmission in writing addressed to the Dean of the School of Theology. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Students who leave the University, and are not enrolled for three consecutive semesters, must fulfill the Catalog requirements in force at the time of re-enrollment, including time limits on degree completion. Files are purged five years from the last date of attendance. Students who seek readmission after that time, and have attended other institutions during that interim, must secure new transcripts from those institutions.

ADMISSION ON PROBATION (M.Div. and M.A.C.M. Degree programs only)
If a student was admitted on probation and earns a 2.5 or better during the first semester, he or she will be sent a letter from the Dean removing them from probationary status. If the student was admitted on probation and does not earn a 2.5 or better during the first semester, he or she will be dismissed from the program.

TRANSFER and TRANSIENT CREDIT
Students may receive credit for graduate courses taken at another institution, as either transfer or transient credit. The number of hours accepted as transfer and transient credit will be assessed on a case-by-case basis and in no instance may exceed twenty-one hours for M.Div. students, nine hours
for M.A.C.M. students, or ten hours for D.Min. students. Credit for transfer or transient courses may be awarded under the following conditions: (1) courses for the theological core were taken at a school that is both ATS and regionally accredited; (2) the courses were graduate level courses, applicable to a graduate degree; (3) grades of at least “B” were received in the courses; and (4) the courses fall within the maximum time limit for degree completion. Transfer credit is monitored by the Associate Deans.

ADVANCED PLACEMENT (M.Div. and M.A.C.M. Degree programs only)
Students who have demonstrated significant experience in their undergraduate and/or graduate coursework in the required McAfee School of Theology foundational and introductory course areas may be eligible to receive advanced placement standing (no credit). If granted, the student may enroll in an advanced elective course in place of the appropriate introductory/foundational course.

Should a student desire to place out of a foundation course, he/she will contact a faculty member in the relevant area to schedule an interview. The student must bring syllabi and papers from previous courses to the interview for evaluation by the professor. It is recommended that the student will have taken at least two courses in the area with grades of B+ or better, and demonstrate a foundational knowledge of the topic. If the professor approves the advanced placement, he/she will fill out a form and submit it to the Assistant to the Dean. Advanced placement must be requested within a student’s first 30 hours.

REGISTRATION
Registration is required for admission to any class. The University requires all students to have a clear financial account, which includes paying all library and parking fines before registering. Students should consult the catalog for any prerequisites and special requirements for registration for specific courses.

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

Non-attendance and/or non-payment do not constitute official schedule change, withdrawal, or term withdrawal.

McAfee School of Theology students may obtain course schedules online at the McAfee School of Theology website or from the Registrar’s Office. McAfee School of Theology students may register for classes online. Please make an appointment with your advisor prior to early registration to discuss your schedule. Your faculty advisor is listed in My Mercer.

ONLINE REGISTRATION
Once you have logged on to My Mercer, go to “Academics” found along the left side bar and click on “Online Registration” or click directly on “Online Registration” found in the upper left-hand corner of you’re my Mercer home page.

Section I: How to Register for Classes
Click on “Begin/Modify Online Registration”

This screen will default to a list of required courses. You can change the display to elective courses by clicking on “elective” in the drop down menu under “Course Search.” (Language courses are listed under electives).
1) Click on the + sign to the left of the course, then click on the green select button under “Add.”
2) Once you have selected all of your courses, click on “Proceed to Final Step.”
3) Click “Register/Drop” to complete the process.

Section II: How to Drop Classes
Go to “Academics”
Click on “Online Registration”
Click on “Modify Online Registration”
Under “Selected Courses”:
1) Click on the minus sign beside the course or courses you wish to drop
2) Select “Course Change Status Reason”
3) Click “Proceed to Final Step”
4) Click “Register/Drop”

System will then display “Courses Not Registered.” Verify courses dropped.

Click “Register/Drop” to complete the process
You are now registered. Double-check everything and be sure all classes, dates, times, and locations are correct. It helps to log out and log back in to be sure everything went through correctly.

If you are on ‘Hold’ for any reason, you will not be able to access the Registration Module. You are encouraged to verify your status by clicking on ‘Registration Status’ from the Administrative Services menu.

CROSS-REGISTRATION (M.Div. and M.A.C.M. Degree programs only)
The McAfee School of Theology allows for up to 15% of elective course work (this does not include core courses) to be taken in courses offered by member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) under the cross-registration arrangement of the Center provided they meet the academic requirements of the Center agreement.

McAfee also allows for cross-registration with area seminaries that are ATS accredited through an agreement with the Atlanta Theological Association (ATA) and which offer similar degree programs. The ATA participating schools offer comparable degrees and opportunities for cooperative endeavors and shared resources. ATA has a constitution and by-laws that dictates the policies and processes for cross-registration. The policies and processes are reviewed annually by the Presidents, Deans, and Associate Deans of the participating schools.

The actual number of cross-registration courses will vary according to the student’s track and degree. Please consult with the Associate Dean for Masters Studies to determine those courses that will apply to your degree program. Students who wish to cross-register must proceed as follows:

1. Obtain a University Center Cross Registration Form from the Registrar’s Office or the McAfee
School of Theology website.
2. Fill out the Cross-Registration Form completely. The form requires the signature of the Associate Dean of the McAfee School of Theology and the Coordinator of Cross-Registration.
3. Check the calendar on the Cross-Registration form for the dates by which the cross registration form needs to be processed.
4. A student must be enrolled in a course at Mercer University to cross-register through ARCHE. The student will pay the tuition of Mercer for the course taken at the other institution. The refund policy applies if a student is unable to register at the host institution or if the student withdraws from the course.
5. The form will be sent to the host school for processing. Registration will be on a space available basis and upon approval of the host institution. Communication from the host institution will specify the time and date on which the student must register.
6. All regulations, policies, and procedures of a host institution apply to the cross registered student while enrolled there.
7. Students must complete a new Cross-Registration Form for any subsequent term in which they wish to participate in the Cross-Registration Program.

**COURSE CHANGES**

Course changes (dropping and/or adding courses) must be done on or before dates specified in the calendar of the current academic Catalog.

To change courses during this period, a student must complete a Course Change Request form (available at the Registrar’s Office), securing the advisor’s signature, if required, and the appropriate date stamp of the Registrar’s Office. Courses dropped during this change period will not appear on the student’s grade report or permanent record. When a course is canceled, the students enrolled in the canceled course must go to the Registrar’s Office and complete a Course Change Request form.

**STUDENT REQUESTS FOR CATALOG EXEMPTION**

All student requests must be submitted in writing, along with the proper forms, to the Office of the Associate Dean no later than the first Wednesday of the month.

**INDEPENDENT STUDY (M.Div. and M.A.C.M. Degree programs only)**

In special cases when a student needs to take a course listed in the catalog but the course is not being taught during the term it is needed, the student may request to take the course on an individualized basis. The student should contact the Associate Dean’s Office for required procedures and form.

A “Request for Catalogue Exception” form will be submitted by the student to the faculty for approval of all independent study courses. Students must submit proposal by the last faculty meeting of the semester prior to the semester of enrollment for the independent study. Studies requiring travel and/or Institutional Review Board (IRB) approval must submit proof of IRB approval and/or proof of contact with the International Programs Department with the request. All independent studies that deal with human research must have IRB approval or waiver.

Should a student desire to take an independent study, he/she must submit a letter of request to the Associate Dean of Masters Programs, a preliminary syllabus that demonstrates how contact hour requirements will be met, and approval of the supervising professor. Final approval will be made by
the M.Div./M.A. Committee. M.Div. students will be limited to a maximum of 9 hours for independent studies and guided research. M.A. students will be limited to a maximum of 6 hours. This includes thesis writing and research and design.

Faculty members are limited to one independent study per academic year, in addition to regular teaching load. An independent study will count toward the faculty supervising load during that semester.

COURSE LOAD & MINIMUM HOURS REQUIREMENT

M.Div. and M.A.C.M.
The normal academic load for the Masters Level Degree Programs in the Fall and Spring semesters is 12-15 hours. For the Online M.A.C.M. students the course load is 6 credit hours. Masters students are considered to be full-time if they are enrolled in 9 hours of coursework. Students may take 16 or more hours per semester only with prior approval of the Associate Dean of the McAfee School of Theology. Students enrolled during the Fall and Spring semesters are required to be enrolled for a minimum of six credit hours. Students who fail to meet this requirement must meet with the Associate Dean to discuss their academic progress and may be asked to withdraw from the degree program.

D.Min.
For D.Min. students, the typical course load is 2-4 hours. D.Min. students must be enrolled in at least 3 hours to be considered part-time.

SUITABLE PROGRESS TOWARDS DEGREE COMPLETION
Students are expected to make satisfactory progress towards their degree completion.

M.Div.
Master of Divinity degree students must complete a minimum of 30 hours by the end of their third year and 60 hours by the end of their sixth year.

M.A.C.M.
Master of Arts in Christian Ministry students must complete a minimum of 24 hours by the end of their third year. Students who do not demonstrate satisfactory progress by completing the minimum requirements may be asked to withdraw from the degree program.

MERCER UNIVERSITY CREDIT HOUR POLICY

Purpose and Scope of the Policy
This policy defines the credit hour at Mercer University in accordance with federal Program Integrity Regulations and requirements of the Southern Association of Colleges and Schools Commission on Colleges. The credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit regardless of the mode of delivery. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.
Federal Definition of a Credit Hour

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Mercer Credit Hour Policy

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

Guidelines for the Implementation of Mercer’s Credit Hour Policy

Traditionally-delivered (face-to-face) courses on the 15-week semester: A 3-hour course must have 2250 minutes of classroom instruction. (Law classes meet for 180 minutes each week for a 14-week semester).

Condensed courses: Classes meeting on an accelerated schedule will have the same number of instructional minutes (2250 for a 3-hour class) as those taught in the 15-week semester. Courses taught during the 8-week sessions will be scheduled for 285 minutes each week. A faculty member who, with requisite approval by the dean’s office, wishes to move some of the required direct instructional time to a web-based environment or to another out-of-class experience for pedagogical reasons must clearly delineate in the syllabus the additional out-of-class experiences that will substitute for in-class instruction. Such experiences must exceed assignments required for the fully face-to-face version of the course in order to count toward direct instructional time and must be required, structured, and faculty-directed. Faculty are responsible for designing their courses to ensure the required number of direct instructional minutes each week, as well as the expected additional student preparatory work (two hours for each hour of direct instruction). Deans’ offices are responsible for reviewing and monitoring any proposed deviations from the regular face-to-face class schedule.

Hybrid or Online Courses: A course that is delivered partially or fully online must meet the same requirements of 750 minutes of direct instruction and 1500 minutes of student work per credit hour. Faculty teaching online or hybrid courses must account for 37.5 hours (2250 minutes) of direct instructional time for each 3-credit hour course. The syllabus must clearly delineate direct instructional activities, as well as any required synchronous activities required outside class session times indicated in the schedule. Courses carrying the same course number that are offered both face-
to-face and hybrid/online must meet the same learning objectives, be organized around the same or comparable learning activities, and be assessed by similar, comparable assessments.

Activities that count toward direct instructional time include the following:

1. In-class instruction
2. In-class tests/quizzes
3. In-class student presentations
4. Online lectures/instruction (synchronous or asynchronous)
5. Virtual synchronous class meetings
6. Case studies
7. Group Wiki projects
8. Video presentations
9. Journal/Blog writing
10. Chat rooms
11. Discussion boards
12. Field trips (including virtual)
13. Online tests/quizzes
14. Video conferencing
15. Virtual labs
16. Online content modules
17. Service learning
18. Group or team-based activities
19. Podcasts

Thesis/dissertation and Independent Study courses: Courses where students are working on independent projects, such as in thesis/dissertation hours and independent studies, will conform to the standard minimum of 150 minutes of student work per week over a 15-week semester or the equivalent amount of work distributed over a different period of time for each credit hour awarded. Laboratory classes: One credit hour is assigned for 100 minutes or more of laboratory work per week throughout a 15-week semester.

Studio classes: Studio classes conform to the 750 minutes per semester for 1 credit hour requirement described above.

Performance/Recital/Ensemble: In accordance with the National Association of Schools of Music recommendations, 1 credit hour of ensemble work or applied music lessons represents a minimum of 3 hours of practice each week, on average, for a period of 15 weeks, plus the necessary individual instruction as defined by the major subject.

Internships, Clinical experiences, Student Teaching: Such experiential, field-based courses require a minimum of 3 hours of student work per week over the 15-week semester for each credit hour awarded. Student work includes clock hours at the field site and meetings with supervisors, as well as outside preparation and assignments. Programs may require more than the minimum 3 hours of
Variable credit courses: Courses that are available for variable credit must fulfill the Mercer credit hour policy requirements and clearly articulate the expectations of student work for each credit hour.

CLASS ATTENDANCE
Regular attendance in scheduled class sessions is important to the learning process and especially crucial to the interactive nature of the courses within the McAfee School of Theology. Each professor will outline attendance policies for his or her classes in the course syllabi. Students, however, must attend at least 75% of the scheduled class meetings in order to receive credit for a course.

Because the programs are graduate and professional level, the School assumes that students have high level of motivation and responsibility. Accordingly, students are expected to attend class unless there are significant reasons for being absent. Professors are required to check attendance and keep attendance records. Each professor has the discretion to indicate in the syllabus his or her policy on absences, late arrival at class, or leaving before the class is over. Repeated lateness or leaving early may be counted as an absence, and the professor may penalize a student’s grade for absences, if the professor’s policy is stated in the syllabus. If a student is in doubt about the number of absences he or she has for a given course, it is the student’s responsibility to check with the professor.

INCLUSIVE LANGUAGE POLICY
McAfee School of Theology requires all students to use inclusive language in reference to human gender for coursework, theses, and dissertations. Students are encouraged to use inclusive language in reference to divinity for coursework, theses, and dissertations.

INTELLECTUAL PROPERTY POLICY
The purpose of this policy is to determine who may own, control, or use content that has been used in on-line instruction sites.

Faculty
It is the policy of the McAfee School of Theology that individualized content posted on on-line instruction sites such as Blackboard or Moodle, shall remain the intellectual property of the instructor who produced it. This includes, but is not limited to, syllabi, power point presentations, lecture notes, blog entries and comments, exams, and class handouts. The access to and use of these materials and tools shall be authorized and determined only by the instructor of record.

Students
It is the policy of the McAfee School of Theology that students shall retain all rights to their class work, such as papers and essays. This also includes work that is posted to on-line learning and discussion platforms, and blog entries and comments. Students will be informed if their on-line work will be retained in the course site beyond the duration of the semester, and whether others will have access to it. If a student’s work is retained on a course site, and the work identifies its creator, no grade or evaluative comments from the instructor will be included.
McAfee School of Theology Writing and Language Tutoring Services

Introduction

The McAfee School of Theology provides students with free tutoring in the areas of writing, Hebrew, Greek, and other subjects as needed. Tutoring positions are filled by second and third-year students who demonstrate outstanding performance in one or more of these areas. The School distributes the tutors’ contact information at the beginning of each semester so any Masters level student may schedule an appointment during regular hours of availability.

Support of Mission

The McAfee School of Theology writing and language tutors supports the Mercer community by teaching and empowering students to better express themselves through their academic and theological writing and accurate and responsible translation of biblical texts.

Student Learning and Development Outcomes

Writing tutors assist students with written assignments. Outcomes include helping students formulate arguments, organize outlines, improve grammar and syntax, and correctly cite sources according to the McAfee Style Guide. Hebrew and Greek tutors assist students with questions on their homework assignments. Language tutors may also help students understand various principles of the language as needed. Neither the School nor the tutors claim these services alone will guarantee a desired grade.

COURSE EVALUATIONS

All students are required to submit course evaluations for all School of Theology courses in which they are enrolled. The deadline to submit evaluations is two weeks after the last day of class of the term you are evaluating.

EXAMINATIONS (M.Div. and M.A.C.M.)

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

GRADING SYSTEM AND QUALITY POINTS

The method and manner of evaluation for course grades are left to the discretion of the course instructor as outlined in the course syllabus. A student may take an examination or submit an assigned project at other than the scheduled time only under extenuating circumstances and with permission from the instructor.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points Per Credit Hour</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>
</tbody>
</table>
INCOMPLETE COURSES
A grade of “Incomplete” will be assigned if, due to exceptional extenuating circumstances and with the prior approval of the instructor and Associate Dean, a student is not able to complete the required course work during the semester. All work must be completed by the end of the first full semester following the assignment of the “incomplete” grade. At that time, the “IC” will be replaced with a letter grade. If the student has not completed the work by the end of the following semester, the “IC” will be replaced with a letter grade of “F.”

It is the student’s responsibility to contact the professor, request an “incomplete,” and agree on a schedule for completing the work, if he or she thinks that circumstances warrant the giving of an “incomplete.” Otherwise, work that is not turned in will be given an “F.” A student who receives an “incomplete” should adjust the course load for the next semester in order to allow for time to complete the course work from the previous semester. If a student begins to develop a pattern of requesting “incompletes,” requesting “incompletes” in consecutive semesters or on a recurring basis, he or she may be placed on probation.

REPEATING COURSES
A student must repeat a course in which the student earned an “F.” The course may only be repeated at the McAfee School of Theology.

Doctor of Ministry Students must repeat a course in which the student earned less than a “B.”

The following provisions apply to both categories above:

Enrollment documents for such courses will carry “Repeat” added to the course, and this notation will appear also on the class roll and permanent record. Hours of credit will be granted only once. The second grade recorded in the final attempt will prevail, whether it is higher or lower than any previous grade(s) and the final grade will be used in computing the cumulative grade point average. The previous grade(s) will not be deleted from the permanent record. If the original course is no longer a part of the curriculum, an equivalent course may be substituted on the authority of the department and the Associate Dean. A student may not attempt any individual course more than twice without special permission from the Faculty.
When a course is repeated, the student is subject to the *Catalog* restriction on the total number of credit hours that may be taken in a single term. With the Associate Dean’s approval, a student who has a “C” average or above may, in emergency circumstances, be allowed to take the “repeat” as an overload.

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

Courses originally taken on a letter grade basis may not be repeated on a “satisfactory-unsatisfactory” basis. These provisions are not applicable to repeated work taken by a Mercer student as a transient at another institution.

**ACADEMIC PROBATION**

**M.Div. and M.A.C.M.**
Any student whose current term GPA falls below a 2.5 will be placed on probation. The student must then earn a 2.5 GPA or better in the following semester to be removed from probation.

If a student’s current term GPA falls below a 2.5 more than two semesters in their seminary career (including admission on probation), the student will be terminated from the program. A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Divinity or Master of Arts in Christian Ministry.

**D.Min.**
A minimum career grade point average of 3.0 (B) is required for graduation with the degree of Doctor of Ministry. Any student whose career grade point average falls below 3.0 will be placed on probation. The student on academic probation will be required to meet with the Associate Dean and may be required to reduce course load. If the student’s progress does not improve during the semester on probation, he or she will be asked to withdraw from the McAfee School of Theology.

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

**PERMANENT DISMISSAL**
Students may be permanently dismissed from the McAfee School of Theology for any of the following reasons:

1. Failing to meet the academic standard after being placed on academic probation two times;
2. Violation of the Mercer Code of Conduct (See Mercer Catalog)
3. Violation of the McAfee Honor Code (See Student Handbook)

Students who are permanently dismissed may not apply for readmission.

REQUIRED LEAVE OF ABSENCE
In the case of extenuating circumstances that impede a student’s ability to make suitable academic progress, he/she may be required to take a leave of absence for a semester or longer. These circumstances include, but are not limited to:

1. Medical emergencies, chronic illnesses, etc.
2. Mental or emotional challenges
3. Personal issues such as divorce, loss of a family member, etc.

Before returning to class, the student must have a meeting with the Associate Dean and show evidence of having dealt with the issues that required the leave of absence and the ability to complete the degree program within the specified time limits.

TERM WITHDRAWAL
Term Withdrawal from the University occurs when the student officially withdraws from all enrolled courses. The student must complete a Term Withdrawal Form and submit it to the Registrar’s Office. A student must withdraw within the time limit prescribed in each semester of the University Calendar. A student withdrawing after the deadline will receive an “F,” except in extreme personal circumstances and with appropriate documentation a “W” may be awarded. Students who do not formally change their schedules, withdraw from courses, or totally withdraw from the University may be assigned grades of “F.” Non-attendance does not constitute official schedule change, withdrawal, or term withdrawal.

LEAVE OF ABSENCE

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

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

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

Unapproved Leave of Absence
An unapproved leave of absence is a leave granted by the University for academic reasons that do not meet the conditions of the Title IV regulations for an approved leave of absence. However, this unapproved leave of absence must be treated as a withdrawal for Title IV purposes. For a student who takes a leave of absence that does not meet the requirements for approval, the withdrawal date
is the date that the student began the leave of absence.

REFUND POLICY
Please see the current Mercer University Cecil. B. Day Campus Catalog, available online at http://www2.mercer.edu/Registrar/Catalogs/default.htm

CHANGE OF DEGREE PROGRAM (M.Div. and M.A.C.M.)
Moving from the Master of Divinity (M.Div.) to the Master of Arts in Christian Ministry (M.A.C.M.) degree or moving from the Master of Arts in Christian Ministry (M.A.C.M.) to the Master of Divinity (M.Div.) degree.

Students currently enrolled in the M.Div. program:
These students can move to the M.A.C.M. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.A.C.M. degree program. Courses taken in the M.Div. degree program that will apply to the M.A.C.M. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.

Students currently enrolled in the M.A.C.M. program:
These students can move to the M.Div. degree program. This constitutes a change in program/major. However, students must meet all requirements for admission into the M.Div. degree program. Courses taken in the M.A.C.M. degree program that will apply to the M.Div. curriculum can be applied.

Required: (1) Documentation (form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean.

Students previously enrolled in the M.Div. program:
Although previously enrolled in the M.Div. program, these students did not complete the degree. These students have been absent from Mercer for more than one semester, but are in good academic standing.

These students must apply for readmission by submitting an application to the M.A.C.M. degree program and a letter of intent to the Dean. If the student attended another institution in the interim, an official transcript must also accompany the application.

Students who seek readmission after 5 years must reapply through the Office of Admissions.

RESIDENCY REQUIREMENTS FOR DEGREE PROGRAMS
Students in the traditional M.Div. and M.A.C.M. degree programs must complete at least 1/3 of their course credits in residence. M.Div. students must complete at least 10 classes (30 hours) on campus.
Traditional (non online cohort) M.A.C.M. students must complete at least 6 classes (18 hours) on campus.

LIMITATION IN COMPLETION OF REQUIREMENTS
A student in the Master of Arts in Christian Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

A student in the Master of Divinity degree program must complete all degree requirements within an eight-year period. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

A student in the Doctor of Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

Students who are not enrolled for more than one academic year must re-apply for admission and are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

APPLICATION FOR GRADUATION
Students who expect to qualify for graduation must file applications for graduation with the Enrollment Services Center two terms prior to the expected date of graduation.

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

Students must meet all degree requirements (including the minimum graduation requirements for cumulative grade-point averages and payment of all financial obligations to the University) in order to participate in the Commissioning Service and Commencement ceremony.

FINANCIAL INFORMATION
Due to the generous contributions of Mercer University, supporting churches, and our educational partners, McAfee School of Theology is one of the most affordable options for theological education. Because of our commitment to lowering student debt, every student at McAfee receives a grant covering over 50% of tuition, which cuts the true cost ($910/credit hour) of a seminary education dramatically.

Merit scholarships are also available to qualified M.Div. and M.A.C.M. (not available for students in the online cohorts). Eligibility is determined by each prospective student's total admissions application, including potential for leadership in service and ministry. No separate application is required; all admissions applications are reviewed for scholarship eligibility.

TUITION REGARDING DUAL ENROLLMENT AT MERCER UNIVERSITY
Tuition will be charged at the host college rate. For example, students enrolled simultaneously in
Theology courses and Counseling courses will pay the Theology rate for their Theology courses and the Penfield College rate for their Counseling courses.

Degrees will be awarded only at the completion of all curriculum requirements for both programs.

SCHOLARSHIPS AND GRANTS (M.Div. and M.A.C.M.)

**Master’s Level Scholarships and Grants**

Mercer University, supporting churches, and our educational partners are making a significant commitment to underwrite much of the cost of studying at the McAfee School of Theology. Every student at McAfee receives significant financial assistance that brings down the tuition to well below the national average for ATS accredited schools. The Mercer Theology Study Grant covers the majority of the student’s tuition. For 2016-2017 the amount of that grant is $500.00 per credit hour.

**Merit-Based Scholarship Levels**

Merit-based Scholarships are awarded by the McAfee School of Theology to incoming students with commendable academic and leadership achievements. Those desiring consideration for merit-based awards must complete the application for admission and interviews with staff or faculty at one of two Scholarship Invitationals, held Spring and Fall. Candidates will be assessed on academic, leadership, ministerial abilities, excellence in writing skills, and outstanding recommendations. Merit-based scholarships are awarded for three years and up to ninety hours of study for the M.Div. as well as two years for up to 48 hours of study for the traditional M.A.C.M (online cohort students are not eligible). Scholarship recipients must enroll as full-time students and must maintain a 3.0 GPA for the duration of their graduate. The Scholarship application deadline for Fall is February 1 and for Spring admission is October 1.

*An alternative interview time may be arranged for students who are outside the United States or in other extenuating circumstances.

**Endowed Scholarship Levels**

**McAfee Leadership Scholarship**

(Entering Students) Full Tuition

**McAfee Legacy Scholarship**

(Entering Students) 80% Tuition

**McAfee School of Theology Sustaining Scholarship**

(Returning Students) Award Varies

We consider receiving McAfee awarded scholarships and grants to be a privilege. Students must meet and maintain the Academic Requirements as well as abide by the Mercer Honor code in order to keep their scholarship.
The Sustaining scholarship program is designed for Master’s level students who have completed one year (24 credit hours or more) at McAfee School of Theology by the scholarship application deadline and are not currently receiving a merit-based scholarship. Recipients must enroll as full-time students and remain enrolled full-time to receive the Sustaining Scholarship. Recipients must maintain Academic Requirements in place for all students receiving merit based aid. Sustaining Scholarship Application Requirements and Instructions:

- Earned minimum average GPA of 3.25 or above in coursework at McAfee.
- Registered as a full-time student for the following semester.
- Submit the application to the admissions office by June 1.
- Submit a paper, essay, or sermon attached to the application. This writing sample can be a paper from McAfee coursework and be between 2000 and 4000 words long. It must not be longer than 8 double-spaced pages and should follow the McAfee Style guide.

Recipients will be notified by July 1. The McAfee School of Theology Sustaining Scholarship may only be applied to course work for degrees awarded by McAfee.

**Endowed Scholarship awards** are presented to incoming students with commendable academic and leadership experiences. Candidates must complete their applications for admission prior to interviewing. These awards vary from an additional half-tuition scholarship to full-tuition with a living expense stipend. Each Fall/Winter the McAfee School of Theology hosts two events for students entering the next academic year. Students interviewing for scholarships at these two events must be nominated or meet the minimum eligibility requirement of a 3.25 undergraduate GPA and be accepted into either the Master of Divinity program or Master of Arts in Christian Ministry degree program. Scholarship recipients must enroll as full-time students completing 30 credit hours each calendar year and must maintain a “B” average in the Master of Divinity or Master of Arts in Christian Ministry degree program. **Students who are unable to attend or otherwise miss the application deadline for merit-based scholarships should contact the Office of Admissions regarding additional opportunities.**

**The Jesse Mercer Fellowship for Excellence in Preaching** will be awarded each year to two incoming students who demonstrate gifts, talents, leadership, and academic potential with regard to ministry and discipline of preaching. Mercer Preaching Fellows will be awarded full tuition scholarships to the School of Theology plus cash awards of $500 each. Recipients must enroll as full-time students and maintain a “B” average in the Master of Divinity program. **Candidates for the preaching scholarships must meet the criteria for Merit-based awards and additionally submit an 8 page manuscript and a 20 minute video. These items must be received in the admissions office by the posted deadline. Complete details on applying for the Mercer Preaching Fellowship are available from the admissions office.**

**International Tuition Grants**: Each year, the McAfee School of Theology may offer two tuition grants to international students who are coming to McAfee on an F-1 visa. International students who want to be considered for one of these tuition awards must have their application files completed no later than January 15 (including the affidavit of support) prior to the upcoming Fall term or August 1 for the following Spring term. International students who receive a grant must also
show evidence of $14,000 in annual living expenses. This guarantee must be in the form of personal funds available in a bank or that of a sponsor. Please be aware that these expenses are for one year only and you should have sponsorship or personal funds to support you during the entire course of study. In addition, we require that the student or sponsor(s) deposit $7,000 into the student’s account at Mercer University by July 1 for students entering Fall semester and December 1 for Spring semester students. The student or sponsor(s) will also be required to deposit another $7,000 by January 15 of the following semester. The university will then distribute $1,166.66 per month to the student for living expenses. This process will continue during the student’s tenure at McAfee. McAfee has a stewardship responsibility with regard to grant funds. Students who are on an F-1 Visa and are not able to meet these obligations will jeopardize their grant from the University.

Other merit-based scholarships include the National Cooperative Baptist Fellowship Leadership Scholarship and the CBF of Georgia Seminary Scholarship. Additional scholarships and grants may become available throughout the year. Please contact the McAfee Office of Admissions for more information on these programs and other private organization scholarship opportunities.

Need-based financial aid is available for qualified students through loans, the federal work-study program, and the Montgomery GI Bill. Information concerning need-based aid, including monthly payment plans, is available from the Financial Planning Office or by calling 678-547-6400 or by going to the Financial Aid Information website.

MASTER OF DIVINITY DEGREE

The Master of Divinity degree (M.Div.) is the 90-hour professional degree for theological schools and seminaries. Its purpose is to prepare persons for ordained ministry and for general pastoral and religious leadership in congregations and other settings. The M.Div. is structured to give students the foundational tools for ministry, whatever that ministry might ultimately be: congregational ministry, campus ministry, counseling, academic teaching, nonprofit-leadership, social ethics, or missions.

The McAfee School of Theology offers several focused tracks within the 90 hour Master of Divinity: Academic Research, Business Administration, Christian Social Ethics, Community Development, Congregational Ministry, Global Christianity, Pastoral Care. McAfee also offers three dual degrees with the MBA, MS in Clinical Mental Health Counseling, and MS in Nonprofit Organizational Leadership.

McAfee M.Div. Student Learning Outcomes

FROM ATS: A.3.1.1 Religious Heritage: The program shall provide structured opportunity to develop a comprehensive and discriminating understanding of the religious heritage.

**Outcome:** Graduates will possess skills to interpret and communicate the biblical narrative, the Church’s tradition, and Christian theological models.

****

FROM ATS: A.3.1.2 Cultural Context: The program shall provide opportunity to develop an understanding of the cultural realities and structures within which the Church lives and carries out its mission.
**Outcome:** Graduate will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.

*****

FROM ATS: A.3.1.3 Personal and Spiritual Formation: The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, moral integrity, and public witness. Ministerial preparation includes concern with the development of capacities --- intellectual and affective, individual and corporate, ecclesial and public --- that are requisite to a life of pastoral leadership.

**Outcome:** Graduate will demonstrate patterns of behaving and believing that enrich the ethical and spiritual life of a minister.

*****

FROM ATS: A.3.1.4 Capacity for Ministerial and Public Leadership: The program shall provide theological reflection on and education for the practice of ministry. These activities should cultivate the capacity for leadership in both ecclesial and public contexts.

**Outcome:** Graduates will be proficient in contemporary theories and practices of leadership, worship, homiletics, pastoral care, and human development.
## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Choose One:</strong></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td></td>
<td></td>
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<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td></td>
<td></td>
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<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
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<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
<td></td>
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<tr>
<td>Greek Exegesis II</td>
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</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600 +</td>
<td></td>
<td></td>
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<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or _</td>
<td>3</td>
<td></td>
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<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or _</td>
<td>3</td>
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<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or _</td>
<td>3</td>
<td></td>
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<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or _</td>
<td>3</td>
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</tr>
<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or _</td>
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<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or _</td>
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<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or _</td>
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<tr>
<td>Baptist Heritage</td>
<td>THCH 510 or _</td>
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<tr>
<td><strong>Required Core Hours:</strong> 48</td>
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*Requires prior approval through submission of Advanced Placement Form.

## Prescribed Electives in:

<table>
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<tr>
<th>Spirituality</th>
<th>THSP</th>
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<tr>
<td>Old Testament</td>
<td>THOT</td>
<td>3</td>
</tr>
<tr>
<td>New Testament</td>
<td>THNT</td>
<td>3</td>
</tr>
<tr>
<td>Church History</td>
<td>THCH</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>THTP</td>
<td>3</td>
</tr>
<tr>
<td><strong>Contextual Ministry</strong></td>
<td>THLD 501 or _</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prescribed Elective Hours: 18**

**Pastoral Care Track and M.Div./M.S. Clinical Mental Health Counseling students must satisfy this requirement with CPE (a 6 hour pass/fail course where 3 of the 6 hours satisfy the Contextual Ministry component and the other 3 hours count as a Track elective). Global Christianity Track students must satisfy this requirement with a global placement. Urban Mission Track students must satisfy this requirement with an urban placement.

## Free Electives Hours: 9

(1)_________ (2)_________ (3)_________

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
</table>

## Track Requirement Hours: 15

Note: Please refer to individual Track and/or Dual Degree Curriculum Templates for more information on specific requirements and electives.

**Total Hours for Master of Divinity:** 90
Declaration of Track
McAfee School of Theology Master of Divinity students are required to complete a Declaration of Track form during their first semester of coursework and submit it, with appropriate signatures, to the Assistant to the Dean.

Please consult a faculty member supervising the track you are seeking to pursue as soon as possible.

- Academic Research
- Business Administration
- Community Development
- Congregational Ministry
- Christian Social Ethics
- Global Christianity
- Pastoral Care
- Dual Degree M.Div./MBA
- Dual Degree M.Div./M.S. Counseling
- Dual Degree M.Div./M.S. Nonprofit Management

M.Div. Track/Dual Degree Options
Some students come to seminary very sure of their own vocational calling. Others explore options as they work through their courses. The curriculum of the McAfee School of Theology is structured to give students the foundational tools for ministry, whatever that ministry might ultimately be: pastoral ministry, campus ministry, counseling, academic teaching, Christian education, evangelism and mission, or church administration. Every student will select a track or dual degree to follow within the Master of Divinity degree program.

M.Div. Academic Research Track
The Academic Research track seeks to develop the student's proficiency for theological research. Students with career goals that further academic studies in the fields of Biblical Studies, Historical-Theological Studies, or Pastoral Studies may follow this track to develop their research skills and focus on a particular field of study.

In order to remain in the Academic Research Track, a student must:

- Earn a GPA of 3.5 or higher after completing 24 hours of M.Div. studies.

- Prior to enrolling in THEO 700 “Research & Design” (typically the 1st semester of the student’s 2nd year):
  A. Submit a current GRE score of 156 (550 old scale) verbal or higher and at least a 4 on the writing portion. Applicants whose native language is not English must, in addition to the minimum TOEFL requirement for admission to the Master of Divinity program, submit a minimum score of 5 on the TOEFL essay rating. These students are not required to submit a GRE score.
  B. Enlist a Supervisory Professor and select a Thesis Problem.

- Prepare a Thesis Prospectus and submit a written thesis of approximately 15,000 words (60
pages). Students in the Academic Track may not graduate until an approved Thesis has been submitted to the Academic Track Advisor for delivery to the Provost’s Office.

M.Div. Business Administration Track
The Business Administration track introduces students to economics, accounting, finance, and management. The Master of Divinity curriculum integrates the Business Administration courses within a local church setting through the Contextual Ministry program by placing students in church administrative ministries.

The Business Administration track requires that the student demonstrate completion of nine hours of Foundation Courses from the Stetson School of Business and Economics or the student demonstrates these course requirements have been met by examination or in undergraduate and graduate study by transcript evaluation.

The Associate Dean of the Stetson School of Business and Economics must evaluate the student's transcript before he or she is eligible to enter the Master of Divinity track in Business Administration. In some cases, a current GMAT score may be required.


Students who are eligible for entrance into the track in Business Administration are then required to take the following four MBA core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance."

A student who has demonstrated prior completion of one or more of the MBA core courses listed above may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. The track in Business Administration requires a total of twelve core hours from the MBA program.

M.Div. Christian Social Ethics Track
The Ethics track offers students a variety of courses that address issues of social ethics and the quest for justice as an aspect of the reign of God. Courses are drawn from a variety of fields including Christian ethics, evangelism and missions, theology, ministry, and biblical studies. The goal of this track is to prepare students for work in settings emphasizing analysis of and resistance to social evils as an aspect Christian witness and service in the world. Graduates of this track will be equipped to pursue a variety of callings including academic service in fields related to social ethics, church or parachurch social ministry efforts at various levels, and service in nongovernmental organizations.

M.Div. Community Development Track
The M.Div. in Community Development Track teaches students how to take an asset-based approach to transforming neighborhoods from the inside out. In this track, students work with churches and community partners to do real work in real neighborhoods that produce real results. Through learning that happens both in and out of the classroom, students learn skills such as community organizing, asset mapping, grant writing, and advocacy as well as how to shape public policy. Special attention is given to developing collaborative partnerships between faith-based
organizations and congregations, governmental organizations and congregations, governmental organizations and community agencies.

**M.Div. Congregational Ministry Track**

Congregational Ministry equips students who feel called to traditional ministries in the local church context. Students will be introduced to a wide variety of courses that develop skills in the areas of leadership, administration, preaching, worship planning, teaching, and age level ministries. This track is designed for those persons interested in being a pastor, associate pastor, Christian educator, church administrator, children's minister, youth minister, or adult minister.

**M.Div. Global Christianity Track**

The track in Global Christianity seeks to address several critical aspects of Christianity's "shift southward" in the twenty-first century. First, Christianity must be understood as a multi-cultural and global movement, an enduring theological tradition that finds new life in the lived realities of Africa, Asia, and Latin America. Second, the dramatic growth of world Christianity begs for analysis of the missionary dimension in all churches, as initiators rather than receptors of mission outreach. Third, growing churches are in need of theologically trained leaders, ranging from seminary professors, to grassroots leaders of indigenous churches. And finally, persons being educated to lead religious communities need to incorporate the understanding of these realities into their ministry and outreach.

**M.Div. Pastoral Care Track**

McAfee School of Theology offers a track in Pastoral Care. This track is designed to develop the student's skills, knowledge and self-awareness related to the ministries of pastoral care. Students whose vocational plans include pastoral care in a local church setting or chaplaincy (in hospitals, nursing homes, prisons, mental health facilities, and other agencies) would benefit from this track. Through the Clinical Pastoral Education component, all students receive supervised experience and training as a pastoral care giver, as well as the opportunity to reflect upon their pastoral identity, concerns, and places with a competent and compassionate mentor. Students whose goals include professional certification in Chaplaincy may enter this track as preparation for their work toward certification with the Association for Clinical Pastoral Education or the Association for Professional Chaplains.

Students who wish to become certified as a Pastoral Counselor with the American Association for Pastoral Counseling may enter this track as preparation for their work toward certification. The track in Pastoral Care does not offer courses that prepare students for a state license as a counselor. Students who want to be both certified and licensed are advised to enroll in the dual degree in Master of Divinity and Master of Science in Community Counseling (see below).

**M.Div. Dual Degree Programs**

**Master of Divinity and Master of Business Administration**
The dual M.Div. and M.B.A. degrees integrate a foundation of Business Administration into the local church setting. The Master of Divinity curriculum places students in church administrative ministries through the Mentoring Program and incorporates up to twelve (12) hours of M.B.A. core course work into the ninety (90) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour M.B.A. degree. A full-
time student could expect to finish the two degrees in four years of study.

Applicants must meet the admissions requirement for both McAfee School of Theology and Stetson School of Business and Economics. McAfee students should apply for admission to the M.B.A. degree during the first year of studies in Theology, in anticipation of beginning the Business coursework in the summer or fall of their second year. This dual degree requires demonstrated completion of nine hours of Foundation courses from the Stetson School of Business & Economics, by examination, or by transcript evaluation. The Associate Dean of the Stetson School of Business & Economics must evaluate the student’s transcript before they are eligible to enter this track. A current GMAT or GRE score is typically required. The prerequisite Foundation courses include BAA 505, BAA 510, and BAM 530.

M.Div. students who are eligible for entrance into the M.B.A. degree are required to take the following four M.B.A. core courses: BAA 601 "Managerial Economics," BAA 603 "Managerial Accounting," BAA 605 "Marketing Concepts and Practices," and BAA 609 "Corporation Finance" as the twelve (12) hours of M.B.A. core course work to be credited into their M.Div. degree.

If a student has demonstrated prior completion of one or more of the M.B.A. core courses listed above she or he may request substitute electives with the approval of the Associate Dean of the Stetson School of Business and Economics. Students may be credited up to six (6) hours of M.Div. credit into the M.B.A. degree.

Master of Divinity and Master of Science in Clinical Mental Health Counseling

The dual M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministry of pastoral care. Both the M.Div. and M.S. programs hold the highest accreditation available in the United States. The most comprehensive Masters level program in faith oriented counseling, the M.Div./M.S. in Clinical Mental Health Counseling prepares you for licensure as a professional counselor.

Clinical Mental Health Counseling is an applied profession that employs skills, instrumentation, and techniques to facilitate the progress of each person being served. The M.Div. degree accepts up to 12 hours from the M.S. degree, while the M.S. degree accepts up to 12 hours from the M.Div. degree. Completing the two degrees is a four to six year program of study. Applicants must meet the admissions requirements for both McAfee School of Theology and The Department of Counseling and Human Sciences within Penfield College.

Penfield College Entrance Requirements include:

- Submission of two copies of the application for admission to the counseling program.
- Completion of an undergraduate degree from a regionally accredited college or university; an undergraduate cumulative GPA of 2.75 or greater;
- A target combined score of 800 on the GRE if taken before August 1, 2011. If taken after August 1, 2011, students must have a target score of 151 on the Verbal reasoning section and 143 on the Quantitative Reasoning section of the exam. Students can also take the Miller's Analogy Test with a target score of 397.
- Completion of at least 30 hours in the M.Div. degree with a 3.0 average GPA;
- Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
McAfee Entrance Requirements for the M.Div. in Pastoral Care and Counseling degree include:

- Completion of at least 30 hours in the M.Div. degree with a 3.0 average GPA;
- An admission interview with the Pastoral Care Department, or a person designated by the department. This interview may be conducted along with the Penfield College interview or separately;
- Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
- The admissions decision for this program will include an evaluation of the student’s potential, readiness, and appropriateness for this program.

Continuing in the program is contingent upon the following:

- Maintaining a 3.0 average in Counseling classes and a 2.5 average in M.Div. classes;
- Submission of copies of both student and supervisor final evaluations for all CPE courses to the Pastoral Care Department;
- The student giving all supervisors written permission to consult with the Pastoral Care Department regarding the student’s progress;
- Making appropriate progress in developing the knowledge, skills, and character needed for the practice of pastoral counseling.

Note: The Master of Science in Clinical Mental Health degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Divinity degree requires a minimum of 90 semester hours of graduate credit. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

Master of Divinity and Master of Science in Organizational Leadership, Concentration in Nonprofit

This concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include parachurch organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:

- Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and Penfield College.

**Special Notes on Dual Degree Programs**
Tuition will be charged at the host college rate. For example, students enrolled simultaneously in Theology courses and Penfield College courses will pay the Theology rate for their Theology courses and the Penfield College rate for their Counseling courses.

Degrees will be awarded only at the completion of all curriculum requirements for both degree programs.

Students who wish to withdraw from a dual degree program and complete only the Master of Divinity degree must formally close the dual degree program by submitting a letter to the appropriate School and the Registrar requesting withdrawal from the non-McAfee School of Theology degree program and closing their enrollment. Please be aware that there may be repercussions in terms if or how a student is able to complete the other degree at a future date. The student will need to consult with the appropriate department about this issue. The student must notify the McAfee School of Theology of their change in program, select a Track, and complete the catalog requirements under which they entered or the current catalog for the McAfee School of Theology.

**COMMUNITIES OF LEARNING**
Based upon a student’s choice of Track or Dual Degree, he/or she will be placed in a Community of Learning to engage in vocational exploration and community building. Topics and activities vary, but may include academic advising, guest speakers, and fellowship meals. The Communities of Learning meet three times per semester.
### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
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<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
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<td>Choose One:</td>
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<tr>
<td>Intro to Biblical Languages</td>
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<td>Foundations in New Testament or *Advanced elective in NT</td>
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<td>Foundations in Church History or *Advanced elective in CH</td>
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<td>Foundations in Theology or *Advanced elective in TP</td>
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<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500</td>
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<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or __________</td>
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<tr>
<td>Baptist Heritage**</td>
<td>THCH 510</td>
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</tbody>
</table>

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

| Spirituality | THSP | 3 | |
| Old Testament | THOT | 3 | |
| New Testament | THNT | 3 | |
| Church History | THCH | 3 | |
| Theology | THTP | 3 | |
| Contextual Ministry | THLD 501 | 3 | |

**Prescribed Elective Hours: 18**

### Free Elective Hours: 9

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<thead>
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### Track Elective Hours: 15

Students enroll in 6 hours of thesis work (2 hrs in Research & Design and 4 hrs of Thesis Writing). The advisor for this area will approve the remaining 9 hours, consisting of language courses and/or electives in the student’s research area.

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**Total Hours for Master of Divinity: 90**
Eligibility: This track requires demonstrated completion of 9 hours of Foundation courses from the Eugene W. Stetson School of Business & Economics, by examination, or by transcript evaluation. The Associate Dean of the School of Business & Economics must evaluate the student’s transcript before they are eligible to enter this track. A current GMAT or GRE score is typically required. The prerequisite courses include BAA 505, BAA 510, and BAM 530.

**Required Courses**

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<td>Baptist Heritage**</td>
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**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

**Prescribed Electives in:**

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<tr>
<th>Spiritualty</th>
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**Required Prescribed Elective Hours: 18**

**Free Elective Hours: 9**

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**Track Elective Hours: 15**

Four courses are required from the Stetson School of Business & Economics MBA Core. For the remaining Track elective, choose any THLD 600 level or higher course or other course as approved by advisor:

<table>
<thead>
<tr>
<th>Managerial Economics</th>
<th>BAA 601</th>
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<th>BAA 605</th>
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**Total Hours for Master of Divinity: 90**
**Master of Divinity Curriculum Template**  
**Christian Social Ethics Track 2016-2017**

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| Prescribed Electives in: | | | | |
|-------------------------|--------|---------|------|
| Spirituality | THSP | 3 | | |
| Old Testament | THOT | 3 | | |
| New Testament | THNT | 3 | | |
| Church History | THCH | 3 | | |
| Theology | THTP | 3 | | |
| Contextual Ministry | THLD 501 | 3 | | |

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<th>Course #</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>

**Track Elective Hours:**

Students will choose courses from the Ethics department, courses cross-listed with an ET designation, or other courses as approved by their advisor.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours for Master of Divinity: 90**
### Required Courses

**Course** | **Course #** | **Credits** | **Date**
--- | --- | --- | ---
Intro to Theological Thinking & Writing | THEO 501 | 3 | __________
Spiritual Formation | THSP 501 | 3 | __________
Choose One:
Hebrew Exegesis I | THBL 501 | 3 | __________
Hebrew Exegesis II | THBL 502 | 3 | __________
Greek Exegesis I | THBL 511 | 3 | __________
Greek Exegesis II | THBL 512 | 3 | __________
Advanced Language elective | THBL 600 + | 3 | __________
Foundations in Old Testament or *Advanced elective in OT | THOT 500 or __________ | 3 | __________
Foundations in New Testament or *Advanced elective in NT | THNT 500 or __________ | 3 | __________
Foundations in Church History or *Advanced elective in CH | THCH 500 or __________ | 3 | __________
Foundations in Theology or *Advanced elective in TP | THTP 500 or __________ | 3 | __________
Ethics or *Advanced elective in ET | THET 500 or __________ | 3 | __________
Preaching or *Advanced elective in PR | THPR 500 or __________ | 3 | __________
Faith Development or *Advanced elective in CE | THCE 500 or __________ | 3 | __________
Baptist Heritage** | THCH 510 or __________ | 3 | __________

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

**Spirituality** | THSP | 3 | __________

**Old Testament** | THOT | 3 | __________

**New Testament** | THNT | 3 | __________

**Church History** | THCH | 3 | __________

**Theology** | THTP | 3 | __________

**Contextual Ministry*** | THLD 501 | 3 | __________

**Required Prescribed Elective Hours: 18**

***CD placement should be in a community development agency or in a congregation focused on community development.

### Free Elective Hours:

<table>
<thead>
<tr>
<th>(1)</th>
<th>Course #</th>
<th>Term</th>
<th>(2)</th>
<th>Course #</th>
<th>Term</th>
<th>(3)</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
</table>

### Track Elective Hours: 15

Students are required to take THGU 501 “Community Engaged Ministry” and THGU 502 “Cultural Intelligence.” Students choose the remainder of their courses from those with a GU designation or other courses as approved by their advisor.

<table>
<thead>
<tr>
<th>(1)</th>
<th>THGU 501</th>
<th>Term</th>
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<th>THGU 502</th>
<th>Term</th>
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<th>Term</th>
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<table>
<thead>
<tr>
<th>(4)</th>
<th>Course #</th>
<th>Term</th>
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<th>Term</th>
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</table>

**Total Hours for Master of Divinity: 90**
### Master of Divinity Curriculum Template

#### Congregational Ministry Track 2016-2017

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose One:</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- Intro to Biblical Languages</td>
<td>THBL 500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hebrew Exegesis I</td>
<td>THBL 501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hebrew Exegesis II</td>
<td>THBL 502</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greek Exegesis I</td>
<td>THBL 511</td>
<td></td>
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</tr>
<tr>
<td>- Greek Exegesis II</td>
<td>THBL 512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Advanced Language elective</td>
<td>THBL 600+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or ________</td>
<td>3</td>
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</tr>
<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or ________</td>
<td>3</td>
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</tr>
<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or ________</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or ________</td>
<td>3</td>
<td></td>
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<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Baptist Heritage**</td>
<td>THCH 510 or</td>
<td>3</td>
<td></td>
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</table>

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

**Prescribed Electives in:**

<table>
<thead>
<tr>
<th>Spirituality</th>
<th>THSP</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
<td>THOT</td>
<td>3</td>
</tr>
<tr>
<td>New Testament</td>
<td>THNT</td>
<td>3</td>
</tr>
<tr>
<td>Church History</td>
<td>THCH</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>THTP</td>
<td>3</td>
</tr>
<tr>
<td>Contextual Ministry</td>
<td>THLD 501</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Prescribed Elective Hours: 18**

**Free Elective Hours: 9**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td></td>
<td>(2)</td>
<td></td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

**Track Elective Hours: 15**

Students will be able to enroll in a variety of coursework, choosing courses based on their area of interest and their need for strengthening particular ministry skills. The student's advisor will provide guidance and approval for all track electives.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
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<td>(2)</td>
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<td>(4)</td>
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Total Hours for Master of Divinity: 90
## Master of Divinity Curriculum Template
### Global Christianity Track 2016-2017

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Choose One:</td>
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<td>____</td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or ____</td>
<td>3</td>
<td>____</td>
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<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or ____</td>
<td>3</td>
<td>____</td>
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<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or ____</td>
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<td>____</td>
</tr>
<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Baptist Heritage**</td>
<td>THCH 510 or ____</td>
<td>3</td>
<td>____</td>
</tr>
</tbody>
</table>

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

<table>
<thead>
<tr>
<th>Category</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituality</td>
<td>THSP</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Old Testament</td>
<td>THOT</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>New Testament</td>
<td>THNT</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Church History</td>
<td>THCH</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Theology</td>
<td>THTP</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>Contextual Ministry***</td>
<td>THLD 501</td>
<td>3</td>
<td>____</td>
</tr>
</tbody>
</table>

***Global Christianity Track students must satisfy this requirement with a global placement.

### Required Prescribed Elective Hours: 18

### Free Elective Hours: 9

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
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<tbody>
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<td>(2)</td>
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<td>(3)</td>
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</tbody>
</table>

### Track Elective Hours: 15

Students choose courses from the Missional Theology department, courses cross-listed with a GU designation, or other courses as approved by their advisor.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
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</tbody>
</table>

### Total Hours for Master of Divinity: 90
## Master of Divinity Curriculum Template
### Pastoral Care Track 2016-2017

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose One:</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td></td>
<td></td>
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<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
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<td></td>
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<tr>
<td>Advanced Language elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
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<td></td>
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<tr>
<td>Ethics or *Advanced elective in ET</td>
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<tr>
<td>Preaching or *Advanced elective in PR</td>
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<tr>
<td>Faith Development or *Advanced elective in CE</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>Baptist Heritage**</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

| Spirituality | THSP | 3 |
| Old Testament | THOT | 3 |
| New Testament | THNT | 3 |
| Church History | THCH | 3 |
| Theology | THTP | 3 |
| Contextual Ministry*** | THLD 501 or | 3 |

**Required Prescribed Elective Hours: 18**

***Pastoral Care students must satisfy this requirement with CPE (a 6 hr pass/fail course where 3 of the 6 hours satisfy the Contextual Ministry component and the other 3 hours count as a Track elective).

### Free Elective Hours: 9

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
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</tbody>
</table>

### Track Elective Hours: 15

Half (3) of the credit hours from the first unit of CPE (THPC 601) count as one track elective. Students fulfill the remaining 12 hours of track electives with Pastoral Care (PC) electives or other elective courses as approved by the Advisor.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>THPC 601***</td>
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</tr>
</tbody>
</table>

### Total Hours for Master of Divinity: 90

**Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.

Missional Theology | THGU 500 | 3 |
Pastoral Care | THPC 500 | 3 |
Worship | THWL 500 | 3 |
Leadership | THLD 500 | 3 |
Capstone | THEO 900 | 3 |

---

**Total Hours for Master of Divinity: 90**
Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and the Stetson School of Business & Economics. McAfee students should apply for admission to the M.B.A. degree during the first year of studies in Theology, in anticipation of beginning the Business coursework in the summer or fall of their second year. This dual degree requires demonstrated completion of nine hours of Foundation courses from the Stetson School of Business & Economics, by examination, or by transcript evaluation. The Associate Dean of the Stetson School of Business & Economics must evaluate the student’s transcript before they are eligible to enter this track. A current GMAT or GRE score is typically required. The prerequisite Foundation courses include BAA 505, BAA 510, and BAM 530.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
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<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Baptist Heritage**</td>
<td>THCH 510 or</td>
<td>3</td>
<td></td>
</tr>
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**Required Core Hours: 48**
*Requires prior approval through submission of Advanced Placement Form.

Prescribed Electives in:

<table>
<thead>
<tr>
<th>Spiritualty</th>
<th>THSP</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>New Testament</td>
<td>THNT</td>
<td>3</td>
<td></td>
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<tr>
<td>Church History</td>
<td>THCH</td>
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</tr>
<tr>
<td>Theology</td>
<td>THTP</td>
<td>3</td>
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</tr>
<tr>
<td>Contextual Ministry</td>
<td>THLD 501</td>
<td>3</td>
<td></td>
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**Required Prescribed Elective Hours: 18**

Free Elective Hours: 9

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
</table>

Track Electives Hours: 15

Four courses are required from the Stetson School of Business MBA Core. For the remaining Track elective, choose any THLD 600 level or higher course or other course as approved by advisor:

<table>
<thead>
<tr>
<th>***Managerial Economics</th>
<th>BAA 601</th>
<th>3</th>
<th>***Marketing Concepts/Practice</th>
<th>BAA 605</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>***Managerial Accounting</td>
<td>BAA 603</td>
<td>3</td>
<td>***Corporation Finance</td>
<td>BAA 609</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours taken from McAfee School of Theology: 78 hrs; Total Hours for Master of Divinity: 90 hours
Courses taken through the Eugene W. Stetson School of Business & Economics. Students who have demonstrated prior completion of one or more of the MBA core courses listed above may request substitute electives with the approval of the Associate Dean of the Stetson School of Business & Economics.

**Note:** The M.B.A. requires twelve (12) hours of elective credit. One International elective course is required (3 hours). Two elective courses for a total of six (6) hours may be credited from the M.Div. degree. The fourth elective course must be chosen from the M.B.A. elective offerings.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in Business Law &amp; Corp. Responsibility</td>
<td>BAA 604</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Operations Management Science</td>
<td>BAA 611</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ethical Leadership</td>
<td>BAA 613</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>BAA 699</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SSBE Core Hours: 24**

**SSBE Personal Portfolio Electives:**

| International Elective                          | 3     |
| SSBE M.B.A. Elective                            | 3     |

**SSBE Elective Hours: 6**

Total Hours taken from Eugene W. Stetson School of Business & Economics: 30 hours

Total Hours for M.B.A: 36 hours

**Total Dual Degree Requirement: 108 hours**
Penfield College Entrance Requirements include:
- Submission of two copies of the application for admission to the counseling program. Completion of an undergraduate degree from a regionally accredited college or university; an undergraduate cumulative GPA of 2.75 or greater;
- A target combined score of 800 on the GRE if taken before August 1, 2011. If taken after August 1, 2011, students must have a target score of 151 on the Verbal reasoning section and 143 on the Quantitative Reasoning section of the exam. Students can also take the Miller's Analogies Test with a target score of 397.
- Completion of at least 30 hours in the M.Div. degree with a 3.0 average GPA;
- Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
- An interview with the Counseling Admissions Committee;
- A background check. Contact the Administrative Assistant at 678-547-6411.
- A $25 application fee (non-refundable)

McAfee Entrance Requirements for the Dual Master of Divinity & Master of Science in Clinical Mental Health Counseling Program degree include:
- Completion of at least 30 hours in the M.Div. degree with a 3.0 average GPA;
- Submission of a confidential dispositional feedback to the Pastoral Care faculty McAfee School of Theology for their completion after consultation with the McAfee faculty;
- The admissions decision for this program will include an evaluation of the student’s potential, readiness, and appropriateness for this program.

Continuing in the program is contingent upon the following:
- Maintaining a 3.0 average in Counseling classes and a 2.5 average in M.Div. classes;
- Making appropriate progress in developing the knowledge, skills, and character needed for the practice of pastoral counseling.

Note: The Master of Science in Clinical Mental Health degree requires a minimum of 60 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Divinity degree requires a minimum of 90 semester hours of graduate credit. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose One:</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or _________</td>
<td>3</td>
<td>________</td>
</tr>
<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or _________</td>
<td>3</td>
<td>________</td>
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<tr>
<td>Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or _________</td>
<td>3</td>
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</tr>
<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or _________</td>
<td>3</td>
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<tr>
<td>Ethics or *Advanced elective in ET</td>
<td>THET 500 or _________</td>
<td>3</td>
<td>________</td>
</tr>
<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or _________</td>
<td>3</td>
<td>________</td>
</tr>
<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or _________</td>
<td>3</td>
<td>________</td>
</tr>
<tr>
<td>**Baptist Heritage</td>
<td>THCH 510 or _________</td>
<td>3</td>
<td>________</td>
</tr>
</tbody>
</table>

**Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.

Optional: Theological Thinking & Writing and Biblical Languages

Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.
### Pastoral Care
- **THPC 500** 3

### Worship
- **THWL 500** 3

### Leadership
- **THLD 500** 3

### Capstone
- **THEO 900** 3

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spirituality</strong></td>
<td>THSP</td>
<td>3</td>
</tr>
<tr>
<td><strong>Old Testament</strong></td>
<td>THOT</td>
<td>3</td>
</tr>
<tr>
<td><strong>New Testament</strong></td>
<td>THNT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Church History</strong></td>
<td>THCH</td>
<td>3</td>
</tr>
<tr>
<td><strong>Theology</strong></td>
<td>THTP</td>
<td>3</td>
</tr>
<tr>
<td><strong>Contextual Ministry</strong></td>
<td>THLD 501 or <strong>THPC 601</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**Prescribed Elective Hours: 18**

### Track Requirement Hours: 24

Half of the credit hours from the first unit of CPE fulfill three hours of track requirements.

**CPE Unit One**
- **THPC 601** 3

  **The Theory & Practice of Pastoral Counseling**
- **THPC 605** 3

  **Choose Two** **THPC electives** 3

  **Intro to Clinical Mental Health Counseling**
- **COUN 602** 3

  **Psychopathology and Diagnosis**
- **COUN 604** 3

  **Counseling Skills & Techniques**
- **COUN 606** 3

  **Counseling Theory**
- **COUN 612** 3

*Shared courses with Penfield College

**Total hours taken from McAfee School of Theology: 78 hrs**

### Total Hours for Master of Divinity: 90 hrs

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Vocational Guidance</td>
<td>COUN 601 3</td>
</tr>
<tr>
<td>Group Techniques &amp; Procedures</td>
<td>COUN 605 4</td>
</tr>
<tr>
<td>Psychological Aspects of Substance Abuse</td>
<td>COUN 608 3</td>
</tr>
<tr>
<td>Internship I</td>
<td>COUN 610 3</td>
</tr>
<tr>
<td>Internship II</td>
<td>COUN 610 3</td>
</tr>
<tr>
<td>Cultural Perspectives in Counseling</td>
<td>COUN 613 3</td>
</tr>
<tr>
<td>Lifespan Development</td>
<td>COUN 614 3</td>
</tr>
<tr>
<td>Assessment and Testing</td>
<td>COUN 617 3</td>
</tr>
<tr>
<td>Ethics and Professional Practice</td>
<td>COUN 618 3</td>
</tr>
<tr>
<td>Research &amp; Program Evaluation</td>
<td>COUN 621 3</td>
</tr>
<tr>
<td>Counseling Seminar</td>
<td>COUN 630 1</td>
</tr>
<tr>
<td>Orientation to Professional Practice</td>
<td>COUN 635 1</td>
</tr>
<tr>
<td>Theories of Family Counseling</td>
<td>COUN 641 3</td>
</tr>
</tbody>
</table>

*Shared courses with Penfield College

**Total Hours from Penfield College: 48 hrs; Total Hours for Master of Science: 60 hrs**

**Total M.Div. / M.S. Dual Degree Requirement: 126 hours**
McAfee School of Theology & Penfield College
Mercer University
Dual Master of Divinity
&
Master of Science in Organizational Leadership,
Concentration in Leadership for the Nonprofit Organization
2016-2017

The dual M.Div. and M.S. in Organizational Leadership, with a Concentration in Leadership for the Nonprofit Organization, is designed to incorporate advanced theological training with leadership and organizational studies, providing students with the essential knowledge for ministry, as well as the tools and best practices they will need in order to excel in today’s complex organizations. Our dual program will provide every student with opportunities for personal spiritual formation and development, as well as practical experience in his or her chosen field of ministry.

Designed to promote excellence in the governance and leadership of nonprofit philanthropic organizations, the dual degree program will prepare students to lead others effectively and identify innovative solutions to challenges in a variety of professional settings. The concentration prepares graduates for a successful leadership career in a high-growth sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment. Nonprofits might include para-church organizations, community organizations, neighborhood associations, child welfare agencies, family support centers, healthcare organizations, municipal offices, and civic groups. Program outcomes include:

- Students will be able to learn concepts, principles, and processes related to the United States federal and state laws under which nonprofit organizations operate and be able to consider their effect on the establishment and operation of nonprofit organizations.
- Students will learn about budgeting and fund development for the nonprofit sector.
- Students will demonstrate an understanding of the current and future role of human resources in nonprofit organizations and apply strategies for acquiring, managing, developing, and retaining volunteers and board members.
- Students will demonstrate broaden perspectives of nonprofits through examination of major themes and concepts incorporated throughout the program.

Eligibility: Applicants must meet the admission requirements for both the McAfee School of Theology and Penfield College. McAfee students should apply for admission to the M.S. degree during the first year of studies in Theology, in anticipation of beginning the nonprofit coursework in the fall of their second year.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td></td>
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<tr>
<td>Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td></td>
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<tr>
<td>Choose One:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Biblical Languages</td>
<td>THBL 500</td>
<td>3</td>
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<tr>
<td>Hebrew Exegesis I</td>
<td>THBL 501</td>
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<tr>
<td>Hebrew Exegesis II</td>
<td>THBL 502</td>
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<tr>
<td>Greek Exegesis I</td>
<td>THBL 511</td>
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<tr>
<td>Greek Exegesis II</td>
<td>THBL 512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Language elective</td>
<td>THBL 600+</td>
<td></td>
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</tr>
<tr>
<td>Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or</td>
<td>3</td>
<td></td>
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<tr>
<td>Foundations in New Testament or *Advanced elective in NT</td>
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<tr>
<td>Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*<em>Ethics or <em>Advanced elective in ET</em></em></td>
<td>THET 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Preaching or *Advanced elective in PR</td>
<td>THPR 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Faith Development or *Advanced elective in CE</td>
<td>THCE 500 or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Baptist Heritage***</td>
<td>THCH 510</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Required of all students receiving Baptist scholarships. Non-Baptist students may take a polity course in their own denomination.**

Missional Theology                      | THGU 500  | 3       |      |
### Pastoral Care
| Course   | THPC 500 | 3 |

### Worship
| Course   | THWL 500 | 3 |

### **Leadership**
| Course   | THLD 500 | 3 |

### Capstone
| Course   | THEO 900 | 3 |

**Required Core Hours: 48**

*Requires prior approval through submission of Advanced Placement Form.

### Prescribed Electives in:

| Spirituality | THSP | 3 |
| Old Testament | THOT | 3 |
| New Testament | THNT | 3 |
| Church History | THCH | 3 |
| Theology | THTP | 3 |

**Contextual Ministry
| Course   | THLD 501 | 3 |

**Required Prescribed Elective Hours: 18**

### Free Electives Hours: 9

<table>
<thead>
<tr>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
<th>Course #</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td></td>
<td>(2)</td>
<td></td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

### Track Requirement Hours: 15

Four courses are required from the Penfield College M.S. in Org. Leadership (Leadership for the Nonprofit Organization concentration) Core. For the remaining Track elective, choose from one of these McAfee School of Theology courses or another course as approved by advisor: Change & Conflict; Church Administration; Leadership in the Black Church; or Christian Ethics, Law, & Public Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>Nonprofit Governance &amp; Volunteer Admin.</td>
<td>3</td>
</tr>
<tr>
<td>Budgeting for the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Seminar in Leadership in the Nonprofit Org.</td>
<td>3</td>
</tr>
</tbody>
</table>

Total hours taken from McAfee School of Theology: 78 hrs
Total Hours for Master of Divinity: 90 hrs

**Required Track courses taken through Penfield College.

**Shared Courses: Leadership in place of LEAD 600 Theories of Organizational Leadership; Ethics in place of LEAD 601 Ethical Challenges in Organizations; Contextual Ministry in place of LEAD 602 Organizational Theory and Behavior.

**Total Shared Courses: 9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications of Statistical Design</td>
<td>STAT 600</td>
</tr>
<tr>
<td>Research Strategies for Leaders I</td>
<td>LEAD 603</td>
</tr>
<tr>
<td>Research Strategies for Leaders II</td>
<td>LEAD 604</td>
</tr>
<tr>
<td>Research Strategies for Leaders III</td>
<td>LEAD 700</td>
</tr>
</tbody>
</table>

Total Hours taken from Penfield College: 22 hours
Total Hours for Master of Science: 31 hours

**Total M.Div. / M.S. Dual Degree Requirement: 100 hours**
MASTER OF ARTS IN CHRISTIAN MINISTRY

The Master of Arts in Christian Ministry degree (M.A.C.M.). The Master of Arts in Christian Ministry is a 48 hour graduate degree designed to prepare women and men for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting. The M.A.C.M. degree was developed to serve students who are either (1) not preparing for ordained pastoral ministry, but still desire a foundational understanding of theological education or (2) are currently serving as bi-vocational ministers and need to supplement their ministry experience with a solid theological education.

Faculty Advisor: Dr. Karen Massey

MCAFEE M.A.C.M. STUDENT LEARNING OUTCOMES

FROM ATS: B.2.2 Religious Heritage: The program shall provide instruction in the religious heritage, including Scripture, theology, and history of the tradition.

Outcome: Graduates will possess foundational skills in the study of content, context, and interpretation of scripture and the Christian tradition.

FROM ATS: B.2.3 Cultural Context: The program shall provide instructional settings and opportunities for students to gain understanding of the context of the specialization in the broader range of ministerial practice and the purposes of the church and to develop appropriate understandings of the broader social context in which the specialized ministry is performed, including diverse cultural, religious, and linguistic contexts of ministry.

Outcome: Graduates will interpret and construct appropriate responses to the cultural norms and the impact of cultural change on ministerial contexts.

FROM ATS: B.2.4 Personal and Spiritual Formation: The program shall provide opportunities through which the student may grow in personal faith, emotional maturity, moral integrity, and public witness.

Outcome: Graduates will demonstrate the ability to make connections between their personal spiritual formation and their actions in the world.

FROM ATS: B.2.5 Specialization (Congregational Ministry): The program shall provide structured opportunities for students to gain understanding and skill in practice related to the areas of specialization, to acquire the capacity to design and maintain effective practices and programs in the areas of the specialty, and to develop skill in assessing the efforts and contributions of the specialized ministry.

Outcome: Graduates will be proficient in ecclesial practices relating to their area of specialization, such as leadership, worship, homiletics, pastoral care, and/or human development.
THE ONLINE MASTER OF ARTS IN CHRISTIAN MINISTRY DEGREE PROGRAM

The online Master of Arts in Christian Ministry degree program allows students to remain within their current ministry and professional contexts where they have already established significant ministry roots and community relationships. Within these very familiar contexts, they are able to participate in courses that allow for the full integration of learning in the context of communities in which they already are viewed as leaders or have the potential to move quickly into leadership roles.

The online M.A.C.M. allows the School of Theology to complement the mission of Mercer University by extending its reach into churches and neighborhoods far beyond the metropolitan Atlanta area. Students in this online degree program will be exposed to many of the same courses as traditional students, courses that encourage engagement in local churches and community ministries in order to affect social justice and community transformation.

Students entering the program must reside in a state or country where Mercer University is authorized to offer distance degree programs and courses to out-of-state residents. Students must also have consistent access to the internet, their own computer technology to complete assignments, and headphones and a webcam to facilitate video and audio conferencing.

The online M.A.C.M. program is designed for particular kinds of students, generally those who are several years beyond their college degree, already engaged in the professional practice of ministry or in a profession which does not allow them to move to the Atlanta area, and/or who serve as laypersons in churches who desire to have deeper theological and ministry training. The pace of the program is such that they are able to complete the degree by taking only two courses per semester over three years. Prospective students who live in the Atlanta area, who have recently graduated from college, or who have not yet established themselves in their professions are encouraged toward the traditional M.Div. and M.A.C.M. programs.

In order to facilitate the communal concerns posed by an online-only degree, students in the online M.A.C.M. program enter in a cohort based-system with a prescribed course sequence that will allow them to complete the degree in three years. Requiring students from each entering class to be together in all of the same courses strengthens their familiarity with one another and helps build community.

The university has a robust distance learning support system to facilitate student integration into the life of the university. This includes the student support services outlined on the following university web page: http://distancelearning.mercer.edu/support-services/.

Distance education students have access to all library resources that on-campus students enjoy through the University's library website. All electronic resources are licensed such that students have universal access to them, regardless of which campus they attend, or if they are working from off campus. Distance students can request print resources held by the libraries and US Mail delivers these materials to the student via email as a pdf. Students also have access to material not owned by the University through interlibrary loan. Distance education students have access to reference and research help from professional librarians by phone, email, or instant messaging.
Master of Arts in Christian Ministry Curriculum Template
2016-2017

The Master of Arts in Christian Ministry is a two-year (48 hours), professional credential that can be taken in residence or online**, designed to prepare women and men for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Religious Heritage: 12 hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Foundations in Old Testament or *Advanced elective in OT</td>
<td>THOT 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>2. Foundations in New Testament or *Advanced elective in NT</td>
<td>THNT 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>3. Foundations in Church History or *Advanced elective in CH</td>
<td>THCH 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>4. Foundations in Theology or *Advanced elective in TP</td>
<td>THTP 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td><strong>Cultural Context: 9 hours</strong></td>
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<tr>
<td>5. Intro to Theological Thinking &amp; Writing</td>
<td>THEO 501</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>6. Missional Theology</td>
<td>THGU 500</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>7. Course focusing on class, race, ethnicity, gender, and/or religious diversity</td>
<td>____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td><strong>Personal and Spiritual Formation: 9 hours</strong></td>
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<tr>
<td>8. Spiritual Formation</td>
<td>THSP 501</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>9. Ethics or *Advanced elective in ET</td>
<td>THET 500 or ____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>10. Course focusing on personal faith, emotional maturity, moral integrity, and/or public witness (see Handbook)</td>
<td>____</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td><strong>Specialization (including supervised experience): 9 hours</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. Contextual Ministry or CPE**</td>
<td>THLD 501 or THPC 601**</td>
<td>3</td>
<td>____</td>
</tr>
<tr>
<td>12. CPE continued** or course focusing on the practice of ministry</td>
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<td>13. Course focusing on the practice of ministry</td>
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<td><strong>Electives: 9 hours</strong></td>
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**Total Hours for M.A.C.M: 48

*Requires prior approval through submission of Advanced Placement Form.
**CPE is a six-hour course.
***The M.A.C.M. degree program is designed as a two-year program with a maximum of twelve (12) credit hours per semester (Fall/Spring). The online degree option is designed as a three-year program, with a maximum of six (6) credit hours per term, Fall/Spring/Summer.
DOCTOR OF MINISTRY DEGREE PROGRAM

DOCTOR OF MINISTRY GOALS AND OUTCOMES

1. To introduce significant scholarship in specific areas of specialization (Christian Spirituality, Justice and Peacemaking, Leadership and Ministry, Mission and Community Transformation, Pastoral Care/Chaplaincy, Preaching, Scripture and the Life of the Church, and Theology/Christian Worship) that connects to the practice of ministry (Knowing).
   *Demonstrated in Seminars.*
   
   Outcome 1: Graduates will demonstrate an ability to reflect critically on advanced scholarship related to their particular areas of specialization.
   Outcome 2: Graduates will demonstrate an ability to connect readings in their areas of specialization with the practice of ministry.

2. To develop advanced levels of competency in specific areas of ministry (Being).
   a. *Demonstrated in Experiential Learning Units.* Note: Spiritual maturity is defined for this purpose as “Receiving and nurturing loving (intimate, honest, genuine) encounters with God which then enhance your ability to express love for your neighbors and yourself.”

   Outcome 1: Graduates will demonstrate increased competency in the professional practice of ministry, including ethical standards.
   Outcome 2: Graduates will experience personal growth in the area of spiritual maturity.

3. To integrate theological and pastoral issues with the practice of ministry in particular contexts in ways that reflect growth in ministerial capacity and spiritual maturity (Doing).
   *Demonstrated in Project Thesis*

   Outcome 1: Graduates will demonstrate within their ministry contexts an enhanced level of institutional strength related to the institutions’ practice of ministry.
   Outcome 2: Graduates will demonstrate an enhanced level of pastoral skill related to the practice of ministry in their ministry contexts.

OVERVIEW OF THE DOCTOR OF MINISTRY DEGREE PROGRAM
The Doctor of Ministry degree is the highest professional degree offered by a theological school. The Doctor of Ministry degree presupposes the M.Div. degree and constitutes an advanced professional degree at the doctoral level available to those seeking to enhance their ministry. Thus, it is the purpose of the D. Min. degree to provide the level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry.

The McAfee School of Theology’s program invites ministers, denominational leaders, and persons in a variety of ministries to join with colleagues in working for excellence in ministerial leadership within the local church and ministry settings. The program focuses on the spiritual life of the
minister, the continual development of learning in the discipline of ministry, and the praxis of ministry in everyday situations.

The D.Min. degree at McAfee emphasizes collegial learning with professors and peers, intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, a three semester program of experiential learning in one’s ministry setting that is varied based on the chosen option of study, and a final written Project Thesis with a focus on a particular aspect of ministry. The McAfee Doctor of Ministry challenges a person in ministry to seek his or her best in response to God's calling in Jesus Christ.

Students choose to study in one of eight specializations. Once students have selected a specialization, they must interview with a faculty member in that specialization area prior to admission.

The focus of the program is to cultivate in students a theologically informed praxis of ministry that manifests the unity and interrelatedness of theory and practice. All acts of ministry are seen in the light of an informed theological vision of the nature and mission of the Church in the world, and in turn, the actual practice of ministry continually shapes and reforms that theological vision.

AREAS OF SPECIALIZATION:
The Doctor of Ministry faculty of McAfee School of Theology is diverse in its expertise in academic disciplines, practical experience in ministry, and interests in topics for a Project Thesis. Every effort will be made to accommodate the interests and needs of students within the limits of faculty teaching and supervisory loads. The decision for the selection of a Faculty Supervisor is reciprocal, with each Faculty Supervisor free to accept a given student for supervision after explorations of the student’s interests and skills. The Associate Dean will consult with each student to determine which faculty member to approach to become his or her faculty supervisor. After positive communication from the Associate Dean, the student will initiate communication with the faculty member requesting supervision for the remainder of the program.

Ministry in its multiple facets is the focus of the program. The following areas are the primary areas of available supervision for the program. A Faculty Supervisor within these respective areas should be sought by the student prior to entering the program. Brief resumes of each member of the faculty are available on the Mercer website.

**Christian Spirituality**
This specialization focuses on ministry designed to enhance spiritual formation, disciplines of prayer, and equipping congregants to develop in their faith commitments require the leadership of minister as spiritual guide. Spiritual formation focuses on the needs of congregations and individuals to continue growing in matters of individual faith and as a corporate faith community.

**Justice and Peacemaking**
This specialization focuses on the application of the ethical mandates of the Kingdom of God and students will engage biblical, historical, and theological understandings of the minister as ethical guide in all of the arenas of contemporary life.
Leadership and Ministry
Students will study leading congregations in the transformational processes of change, to adapt to changing community contexts, or to develop creative initiatives in management of congregational ministries such as coaching. Students explore through reading and practice the principles of effective leadership and management.

Mission and Community Transformation
This area offers opportunities for students to develop projects that focus on the concept of the kingdom of God as a redeeming reality in the world. Issues that affect the church’s mission such as postmodernism, cultural shifts, social justice, and demographic changes are examined. The church is viewed as the communal embodiment of Christian faith yet joining with others in encompassing concern for the ongoing task of redemption, renewing social order, and promoting justice and peace in the world.

Pastoral Care/Chaplaincy
Students engage in ministry projects related to pastoral counseling, chaplaincy services, and congregational care will explores the primary competencies of pastoral care giving through reading, clinical supervision, and Ministry Coaching.

Preaching
Students who wish to focus on preaching and faith communication will explore creative ways to communicate the gospel through the spoken and written word. Effective methods of communication and research into the ways congregations and readers understand the gospel are explored. Faith communication through the arts, through story, written communication, and visual and electronic means are researched as ways to enhance the minister’s task of sharing the word of God.

Scripture and the Life of the Church
Students reflect upon the importance of a biblically based ministry and challenges students to evaluate their ministry in terms of scripture. Students are introduced to the latest in scholarship, tools, and resources that will help them formulate a ministry project emphasizing biblical understanding.

Theology/Christian Worship
Students engaged in ministry projects related to worship focus on how congregations address the differing worship traditions of the Church as well as varied styles that are present today. The varieties of worship style are explored in order to give insight to the student regarding the meaning, symbol, development, and history of various approaches. Students may also focus attention upon rethinking Christian faith in the context of the congregation and that reflect on the continuing task of theological formation in light of Scripture and the Church’s faith and contemporary experience.

DESIGN OF THE PROGRAM
The McAfee Doctor of Ministry Degree program is a 33-hour program developed to concentrate on the content of the program’s various components. Students remain in their fields of service for the
entire program, coming to McAfee for classes and focused collegial interaction, for individual study at the library, or to engage in consultation with the student’s faculty supervisor.

**Faculty Supervision:** Each student in the D. Min. program will work with a Faculty Supervisor in his or her area of specialization. Supervisors provide advising in the program process, collaboration on experiential learning modules integrating research and ministry, and supervision of the Project Thesis. A faculty supervisor will be suggested in consultation with the student and the Associate Dean. All students must be assigned to a faculty supervisor prior to beginning the program. Changes may be made in Faculty Supervision if the student’s Project Thesis proposal changes or requests are made to the Associate Dean. Normally, Faculty Supervisors may teach only one D.Min. seminar in an academic year and are limited to a supervisory load of five students per year.

The student should recognize the teaching load of the faculty supervisor and understand that all consultations must be by appointment. The use of e-mail is encouraged since it provides documentation of faculty-student interaction and collaboration.

The faculty supervisor has jurisdiction over all grades given during the experiential learning units, the Project Thesis, and oral examination. The Faculty Supervisor will recommend to the Associate Dean of the D.Min. Program that a student be allowed to graduate upon completion of all degree requirements.

**Experiential Learning Units:** A variety of learning experiences to enhance one’s knowledge and practice in ministry are completed as a core part of the degree. These units are completed in the student’s place of ministry and do not require an on-campus presence. A Ministry Coach works with the student in each ELU. In addition, the coach serves on the student’s oral defense committee.

**Ministry Coaching:** (6 hours of credit, 2 hours for each four-month unit) Normally the first formal work of the student in the program will be a semester of Ministry Coaching. A small group of experienced and competent ministry leaders will work with the school, be provided training in the expectations of the program and processes of content-based coaching, and support the student in the integration of learning with ministry. The Associate Dean will assign each Ministry Coach after consultation with the student, based on his/her interests, ministry setting, and potential Project Thesis. Coaches will maintain communication with each student on a biweekly basis, including personal conferences, telephone conversations, and email exchange. The coaching experience will be evaluated carefully each semester and students may request a change in Ministry Coach. Ministry Coaches should hold at least a master’s degree such as the M.Div. or M.R.E. or equivalent and, preferably a professional or academic doctorate from an accredited program. Years of service in ministry are also taken into consideration when coaches are selected.

Ministry coaching is at the center of the design of D.Min. program for the integration of theory and praxis, classroom and church, and research and ministry. Three units of Ministry Coaching will be completed as follows:

**Ministry Coaching I: Passion for My Calling**
DMIN 740 (Two hours)
Course Description: Readings/reflections/conversations around the issues of identity, spirituality, and fit in present ministry.

Most students will engage in a unit of Ministry Coaching as the first requirement of the program. This unit of study, reflection and conversation with one’s Ministry Coach will identify the student’s sense of calling, important factors in one’s current place of ministry, goals for the D. Min. program, a projected course of study, and the subject for a potential Project Thesis. The written work of the unit of Ministry Coaching will be available to the Faculty Supervisor as a part of the faculty member’s agreement to provide Faculty Supervision.

Ministry Coaching II: Evaluating My Ministry
DMIN 741 (Two hours)
Course Description: Readings/reports/conversations focusing on current ministry setting, specific areas of change, and potential project directions. Negotiated with coach/faculty supervisor.

The second unit of coaching will assess the given place of ministry in which the student works. Assignments analyzing the congregation or ministry organization in terms of its mission, environment, most notable challenges, and specific needs for ministry leadership will be completed in the form of readings, analytical papers, case studies, the leadership philosophy and style of the student, and major proposed areas of change.

Ministry Coaching III: Projecting New Initiatives in Ministry
DMIN 742 (Two hours)
Course Description: Foundational readings for biblical/theological/historical/ministry/research literature for Project Thesis. Negotiated with coach/faculty supervisor.

Based on the work of completed seminars and Ministry Coaching I and II, the student will prepare a foundational bibliography of biblical and theological study that will serve as a theoretical framework for a proposed project. Based on research, a 25-30 page draft of a formal paper will be completed that can provide the foundation chapter for a Project Thesis.

Preaching Consultation: (6 hours of credit, 2 hours for each four month unit) Students in the preaching specialization will work with a Preaching Consultant to complete three units of specialized study and to present preaching materials. In addition, the Preaching Consultant will serve on the student’s oral defense committee. Each consultant is selected for his or her expertise and experience in preaching. All preaching consultants will have advanced degrees in preaching and extensive experience in the practice of preaching. The consultant meets at least five times in person or by telephone during each unit of consultation. All materials submitted during the three units will be submitted by email to both the Preaching Consultant and the Faculty Supervisor.
Most students in the preaching specialization will engage in a unit of Preaching Specialization as the first requirement of the program. This unit of study, reflection, and conversation with one’s Preaching Consultant will identify the student’s sense of calling to the preaching ministry, important factors in one’s current place of ministry, goals for the D.Min. program, a projected course of study, and the subject for a potential Project Thesis. Three units of Preaching Specialization will be completed as follows:

**Preaching Specialization I: The Literature of Preaching**  
DMIN 632 (Two hours)  
Course Description: Readings/reflections/conversations with the Preaching Consultant around assigned bibliography in rhetoric, classical understandings of preaching, and the philosophy of the student as preacher in his/her present ministry.

**Preaching Specialization II: The Practice of Preaching**  
DMIN 633 (Two hours)  
Course Description: Presentation of sermonic materials from one’s current ministry setting, with specific areas of improvement identified in dialogue with a Preaching Consultant and Faculty Supervisor.

**Preaching Specialization III: Projecting Research in Preaching**  
DMIN 634 (Two hours)  
Course Description: Foundational research in the design of a preaching Project Thesis that will develop biblical/theological/historical/ministry/research literature for project thesis. Negotiated with Preaching Consultant and Faculty Supervisor.

**Spiritual Practice: (8 hours of credit)**. The D.Min. student is responsible for initiating contact with both the Spiritual Director and the Faculty Supervisor. Please copy both individuals on all submitted assignments. Due dates (example: Week Two) refer to the week in the semester (there are 15 weeks in total).

Students should consult with their Faculty Supervisor for a list of suggested retreat locations and Spiritual Directors. The Spiritual Director will usually serve on the student’s oral defense committee.

Students are required to register for one hour of Spiritual Practice each semester (Fall, Spring, and Summer of the first two years; Fall and Spring of the final year). The spiritual practice for the first semester of enrollment will be attending a 5-day major retreat. The cost of this retreat shall be the responsibility of the student, in addition to the tuition for the program. Thereafter, spiritual practice units will include receiving spiritual direction once a month, taking a 24-hour individual retreat once a semester, and readings assigned by the Christian spirituality faculty. In the third year of the program, students will also receive at least monthly supervision of their ministries of spiritual guidance for their project thesis. Non-faculty spiritual guidance mentors from a list approved by the Spirituality Faculty will provide this supervision, as well as the spiritual direction in earlier units. The School will compensate each Spiritual in the amount of $200 for each unit of spiritual guidance. Any costs in excess of this amount will be the responsibility of the student.
**DMIN 721 (1 hour of credit)**. Unit 1 Students will engage in a unit of Spiritual Practice as the first requirement of the program. This unit of guided spiritual practice will consist of participating in a 5-day retreat from a list supplied by the Spirituality Faculty. This retreat will provide the student with an experiential basis for the initial seminar in Christian Spirituality.

**DMIN 722 to 726 (1 hour of credit each unit)**. Units 2-6 will occur during the next three seminars and will build upon the materials taught in the seminars. In each of these units, students will take one 24-hour individual retreat quarterly and will receive spiritual direction at least monthly. Students will also be assigned readings each unit, and will prepare written reports on these readings.

**DMIN 727 to 728 (1 hour of credit each unit)**. Units 7-8 will occur in the final year of the program while the student is writing the Project Thesis. In these units, students will take one 24-hour individual retreat quarterly and will receive spiritual direction at least monthly. The student’s ministry of nurturing spirituality as part of the thesis project will be supervised at least monthly by a professional in spiritual guidance approved by the Spirituality Faculty during these two units.

**On-Campus Seminars**

Students will attend three on-campus D.Min. seminars of three weeks' duration each (two weeks on campus). The seminars will normally be scheduled for the last full week of June and the second full week of July each year, but may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements of reading, reports on readings, written presentations integrating the seminar subject with one’s ministry, and additional readings and assignments negotiated with each student. Students are encouraged to focus their reading, presentations, and other assignments upon their specific areas of specialization. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one’s setting (sermons, verbatim, organizational analyses, contextual studies, coaching process, issues of spirituality, etc).

All students are required to register for two hours of Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation about two months prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be complete on a schedule approved by the seminar faculty leader.

Students in the Christian Spirituality specialization have a different seminar structure from all other students in the program. The seminars in Christian Spirituality are described below.

Seminars may be completed in any sequence. Normally each student will complete one seminar each year of the three-year program. The three seminars and their course descriptions are listed below. A common syllabus has been developed by the faculty for each seminar and will be available to the student at the beginning of the semester of each unit of Seminar Preparation.
Biblical/Theological Foundations for Ministry
Seminar Preparation DMIN 720 (Two hours)
Seminar DMIN 732 (Four hours)
Course Description: This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses.

Contextual Ministry and Culture Today
Seminar Preparation DMIN 733 (Two hours)
Seminar DMIN 734 (Four hours)
Course Description: This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given.

The Practice of Ministry
Seminar Preparation DMIN 730 (Two hours)
Seminar DMIN 731 (Four hours)
Course Description: This course will deepen the student’s understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministry. Students will seek to improve their ministry practice and assess their strengths and weaknesses in various areas of ministry. These skills may be applied in whatever tasks of ministry are appropriate for the student’s context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership.

Christian Spirituality students will complete one of the above seminars and each of the two following seminars:

Coaching Individuals, Groups, and Congregations Toward Spiritual Growth
Seminar Preparation DMIN 702 (1 hour of credit)
Seminar DMIN 703 (4 hours of credit)
Course Description: This seminar focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one’s own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context.
Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization.

**Spiritual Practices in the Life of the Church**

**Seminar Preparation DMIN 704 (1 hour of credit)**

**Seminar DMIN 705 (4 hours of credit)**

Course Description: This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love.

**Project Thesis**

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student’s capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student’s abilities as a leader and minister.

It is recommended the Project Thesis Workshops (one hour credit per workshop) be taken relatively early in the program. At least one seminar and Experiential Learning Unit are prerequisites to enrollment in the workshops. Each workshop will be scheduled for one week, M-F sequentially. The workshops will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school will be reviewed. Completion of a Project Thesis Proposal worthy of submission to the D.Min. Committee is required for the completion of Project Thesis Workshop II.

**Project Thesis Workshop I. DMIN 750 (One hour).**

**Project Thesis Workshop II. DMIN 751 (One hour).**

Course Description: This course introduces students to the processes involved in writing a Doctor of Ministry Project Thesis. The course will cover such topics as determining a specific research objective; writing a thesis proposal; bibliographic research techniques; practical research strategies including developing quantitative and qualitative research procedures, and preparation and completion of IRB documentation. The course will also focus on issues of thesis form and style, general layout and chapter content, foot/end-noting, and bibliography.

**Project Thesis Writing (7 hours of credit)**

Once the Project Thesis Proposal is approved, including IRB approval, the student may begin
writing. The Faculty Supervisor will provide primary feedback to chapters submitted in the writing stage, though it is recommended the student share written work with his/her Ministry Coach/Preaching Consultant/Spiritual Guide to solicit reactions. Formal Faculty Supervision for Thesis Writing is available for three units during which the student must be registered for Project Thesis Writing.

Project Thesis Writing I
DMIN 755 (Two hours)
One may enroll for Project Thesis Writing after the completion of all Experiential Learning Units. A student may enroll for a seminar preparation course while enrolled for Project Thesis Writing as long as it is for the last required seminar of the program.

Project Thesis Writing II
DMIN 756 (Two hours)
Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated initial draft approved by the Faculty Supervisor. All written work should be submitted to both the Faculty Supervisor and Ministry Coach for review.

Project Thesis Writing III
DMIN 757 (Two hours)
The student should enroll for this course of supervision during a time frame the final draft of the Project Thesis will be completed. The final copy shall be submitted to the Doctor of Ministry office no later than February 1 of the year in which the student plans to graduate in May.

The Project Thesis is limited to 100 pages of content. Candidates may petition their faculty supervisor for an extension of content up to 25 pages. Bibliography and Appendices are not counted in the limit of pages.

The faculty supervisor will monitor the Project Thesis closely. Students must have the approval of the faculty supervisor at each stage of the writing. For example: Each chapter must be submitted to the faculty supervisor for approval according to the agreed upon time line negotiated between the candidate and the faculty supervisor. The candidate cannot submit further chapters or work on the Project Thesis until each submitted chapter is given approval.

Oral Examination
DMIN 758 (One hour)
An Oral Examination is given to the candidate upon completion of the Project Thesis. The oral exam shall normally be scheduled within one month of submission and will include the Faculty Supervisor, the Ministry Coach/Preaching Consultant/Spiritual Guide, and a second member of the McAfee faculty. The Ministry Coach/Preaching Consultant/Spiritual Guide will be provided expenses for travel to campus from any location within a reasonable distance. Students may request a replacement when the person is unable to travel to campus or lives some distance from the campus. Please coordinate the scheduling of an oral with the Doctor of Ministry office. The candidate must make the appropriate corrections to the thesis.
Institutional Review Board

Because student research will involve human subjects in some way (for example through surveys and interviews), students will be required to complete a statement of their methods and purpose for review by the Institutional Review Board of Mercer University. An IRB performs critical regulatory oversight functions for research conducted on human subjects to ensure such research is scientific and ethical. It may be helpful to know that a key to obtaining IRB approval of the research process is anonymity of the subjects.

Attention will be given in the workshop to the IRB process at Mercer University. Students will be required to complete an online certification process during the workshop that acquaints them with legal requirements for research with human subjects. The process of completion and certification will be covered in the Project Thesis Workshop.

Please review prior to the seminar the following brief documents at www2.mercer.edu/ResearchCompliance/IRB: “What Constitutes Research,” “Investigator Guide,” and “Types of IRB Review,” with attention within that document to “Expedited Review.”

It is recommended the Project Thesis Workshops be taken relatively early in the program. At least one seminar and one experiential learning unit are prerequisite to registration for the first workshop. Each workshop will be scheduled for one week, M-F sequentially. Students may enroll for either or both, as long as Workshop I is completed before Workshop II.

Completion of a Project Thesis Proposal worthy of submission to the D. Min. Committee is required for the completion of Project Thesis II. If both seminars are completed together, expectations of both classes must be met within the time frame of the course.

Project Thesis Proposal

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student’s capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student’s abilities as a leader and minister.

After completion of the Project Thesis Workshops, the student must complete his/her Project Thesis Proposal.

The D.Min. Committee has established the following guidelines for the submission of Project Thesis Proposals following completion of Project Methodology Workshop and prior to beginning the writing of the Project Thesis.

- Style and Form
  Each proposal should follow BOTH the McAfee Style Guide and Mercer University Theses & Dissertation Guidelines. Where there are differences, follow the Mercer University guidelines.
The proposal should include:

1. Cover Page
2. Signature Page
3. Table of Contents of the anticipated final document. The committee prefers the inclusion of chapter titles and headings that communicate the content of the chapter. General titles such as “Biblical Foundations for the Project” are less preferable than “The Parables as a Format for Effective Preaching.”
4. A brief summary of the content to be covered in each of the chapters. Include in the summary of the first chapter a clear statement of the purpose of the specific ministry proposed, a Project Thesis statement which succinctly states what you will accomplish in your research and ministry project, and a description of the research methodology you will employ to evaluate the ministry completed. Describe what you plan to do, but do not give us a first draft of the content of the chapters.
5. An Informed Consent Form.
6. Copies of ALL instruments to be used such as surveys, interview schedules, etc., with each identified as an Appendix.
7. Bibliography of all work anticipated for inclusion in the Project Thesis. Do not separate the bibliography into sections that divide the final thesis from works consulted for the proposal.

Submission

- The D.Min. Committee prefers succinctly written and clearly stated proposals that do not exceed 15 double-spaced pages of descriptive text plus Table of Contents, Appendixes, and Bibliography.
- The signature page must include the signatures of the Faculty Supervisor and Ministry Coach/Spiritual Director/Preaching Consultant. If you have e-mail confirmation of approval of the proposal, you may type in the name with the date of e-mail confirmation and attach the email.
- Submit five (5) copies of the proposal to the Doctor of Ministry office.
- One copy of the application for IRB approval of the project, and a copy of the certification of completion of the online instructions for human subject research must accompany the proposal. After the proposal is approved by the D.Min. Committee, IRB approval of the project may be sought.
• The D.Min. Committee meets monthly August-May. You must submit your materials no later than 10 calendar days prior to the meeting of the committee at which you wish to have it reviewed. Dates of committee meetings are available from the D. Min. office. You may expect a copy of your proposal with notes and a cover letter of the action of the committee in the mail within a week of the committee’s meeting where action is taken. The committee may act in three ways:

  Approval
  Approval with changes
  Changes required with re-submission

If the proposal is approved, the candidate may proceed to secure IRB approval, implement the proposed ministry, and begin writing the Project Thesis. Approval with changes means that he/she must make the changes in the proposal, then secure IRB approval, and continue to complete the Project Thesis. If changes required with re-submission are noted, the student must resubmit the proposal and may not proceed until a second reading by the committee. If, for any reason the student is denied approval the second time, he/she must retake the Project Thesis Workshops and re-submit a new proposal. Denial of a second re-submission results in termination from the program.

**Guidelines for Project Thesis Chapters**

Generally, the project thesis should flow from the first chapter to the conclusion of the work (the so-called “golden thread”). Make sure that each chapter builds on the previous chapter and that the theme of the work continues in each chapter. Below are suggested components. It is the responsibility of the student to outline each chapter and to decide how many chapters are needed – usually either four or five.

**Chapter One** introduces the project thesis. It should provide background on your topic, clarify all definitions used in the project, and list limitations and assumptions related to the project. The purpose of the ministry project should be clear. State briefly the goals of the project, as well as the methodology and research methods the study anticipates. You will expand on these later (about 8-10 pages). Chapter One must include the proposed title, an introduction/background for the problem, the statement of the problem, purpose, research questions/hypotheses, significance of the study, procedures (type of study, data collection methods, etc.), limitations, and definition of terms. A “mock” version of this chapter will be created in Project Thesis Workshop I.

**Chapter Two** addresses the biblical, theological, and historical foundations of the work (e.g., what does the Bible and theological and historical traditions have to say about the subject under discussion). Chapter Two will also demonstrate an understanding and knowledge of any related literature (about 16-20 pages). A preliminary version of this chapter is created in Ministry Coaching III.

**Chapter Three** sets forth your analysis of context you are studying and describes your methodology. You should describe in detail both the community and the ministry setting (description of the congregation/organization), analyze the role(s) for which you are responsible, and identify the most significant challenges needing attention within the ministry setting. Sociological data (e.g. demographics) are included in this section and your research instruments
are explained. You will also detail how you plan to undertake the research, including the type of study (qualitative or quantitative), the research design (case study, mixed method, correlation, etc.), the IRB process, method(s) for data collection, the population and sample under study, and how the data will be analyzed (about 15-20 pages). **A preliminary version of this chapter is created in Ministry Coaching II.**

**Chapter Four** examines your research and tests your thesis. Detail any changes to your planned research process and explain the effect of those changes. Report and analyze the data. Interpret and clarify the impact on your thesis. Be clear about your findings, including the strengths and weaknesses of your methodology (about 20 pages).

**Chapter Five** consists of the conclusions you draw from your research. It is also the chapter where you share with the reader new directions of study or visions, and where you lay out in detail new programs or show the success of your findings. It is also where you show the impact of your study on your ministry and, possibly on the ministry of others. All implications of the work are made clear (about 10 - 15 pages).

**Appendices** (survey instruments, graphs, charts, forms, letters).

**Bibliography**

**Yearly deadlines for submission of theses and dissertations to the chief academic officer of the university are November 1, April 1, and July 1.** Please review the Mercer University website of the Provost office for information about guidelines, templates, and samples. Also, refer to the binding site for details about how to submit your document for binding.

**Oral Examination**

**DMIN 758 (One hour)**

An Oral Examination is given to the candidate upon completion of the Project Thesis. The oral exam shall normally be scheduled within one month of submission and will include the Faculty Supervisor, the Ministry Coach/ Preaching Consultant/ Spiritual Guide, and a second member of the McAfee faculty. The Ministry Coach/ Preaching Consultant/ Spiritual Guide will be provided expenses for travel to campus from any location within a reasonable distance. Students may request a replacement when the person is unable to travel to campus or lives some distance from the campus. Please coordinate the scheduling of an oral with the Doctor of Ministry office. The candidate must make the appropriate corrections to the thesis project after passing the oral defense and submit the thesis project for binding in order to be eligible for graduation from the program.

**LIBRARY SERVICES FOR D.MIN. STUDENTS**

The Swilley Library is dedicated to helping D. Min. students access materials needed to complete assignments. A webpage specifically for D. Min. students can be viewed at [http://swilley.mercer.edu/theology/dmin.asp](http://swilley.mercer.edu/theology/dmin.asp).

If a student lives 50 or more miles from a Mercer library we can send materials through the mail. Use the Materials Request Form on the D. Min. webpage for this service.
The loan period for books from Mercer libraries is 3 months. They can be renewed 1 time; the easiest way to do this is by accessing your Library Account on the D.Min. webpage. Your library account will also include the GALILEO password that you will need to use to locate journal articles in our various index databases.

We are here to assist you in any way we can. Contact Beth Perry, liaison to McAfee School of Theology, at perry_sb@mercer.edu or 678-547-6435. For help with checking out materials please contact the Circulation Department at 678-547-6284. The Reference Desk can aid you in locating materials and can be reached at 678-547-6282 or by email at http://swilley.mercer.edu/refquest.asp.

TIME COMMITMENT
Ministers considering the D.Min. program at McAfee should be prepared to spend a minimum of three years in pursuit of the degree. Completion of the program is normally three and one-half years, unless a leave of absence for specified reasons is granted. Once the program is begun, students are expected to register each semester for a requirement of the program until completion. Students unable to do so must file an Interruption of Study form with the Doctor of Ministry office.

Candidates should know that the time commitment will vary according to each stage of the program. Candidates can budget their time commitment by planning to allow the equivalent of one full day of work devoted to the D.Min. per week. This will vary according to the individual’s pace of learning and time constraints in the ministry. Each candidate should understand that the focus of the D.Min work is within the context of ministry and that there is no sense in which one stops ministry to complete doctoral work, as might be the case in other forms of graduate study. In a real sense, working on the D.Min. will complement a candidate’s ministry and will at times blend in well with the ongoing ministry in which a candidate is engaged. Although most candidates should be able to complete the program in three and one-half years, some will need more time. However, the maximum time limit to complete the degree at McAfee is six years from the time of initial registration in the program, including time for Interruption of Status.

STUDENT EVALUATION AND PROGRESS IN THE PROGRAM
Evaluation of a candidate's progress occurs formally at the completion of each required component of the program. Each of the three required seminars, the Project Thesis Workshop, the Experiential Learning Units, and the Project Thesis require a grade of at least "B" in order to continue. Any grade below a "B" is considered failure in that unit of the program and must be taken a second time.

The Project Thesis is approved by the student's oral examination committee: the Faculty Supervisor, the Ministry Coach/ Preaching Consultant/Spiritual Guide, and a McAfee faculty member serving as external reader. Upon successful oral examination by the committee, the student is recommended to the Associate Dean for graduation from the program. Upon completion of all requirements the student is recommended by the Associate Dean to the faculty of McAfee for graduation from the D.Min. program.

WRITING STYLE AND Annotations
Because written work in a doctoral program must be of the highest standard, the judicial use of the following is recommended:
1. *A Manual for Writers of Term Papers, Theses and Dissertations*, eighth edition, by Kate L. Turabian. All written work should be in conformity with this manual, unless decided otherwise with an instructor.
5. The Mercer University Requirements and Guidelines for the Preparation of Theses and Dissertations available at [http://provost.mercer.edu/resources/theses/theses.cfm](http://provost.mercer.edu/resources/theses/theses.cfm)

Any candidate who needs help in writing should pursue help from a professional or enroll in a class, if necessary, before attempting to enter the program. At the doctoral level, no allowances will be made for poor writing skills.

**ASSESSMENT OF THE D.MIN. PROGRAM**

Assessment of the D.Min. program is based upon information gathered from the following sources:

1. Students will complete a “Goals and Expectations” document during their first Experiential Learning Unit. This document should consist of a six to ten page paper setting forth a statement of learning goals to be achieved in the D.Min. program and a description of an anticipated ministry to be completed as the basis for a Project Thesis. This document will be placed in the student’s file in the Associate Dean’s office immediately upon completion of the first ELU. It will be reviewed at the point of the student’s exit interview with the Associate Dean to determine whether or not these goals and expectations were met.
2. Students will complete a seminar evaluation at the end of each seminar to gauge the effectiveness of the seminar in helping the student achieve the goals and objectives of the D.Min. program.
3. Seminar faculty will complete an evaluation of each student at the completion of each seminar as a means of determining whether or not the D.Min. program is achieving its goals and objectives. This evaluation will be placed in the student’s file as a gauge of program effectiveness.
4. Coaches/spiritual directors/preaching consultants will complete an evaluation of each student’s progress in the Experiential Learning Units at the point of the student’s completion of all units. This evaluation will be placed in each student’s file to gauge his or her progress in the program.
5. An evaluation of each student’s project thesis and oral defense will be completed by the student’s committee of instruction at the point that the student completes the oral defense of the project. This evaluation will be placed in the student’s file to assist in program assessment.
6. An exit interview will be scheduled with the Associate Dean and other members of the D.Min. Committee for each student who has completed the D.Min. program and is awaiting graduation. The Associate Dean will complete an evaluation of each student based upon the goals and objectives of the program to determine program effectiveness.
7. Students will complete the Graduate Survey Questionnaire at the conclusion of their program of study to assist in determining program effectiveness.
8. The Associate Dean will compile an assessment report at the end of each academic year for the purpose of gauging program effectiveness. Based upon this report, the Associate Dean will recommend to the D.Min. Committee any alterations to program goals, objectives and outcomes that will be necessary to strengthen the D.Min. program. Proposed changes to the program will then go to the faculty of the School of Theology for final approval.

9. The Associate Dean will maintain a file of the assessment information for each student. This file will be made available to the student, the Dean, and the accreditation agency. Over a period of time, these files will provide a picture of the overall program.

MERCER UNIVERSITY STUDENT CODE OF CONDUCT
Changes may be made to the Student Code of Conduct during the school year. The most up-to-date and complete version can be found in the University Student Handbook at www.mercer.edu/provost/handbooks

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

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

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

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

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

These values are codified into the following Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined here and may be found in supplemental handbooks. Nothing in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.
FORMULATION OF REGULATIONS & CODE OF CONDUCT
Any student, faculty member, or administrator may initiate any revision of, or addition to, the University standards of conduct. Recommendations should be submitted to the senior student affairs officer on their campus who will evaluate and forward the recommendation to the Vice President for Student Affairs (Macon). The Vice President for Student Affairs, in consultation with appropriate parties, shall ensure discussion of the proposed change. When all parties have had an opportunity to comment on the proposal, it will be presented to the Provost and General Counsel.

RIGHTS OF STUDENTS
Community of Respect ensures certain rights of its members. The University values the following student’s rights:

A. Free inquiry, expression, and assembly as long as conducted in a manner that does not infringe upon the rights of others.
B. Freedom from unreasonable invasion of the privacy of the individual’s person, residence, papers, personal effects, and University records.
C. Right to due process and equal protection under the University’s judicial system.
D. Freedom to pursue educational goals; the right to free exchange of ideas, thoughts, and viewpoints.
E. Freedom of association for students who meet the University’s standards for participation in co-curricular and extracurricular activities.

GENERAL POLICY
Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. University students are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. The University invites students to participate in the formulation of behavioral policies and to share in the responsibility for judicial decisions. These standards and procedures have been established to protect the University’s educational purpose, to foster a sense of responsibility to the community, to provide for orderly conduct of its activities, to protect the members of the University from disrespect, and to safeguard the interest of the University community. Student conduct is expected to be lawful and in accordance with all federal, state, and local laws, and University regulations.

In keeping with Mercer University’s values, sanctions imposed on students found to be in violation of the Student Code of Conduct are designed to promote the University’s educational mission, maintain community standards, and promote individual civility and positive growth.

Sanctions are also intended to maintain the safety of the University environment and the integrity of the University community. The processes for adjudicating violations of federal, state and local laws and violations of the Student Code of Conduct are separate and may be pursued independently of one another. The University distinguishes its responsibilities for student conduct from the control functions of the wider community. The conduct of students both on campus and in the wider community is ordinarily of University concern when (a) the conduct interferes with the University’s responsibility for ensuring members of the University full and equal opportunity to obtain their educational objectives, (b) the conduct interferes with the University’s responsibility to protect the health, safety and general welfare of persons in the University community, or (c) the conduct
negatively impacts the University’s image and/or academic integrity. The University is not required
to postpone disciplinary proceedings pending the outcome of any criminal proceeding.

The Student Code of Conduct applies to all University students in settings, which includes, but is not
limited to, study abroad, international travel, online, and off-campus educational opportunities. The
Vice President for Student Affairs (or designee) may modify non-substantive procedures in the effort
to adjudicate violations.

Cases involving student organizations are adjudicated through this process as well. Student
organizations will be held responsible for the behavior of their members, alumni, or guests, when
their actions evolve from or are in any way related to their association with activities of the
organization on or off campus. Student organizations may be charged and adjudicated in addition to
any charges levied against the individual members. Student organizations that condone or encourage
behavior that violates University or state regulations may be held responsible for such violations.

Authority for student discipline ultimately rests with the University President. For cases involving
non-academic conduct violations, the President delegates this authority to the Vice President for
Student Affairs (or designee), who in turn delegates it to the following designees to oversee, review,
and pursue violations of the Student Code of Conduct.

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary Designee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macon Campus (including Law, Medicine (Columbus and Savannah), and the Macon Center):</td>
<td>Associate Dean of Students, Macon Office of Judicial Education, Macon Residence Life, Macon</td>
</tr>
<tr>
<td>Atlanta Campus (including all Atlanta graduate programs and Douglas, Henry, and Newnan Centers):</td>
<td>Dean of Students, Atlanta Assistant Dean of Students, Atlanta Residence Life, Atlanta</td>
</tr>
</tbody>
</table>

Students enrolled in online courses will be adjudicated in Macon or Atlanta as determined by the
educational program in which they are enrolled. Should conflicts arise, that location will be
determined by the Vice President for Students Affairs. Modifications to procedures to adapt to the
physical location of the student may be implemented as long as the student is notified of the charges
against them and provided with an opportunity to respond to the charges.

The Vice President for Student Affairs (or designee) has the authority to notify the person listed as
the student’s emergency contact (or other appropriate person) in cases of emergency or life-
threatening incidents.

The Vice President for Student Affairs (or designee) may order any student or organization to cease
and desist from any activity adjudged to be disruptive to the University. If the student or
organization fails to cease and desist from such activity, the Vice President for Student Affairs (or
designee) may immediately suspend the student or organization pending a judicial hearing.
RESPONSIBLE ACTION GUIDELINES
The health and safety of students under the influence of alcohol and/or drugs should always supersede concerns related to conduct violations and/or subsequent University action. The University urges all students to recognize that violations of the law and University policy have consequences, but that these possible consequences should never outweigh or override the decision for providing proper care for the health and wellbeing of a fellow student in crisis.

In a health crisis situation involving alcohol and/or drugs, students are expected to notify appropriate staff to evaluate the situation immediately. Amnesty for minor violations of the student code of conduct will be considered in cases where a student is acting in good faith to rectify a situation, or when the situation involves a more egregious infraction that warrants reporting (for example, sexual misconduct and relationship violence). Amnesty may mean waiving formal judicial action, or imposing less harsh sanctions, and is at the discretion of the Vice President for Student Affairs, Dean of Students or designee.

DEFINITIONS

**University.** Mercer University includes the main campus, all branch campuses, centers, and University international programs.  
**Student.** Includes all persons either registered or taking courses at Mercer University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies and those who attend post-secondary educational institutions other than Mercer University or who may reside in Mercer University residence halls. This includes non-degree seeking students. Persons who are not officially enrolled for a particular term but who have a continuing relationship with Mercer University are considered students (i.e. students enrolled in another college for a term, between semesters, internships, etc.)

**Charged Student.** Any student who has been formally charged with an alleged violation of the Student Code of Conduct.  
**Complainant.** Individual reporting an alleged violation.  
**Respondent.** Individual alleged/ suspected of violating a university policy.  
**Faculty Member.** Any person hired by Mercer University to conduct classroom activities.  
**Staff Member.** Any person hired by Mercer University in a professional position to conduct University activities.  
**Member of the Mercer University Community.** Any person who is a student, faculty member, or employed by Mercer University.  
**Mercer University Premises.** Includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by Mercer University (including adjacent streets and sidewalks).  
**Organization.** Any group who has been formally recognized by Mercer University as an organization.  
**Hearing Body.** Any Mercer University official or panel authorized to review and evaluate student conduct charges and to impose sanctions upon students found to have violated the Student Code of Conduct.  
**Appellate Body.** Any person or persons authorized by the Vice President for Student Affairs to consider an appeal from a hearing body’s determination that the student has violated the Student Code of Conduct.
Student Justice. Student members trained and experienced in due process rights, in the procedures of the adjudication process, and in the mechanics of preparing a case. They are assigned cases on a rotational basis.

**Shall.** Is used in the imperative sense.

**May.** Is used in the permissive sense.

**Preponderance of the Evidence.** The weight of evidence used to adjudicate student conduct violations. This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred or did not occur.

### NON-ACADEMIC MISCONDUCT PROCESS

#### Procedure for Reporting Violations

All students and student organizations are expected to adhere to the standards of the Community of Respect. In affirmation to these standards, every student subscribes to the following pledge:

"Having been accepted as a member of the Community of Respect of Mercer University, I pledge myself: to hold each person in high mutual regard; to uphold, respect, and defend the rights of every individual in the community; and to respect the community as a whole. I further pledge that I will not allow to go unreported any violation of the standards of our community."

Each student is responsible for reporting any and all infractions of the standards valued by the Community of Respect. All students accept this responsibility when they enroll. If a student sees, knows, or hears of a violation, he/she is responsible for reporting the suspected violation to Mercer Police, the Vice President of Student Affairs, or an appropriate faculty/staff member of Mercer University.

Organizations are expected to investigate and self-report any violations of the Student Code of Conduct. Please refer to the Campus Life web page at [http://studentaffairs.mercer.edu/campuslife/studentorgs.cfm](http://studentaffairs.mercer.edu/campuslife/studentorgs.cfm).

#### Procedures for Filing Charges

This process for review is initiated by either (1) the filing of a police report with Mercer University Police Department (or other law enforcement agency), (2) providing a signed written statement directly to the Vice President of Student Affairs (or designee), or (3) by filing an incident report or written statement with the Office of Housing and Residence Life. This information will then be reviewed by the designated authority (listed above) to determine the most appropriate action to be taken. This may result in conducting further investigation into the incident, resolving the conflict in an informal manner, referring the case to Housing, or initiating charges in accordance with the procedures contained in this code. Charges should be filed within ten (10) working days after receipt of all available information regarding the complaint. Charges cannot be filed that exceed one (1) year after the discovery of the incident.

In compliance with Title IX and other related federal mandates, cases involving Sexual Misconduct and Relationship Violence (sexual harassment, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence) may require and involve additional investigatory, procedural, and adjudication standards that supersede any listed here. Please refer to the procedures outlined in the [Sexual Misconduct and Relationship Violence Policy](http://studentaffairs.mercer.edu/campuslife/studentorgs.cfm) for complete information on these procedures.
Should any policy or procedural guidelines conflict between these two policies, the Vice President for Student Affairs in consultation with the Title IX Coordinator is the final arbiter of procedural decisions.

**Charges**
When a determination to charge is made, the designated office (primary designee) shall notify the student in writing of the charge(s) and the allegation(s) on which the charge(s) are based. This notice shall inform the student that he or she has five (5) regular business days in which to contact the designated office outlined in their charge letter to schedule an informational session, and to select the type of hearing forum in which to adjudicate the violation (unless pre-selected by the University). The informational session is a courtesy to students. If a student does not contact the University during this time, the University shall make a determination regarding the choice of hearing and will proceed with adjudication.

**HEARING BOARD OPTIONS**
The charged student or organization may have charges heard by a University Hearing Board or by a designated University Administrator selected and trained by the Associate/Assistant Dean of Students in Macon or Atlanta. The Hearing Board or Administrator will review the case and make a recommendation to the Associate/Assistant Dean of Students on the Macon and/or Atlanta (depending on primary location of the academic program related to the charged student) with regard to responsibility and sanctioning. In electing one hearing forum, the student waives the right to the other. The University retains the right to pre-select the hearing forum at any point in the process. University Hearing Boards consist of two faculty/staff and one student trained in university judicial proceedings. However, in cases involving especially serious charges that potentially could result in expulsion or suspension, the University may in its discretion require the charges to be heard at a specific campus location, and by a University panel that includes two faculty/staff, one student, and at least one representative from outside the University, to be selected by the University, with experience in contested adversarial hearings.

When two or more individual cases stem from the same incident, the same hearing body shall hear all cases, when possible. Procedural modifications are permitted when incidents involve more than one individual or corresponding organizational charges. In such cases, the University may either pre-select the hearing body or consult with the students involved before making the determination. This hearing body will hear individual cases separately. In cases involving multiple students or organizations charged from the same incident, information obtained at one hearing may be used at another hearing provided that the charged student or organization involved has the opportunity to review and to respond to any information that will be used against them, when possible.

For cases handled by the University’s Office of Judicial Education in Macon, a board consisting of all students is an additional option for adjudicating student and organizational cases. This Student Hearing Board primarily adjudicates organizational violations and minor student violations as determined by the Associate Dean of Students.

Decisions of all hearing bodies (University Hearing Boards and University Administrator) are recommendations to the Associate/Assistant Dean of Students on the corresponding Macon and
Atlanta campus, who in the interest of fairness, clarity, or consistency may choose to accept or modify the recommendations as necessary or refer a case back to the hearing body for further review. The Associate/Assistant Dean of Students may consult with appropriate staff or the academic dean of a particular academic program before accepting or modifying the recommendation of a student in that program.

RIGHTS OF THE CHARGED STUDENTS

1. **Notice.** Students or organizations charged with violations of the Student Code of Conduct will be provided notice via their official university e-mail address of the charge(s) against them and the allegations upon which the charge is based.

2. **Hearing.** Students or organizations shall be entitled to a prompt hearing. Students will be given an opportunity to present information, including witnesses during a fair and impartial hearing. The student may inspect all documentary evidence presented at the hearing, may hear and question all available adverse witnesses testifying at the hearing, and may present evidence and call witnesses. If a called witness does not appear, the hearing body may consider their written or taped statements. However, the statement shall be weighted accordingly by the hearing body as the charged student has no opportunity to cross examine the witness making the written or recorded statement. Student questioning of witnesses may be modified in cases involving violations of the Sexual Misconduct and Relationship Violence Policy (see next section). Witnesses for the hearing will be required to wait outside of the hearing until their point of participation. The University may require any student or employee with information relevant to the charges to attend the hearing and present that information to the hearing panel for consideration.

In compliance with Title IX and related federal mandates, additional procedural rights for student complainants and respondents involving violations of the Sexual Misconduct and Relationship Violence Policy apply and are outlined below.

RIGHTS FOR CASES INVOLVING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE (SUPPLEMENTAL)

When complaints are resolved through the University student judicial process related to sexual harassment, sexual assault, sexual exploitation, stalking, dating violation and domestic violence, the following rights will apply to both the complainant and to the respondent:

1. To be accompanied by an advisor or person of support of their choice. (See additional advisement information in the “Conduct Hearing Guidelines” in the Student Code of Conduct).

2. To have an equal opportunity to present witnesses and evidence, as well as to speak on one’s behalf.

3. To be made aware that responsibility for charges is determined using the “preponderance of the evidence” standard.

4. To have similar and timely access to information. All information is subject to FERPA protection and stipulations.

5. To submit questions to the hearing body to consider posing to the complainant, respondent, and/or witnesses.

6. For the complainant to be able to request alternative methods of inquiry (e.g. written questions or video conferencing) if needed when presenting testimony.
7. To have any non-relevant sexual history exempt from review. Decisions regarding relevancy issues will be determined by the hearing body.
8. To be notified in writing regarding the outcome of the complaint at every step of the process (i.e. Initial hearing and any appeals). The University will not impose any “non-disclosure requirement” on either party as a condition for sharing this information.
9. To have the right to appeal the outcome as outlined in the appeal process. Both the complainant and respondent are permitted one appeal.
10. To be free from harassment and/or retaliation during the process. This includes harassment and retaliation through third parties.
11. To submit an impact statement to be considered by the hearing body before the sanctioning phase to be used if the Respondent is found responsible.

CONDUCT HEARING GUIDELINES
All hearings are governed by the following guidelines. Procedures may be modified to expedite the proceeding as long as they do not jeopardize the charged student’s fundamental rights or the fairness of the hearing.

1. **Burden of Proof.** The burden of proof rests with the University. The standard of proof shall be the “preponderance of the evidence.” This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred.

2. **Pre-hearing informational session.** To assist the student in preparing for the hearing, a pre-hearing informational session will be available for the student. The informational session is a courtesy to students and not a requirement. This informational session will discuss the hearing procedures, inform the student of their rights and responsibilities, and allow the student the opportunity to review the available written information that will be presented at the hearing by the University. The student and his or her advisor shall have the opportunity to inspect the information at least three (3) regular business days in advance of the hearing whenever possible. Upon notification of the student’s choice for a hearing body, the university shall schedule a hearing and notify the student in writing of the date, time, and location of the hearing at least three (3) regular business days in advance. A student may choose to waive, in writing, the three (3) regular business day notice and proceed with a hearing.

3. **Decisions.** Decisions of “responsible” or “not responsible” on the charge(s) shall be based solely on the evidence presented at the hearing. When multiple students are charged with the same violation and it is determined that an individual identified was not responsible for that specific violation, but was present and/or had knowledge that the violation was occurring, the hearing board/officer has the authority to find that student responsible for the lesser charge of “failure to report” without recharging the student and having a separate hearing. Information can be conveyed from one hearing to the other in cases where multiple students are charged.

4. **Confidentiality.** All hearings shall be closed and confidential unless specifically requested otherwise by the charged student in writing. This request must be received three regular business days in advance of the hearing and cannot impede the university’s ability to comply with state and federal laws regarding confidential information. In cases involving
violations of the Sexual Misconduct and Relationship Violence Policy and/or with competing interest, the Associate/Assistant Dean of Students will make the final determination regarding open and closed hearings in consultation with Vice President for Student Affairs and the Title IX Coordinator.

5. **Failure to Appear.** If the charged student fails to appear at the hearing, the hearing may proceed in the student’s absence and a decision rendered provided that the student has been properly notified of the hearing.

6. **Official Record.** An official record of the hearing shall be made by the presiding hearing officer for internal University use only. The record of the hearing may exist in written or audible form. No transcript is made. Students may request to inspect their record of testimony and case file after the hearing is closed. Records will be redacted to protect other students’ FERPA rights. Written records are kept on file for 7 years.

7. **Deliberations.** Deliberations are closed and shall include only those members involved in the decision making process.

8. **Notice of Decision.** A written decision shall be available to the student or organization within seven (7) regular business days following the hearing. This time may be extended in cases in which additional time is necessary for deliberations. If additional time is necessary, the charged student or organization shall be notified. The decision letter shall contain a decision on each charge, the finding of fact and any recommended sanctions (if applicable).

9. **Hold on Student’s Records.** The university may place a hold on the transcripts and/or registration of any student who fails to respond to a judicial notice or to ensure resolution of the case prior to transfer or graduation. All pending judicial matters must be resolved prior to a student’s graduation, transfer from, or continued education at Mercer University.

10. **Withholding Degree.** The University may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions, if any.

11. **Disabilities.** Any student with a documented disability may request that reasonable accommodations be provided during the judicial process. This request must be made at least three (3) regular business days in advance of the hearing, and the accommodations must be approved by the Office of ACCESS and Accommodation and the Associate Dean of Students.

12. **Advisement.** Students and organizations are permitted to bring one advisor of their choice to the hearing. The advisor shall serve as a consultant, and cannot speak on behalf of the student or organization during the proceedings. Students are required to address the hearing body in person on their own behalf. Consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not serve as a witness or be charged in the case. Students must notify the Associate/Assistant Dean of Students on the applicable
campus at least five class days prior to the hearing if they will be bringing an attorney as an advisor.

13. **Testimony.** Students shall not be forced to present self-incriminating testimony. Testimony that is provided during a hearing can be used in another hearing if those details are relevant to clarifying details in those proceedings and only if the cases are connected to the same incident.

**VIOLATIONS OF THE VALUES OF THE COMMUNITY OF RESPECT**

Violation of any of the following, or the aiding, abetting, condoning, or attempting to commit these offenses by a student constitutes an offense that will result in disciplinary action. Please consult with the on-line University Student Handbook found at [http://provost.mercer.edu/handbooks/studenthandbook.cfm](http://provost.mercer.edu/handbooks/studenthandbook.cfm) for the most up-to-date and applicable definitions.

1. **Forgery.** Alteration or misuse of documents or records.

2. **Alcohol Misconduct.**
   A. Possession and/or consumption of alcoholic beverages including empty containers or alcohol paraphernalia on Mercer University property or at University-sponsored events. (Professional and graduate programs may adopt polices related to alcohol that are more in line with the profile of their student body, as long as these policies are reviewed and approved in advance by the Provost).
   B. Any conduct taken under the influence of alcohol that endangers one’s own health or safety or the safety of others.
   C. Buying, selling or distributing alcohol beverages to individuals under the age of 21.
   D. Possession and/or consumption of alcohol or alcohol paraphernalia by individuals under the age of 21.

3. **Threatening and Harassing behavior.**
   A. **Threatening Behavior.** Intimidation, hostility, coercion, or threats of physical abuse.
   B. **Harassment.** Language and/or physical acts which degrade, insult, taunt, or challenge another person by any means of communication, so as to provoke a violent response, communication of threat, defamation of character, use of profanity, verbal assaults, derogatory comments, racist remarks or any behavior that places another member of the university community in a state of fear, anxiety or emotional distress.
   C. **Bullying.** Repeated aggressive behavior where one person (or group of people) deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Acts of bullying can be physical, verbal, or relational.
   D. **Cyberbullying.** Bullying that occurs through digital technology, such as text messages, e-mail, and material posted on social media sites.

4. **Physical Assault.** An intentional attempt to injure or harm another person using violence or force (which includes fighting).
5. **Endangerment.** Actions that endanger one’s own health or safety, the health or safety of another person, or the community.

6. **Sexual Misconduct and Relationship Violence**
   
   **A. Sexual Harassment.** Unwelcome sexual advances, requests for sexual favors and other gender-based verbal, non-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 is objectively offensive and sufficiently severe, persistent, or pervasive that it has the effect of unreasonably interfering with an individual’s work performance or educational experience, creates an intimidating, hostile environment, or involves retaliation.

   Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to unwelcome sexual attention; to punish a refusal to comply with a sexual-based request; to condition a benefit on submitting to sexual advances; or gender-based bullying. Sexual harassment can occur regardless of the relationship, position or respective sex and/or gender of the parties. Same-sex harassment violates this policy, as does harassment by a student of a faculty member or a subordinate employee of his/her supervisor.

   **B. Sexual Assault: Non-Consensual Sexual Intercourse.** Any sexual intercourse
   
   • however slight,
   
   • with any part of a person’s body or an object,
   
   • by a man or woman upon a man or woman,
   
   • that is without consent and/or by force.

   Intercourse includes: vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; or oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

   **C. Sexual Assault: Non-Consensual Sexual Contact.** Any intentional sexual touching
   
   • however slight,
   
   • of any part of one person’s body with any part of another person’s body or an object,
   
   • by a man or a woman upon a man or a woman,
   
   • that is without consent and/or by force.

   Examples include: intentional sexual contact with the breasts, buttocks, groin, or genitals, or sexually touching another with any of these body parts, or making one person sexually touch another person or themselves with or on any of these body parts; or any intentional bodily contact in a sexual manner.

   **D. Sexual Exploitation.** Taking non-consensual sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage another, that does not otherwise constitute one of the other sexual harassment, sexual assault and sexual misconduct offenses.
Examples include: invasion of sexual privacy; prostituting another individual; non-consensual observation, either by direct observation or video or audio-taping of sexual activity; engaging in voyeurism; knowingly transmitting an STI (Sexually Transmitted Infection) or HIV (Human Immunodeficiency Virus) to another; exposing one’s genitals in non-consensual circumstances; or inducing another to expose his or her genitals.

E. **Stalking.** Engaging in a course/pattern of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress. Such conduct includes two or more acts by which the stalker directly, or indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property.

F. **Dating Violence:** A violent act committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant’s statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

G. **Domestic Violence.** A pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim. An "intimate partner" is defined as a current or former spouse of the complainant, a person with whom the complainant shares a child in common, or a person who is cohabitating with or has cohabitated with the complainant as a spouse. It also includes any person covered under the current domestic or family violence laws applicable to the jurisdiction of the infraction. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.

For charges involving violations of the Sexual Misconduct and Relationship Violence Policy, additional definitions related to these violations (including consent and force) can be found in that policy.

7. **Destruction/Damage of Property.** Destruction, damaging or misuse of public or private property

8. **Theft or Possession of Stolen Property.** Taking, possessing, or using property without proper authorization or permission.

9. **Drug Misconduct.**
   A. Possession and/or consumption of drugs or any controlled substance prohibited by law.
   B. Manufacturing, buying, selling or distributing drugs or any controlled substance prohibited by law.
   C. Possession of drug paraphernalia.
   D. Any conduct taken under the influence of drugs that endangers one’s own health or safety or the safety of others.
Unauthorized possession or use of weapons, firearms, fireworks, or explosive devices (except for use in the Department of Military Science and in the rifle range). This includes, but is not limited to: BB guns, stun guns/Taser, air rifles, air pistols, paintball guns, edged weapons (i.e. blades no more than 2 inches), bow and arrows, and martial arts weapons. **Weapons may be stored at Mercer Police. They may not be left in personal vehicles.**

11. Disorderly/Disruptive Conduct. This includes acting in a violent manner in a public place, or behaving in a way that reasonably makes other persons fear for their or their property’s safety. It also includes using profane or abusive language—sometimes called “fighting words”—that is likely to provoke an immediate violent reaction, in addition to disturbing the peace whether on or off campus. Disturbing or disrupting the peace includes behavior that interrupts an event or any action determined to infringe upon the privacy, rights, privileges, health or safety of students, faculty, staff, or organizations, whether on or off campus.

12. Conduct Unbecoming. Any conduct not previously stated, which is determined to be potentially detrimental to the University's reputation or is in violation of the University's Community of Respect statement. This includes the display of indecent or offensive material, or engaging in indecent or lewd conduct and/or speech.

13. Hate Offenses. Offenses against a person or property motivated in part or in whole by an offender’s bias against a race, disability, religion, disability, ethnic origin or sexual orientation.

14. Failure to Report. Being present or having knowledge that a violation has occurred and failing to report the incident. [The University retains the right to find a student responsible for this charge in lieu of another if the hearing body determines that the student(s) involvement was sufficiently passive and/or warrants consideration for this lesser charge for any reason. In such cases, the University is not required to recharge the student or rehear the case to find the student responsible for this charge.]

15. Computer Misuse/Unauthorized access. Any misuse of or unauthorized access to a computer, computer system, network, software or data; or the unauthorized alteration, copying or distribution of software or data.

16. Hazing. Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing is a violation of this rule. Specific examples of hazing include, but are not limited:
   A. Acts that embarrass, harass, or ridicule an individual
   B. Acts that create excessive fatigue
   C. Physical or psychological shocks
D. Morally degrading or humiliating games or activities
E. The wearing of signs or advertisements
F. Activities that involve late or early work sessions (not affiliated with a university academic program)
G. Quests, treasure or scavenger hunts
H. Acts of servitude

Further information about Hazing can be found in the Office of Campus Life.

17. Unauthorized Entry or Use of Facilities. The unauthorized access to an area, room or building.

   A. Inappropriate activation of any emergency warning equipment or the false reporting of any fire emergency.
   B. Removal, damage or tampering with fire safety or other emergency warning equipment belonging to a student, student organization, the University or the Macon community.
   C. Initiating and/or igniting of a fire.
   D. Failure to evacuate during a fire alarm.

19. Furnishing False Information. Knowingly providing false or misleading information to a university official, to a hearing body, on a university document, or to a law enforcement agent or agency.

20. Failure to Comply. Noncompliance with the reasonable direction of university officials acting in the performance of their duties.

21. Campus Elections and Referendums Misconduct. Casting more than one ballot in any campus election or referendum, or otherwise circumvent the prescribed procedures in an election process.

22. Student Identification Misconduct.
   A. Failure of a student to carry their Mercer identification cards at all times or to allow anyone else to use their identification card.
   B. Identity Theft. Deceptively using another student, or faculty/staff member’s identification to access resources on or off campus, which includes ID cards, credit cards, email addresses, passwords, etc.
   C. Unauthorized Representation. Unauthorized representation is when a student or organization falsely uses an emblem, name or falsely claims membership or affiliation with an organization such as any benevolent, fraternal, social, humane, or charitable organization which is entitled to the exclusive use of that name or emblem. This includes, but is not limited to, wearing badges, buttons, paraphernalia, logos as well as the unauthorized use of letterhead, symbols or hand gestures associated with the organization being falsely represented.
23. **Refusal to Vacate.** Refusal to vacate a building, sidewalk, driveway, or private facility being used by the University for a student or department-sponsored activity when directed to do so by an authorized officer of the University.

24. **Advertising/Media Misuse.** Circulation or display of any media (i.e. electronic or paper) that contains matter that violates or is contrary to University policies or community values. This includes, but is not limited to, the display or promotion of alcoholic liquors, wines, or beers. This also includes displaying materials or information without proper approval from the University.

25. **Solicitation/Fundraising.** The solicitation of sales, services, memberships or gifts on campus without the permission of the Office of Campus Life.

26. **Unauthorized Visitation/Campus Housing.** No unauthorized student, group of students, or organization shall enter or remain in restricted areas of residential facilities during non-visitation hours, as published in the Housing Handbook.

27. **Contempt and/or Disregard for Judicial Procedures.**
   A. Failure to fully comply with all instructions of the university judicial system and Honor Council.
   B. Coercing a student or organization member to give false information.
   C. Engaging in conduct that disrupts the proceedings, lessens their authority or dignity, or otherwise obstructs justice on campus.

28. **Unsanitary or Unsafe Facilities.** Failure to maintain a student organization, facilities, property, or surrounding property so as to prevent a potential danger to the health and safety of members of the University community.

29. **Cruelty to Animals.** Intentionally or recklessly causing physical abuse or any form of suffering to animals.

30. **Gambling.** Games of chance or bets in which participants commit money, or anything of value, in order to participate.

31. **Violation of Published University Regulations.** Violation of any published Mercer University policies, rules or regulations. This includes—but is not limited to, housing policies, computer policies or other university policies directly related to departments, organizations or clubs.

32. **Violation of Local, State, or Federal Law.** Any violation of any local, state, or federal law.

33. **Greek Policy Violation and/or Unauthorized Recruitment/Membership Intake**
   A. Failure to comply with all the instructions that guide membership into Greek organizations, which includes, but is not limited to recruitment, timelines, events, activities, documentation, etc.
B. Participating, arranging, or engaging in unauthorized recruitment or intake processes known as “underground pledging.” This includes coercing a student or organization to facilitate a process as well as students willingly engaging in a process not approved by the University or the affiliated national organization.

SANCTIONS

The determination of sanctions is made in light of the unique facts and circumstances surrounding each individual case and the previous conduct history of the student. The Students found responsible of violations(s) of the Student Code of Conduct will be subject to one or more of the following sanctions:

1. **Warning**: Formal written notice to the student and official recognition that a violation has occurred.

2. **Counseling Assessment**: A recommendation to be evaluated by psychological services to help the student deal more effectively with his/her conduct issue.

3. **Community Service**: Performance of a preapproved service location for a prescribed number of hours to the local or university community.

4. **Creative/Educational Sanctions**: Attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, research papers and other educational activities related to the violation.

5. **Restriction**: The withdrawal of specified privilege(s) for a definite period of time. Restrictions may include, but are not limited to requirements such as: not entering certain areas of housing or the campus, not contacting a certain individual or group, or not operating a motor vehicle on campus.

6. **Fines**: Not to exceed $150 per individual or $150 per individual member of an organization.

7. **Restitution**: A payment of financial injury in cases involving theft, destruction or property or deception.

8. **Probation**: A period of time during which any further violations of the Student Code of Conduct may impact or jeopardize the student’s status in a specific manner. The four types of probation that can be imposed are as follows:
   A. **Conduct Probation**: A specified period of time in which any future violations of the Student Code of Conduct can result in increased sanctions being imposed that exceed those of a student who is not on conduct probation.
   B. **Housing Probation**: A specified period of time in which any future violations of the Student Code of Conduct will result in the termination of housing privileges and access to any university owned housing facilities.
   C. **Social Probation**: Notice to an organization or student that all or a portion of social functions must cease for a designated period of time.
D. **University Probation.** A specified period of time during which any further violation of the Student Code of Conduct puts the student’s or organization’s status with the university in jeopardy. Additional violations of the Student Code of Conduct that occur during this period of probation may result in suspension or dismissal. Students may be restricted from holding office in any student organization. Students cannot represent the university in any official capacity during the term of university probation. Continued enrollment depends on the maintenance of satisfactory conduct during the period of probation.

9. **Forced Change of Residence.** The temporary or permanent relocation of a student within housing.

10. **Eviction from University Housing.** Permanent removal from the housing system.

11. **Suspension.** The termination of the student’s attendance or an organization’s representation at the university for an indefinite or specified period of time. A suspension means that students may not be on University property or that an organization is prohibited from being recognized at any time without prior approval from the Vice President for Student Affairs or designee. Stipulations may be applied to either the student or organization as a condition for ending the suspension.

12. **Expulsion.** The permanent separation of the student from the University.

13. **Deferred Degree.** The holding of an academic degree for a specified period of time with or without conditions.

**APPEALS PROCEDURE**

For cases involving non-academic appeals, a student may appeal the original decision to the Vice President for Student Affairs within three (3) working days after receipt of the written decision (additional time may be requested for extenuating circumstances). The Vice President may choose to hear the appeal or designate an appropriate staff member from the academic program or location in which the student is enrolled to review the appeal and make a recommendation. No person may hear or decide an appeal if he or she participated in the hearing process. The appeal shall consist of a review of the prior proceedings; it shall not be another hearing. The student or organization shall receive a written decision regarding the appeal.

Grounds for appealing a decision are:

1. An error in procedural due process, which prejudiced the accused to the extent that the student or organization was denied a fundamentally fair hearing as a result of the error. Procedural flaws alone are not grounds for an appeal. Significant procedural errors that may have affected the verdict or sanction will be considered.

2. The emergence of new evidence that could not have been previously discovered and that, had it been represented at the initial hearing, would have substantially affected the original decision of the hearing body.

3. The imposition of sanctions which are disproportionate to the offense.
Student status. The student’s status on campus will remain unchanged pending the final decision and appeals process, except in cases involving interim suspensions (see Interim Suspension). The Vice President shall have the authority to act *de novo* to determine the issues of both responsibility and sanction(s). The decision of the Vice President for Student Affairs is final.

**INTERIM SUSPENSION OF A STUDENT OR ORGANIZATION**

In certain circumstances involving a student or organizations actions that may affect the safety, health, or general welfare of the student or the university community, the Vice President for Students Affairs, or the Associate/Assistant Dean of Students, or Student Affairs designee on each campus may impose an interim suspension prior to the student or organizations conduct hearing. The Vice President of Student Affairs, the Associate/Assistant Dean of Students, Student Affairs designee on each campus, and the Director of Housing and Residence Life have the authority to cancel a student’s university housing contract under a separate process.

An interim suspension means that a student cannot be on university property, cannot attend classes, and cannot use university facilities unless otherwise stipulated. An interim suspension requires that the student or organization be notified in writing by the university. For organizations it means immediate suspension of all or some of the activities associated with the organization as determined by the university.

The student or organization has the right to request a hearing on the interim suspension with the Vice President for Student Affairs. If requested, the hearing will be conducted within three (3) regular business days from the receipt of the student’s written request by the Vice President for Student Affairs or designee. The scope of this hearing is solely on whether the interim suspension should continue until a hearing is conducted on the facts of the case. Disciplinary charges will be filed either when the interim suspension is imposed or as soon as possible thereafter.

For cases in which a student is placed on interim suspension, but subsequently found not responsible for all violations, the university will take the following steps: (1) correct any record of the change in enrollment status in the student’s permanent records and reports in a manner compliant with state and federal laws; and (2) refund to the student a pro rata portion of any fees, charges for tuition, or other university specific fees and charges, as appropriate due to the temporary change in enrollment status.

**NON-ACADEMIC CONDUCT RECORDS**

The Office of the Vice President for Student Affairs in Macon and Dean of Students in Atlanta are the official custodian of all records involving non-academic misconduct. Student files involving cases that do not result in suspensions or expulsions shall be expunged seven (7) years after a decision is reached on a charge. Cases that result in suspensions or expulsions will be kept permanently. Statistical data and database information may be kept permanently at the university. Students have the right to view their files. Students found “not responsible” or cases in which charges are dropped are considered not to have a judicial record.

**PARENTAL NOTIFICATION POLICY**

Mercer University, like many other colleges and universities, is concerned about the health and safety of its students specifically where there is use and abuse of drugs and alcohol. Under the
Family Educational Rights and Privacy Act (FERPA), institutions are permitted to release any and all information to parents, without the consent of the student, “if the student is a dependent for tax purposes under the IRS rules.” FERPA allows colleges and universities to disclose information to parents if there is a health or safety emergency involving their student as well as to disclose information if the student is under the age of 21 and “has violated any law or policy concerning the use or possession of alcohol or a controlled substance.” The Vice President for Student Affairs or designee will be the responsible University official to contact the parent or guardian. Students whose parents are divorced or separated have the option of designating the parent to be contacted. The Vice President for Students Affairs or designee may use discretion regarding parental notification in incidents where it is determined that extenuating circumstances exist that would directly and conclusively impact the situation negatively. Alternative guardian contact determinations will be made by the Vice President for Student Affairs or designee. The process of adjudicating any violations will be handled in accordance with the Student Code of Conduct.

Mercer University has opted to contact parents and/or legal guardians under the following conditions:

1. Mercer students, under the age of 21, found responsible for first time minor offenses involving alcohol in accordance with the Student Code of Conduct will be dealt with directly, without notification of their parents. “Minor offenses” are defined as non-life-threatening, non-threatening to the community, and not involving any other significant violations of the law or the Student Code of Conduct.

2. Enrolled students, under the age of 21, found responsible for two or more offenses involving alcohol will result in parental notification.

3. Enrolled students, under the age of 21, found responsible for offenses involving drugs will result in parental notification.

4. Incidents related to alcohol and/or drugs that are determined to be life threatening to the student, threatening to the community, or involving other significant violations of the law or the Student Code of Conduct may result in parental notification regardless of the number of offenses. An incident in which a student is transported to the hospital as a result of alcohol and/or drugs may also be determined to constitute a threat or disruption to the campus community depending on the circumstances.

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

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at http://provost.mercer.edu/handbooks.
Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. The University is an academic community that believes honesty is essential to learning. Academic integrity at Mercer is advanced through the Honor System. The Honor System is maintained through various Honor Codes within colleges and schools of the University.

Participation in the Honor System is not optional. By the act of entering Mercer University, each student consents to Mercer’s Honor System and thereby agrees to be governed by its rules. Students are expected to read and familiarize themselves fully with the Honor Code and to cooperate completely with the System.

Students at McAfee School of Theology are required to abide by both the University Honor Code located online at [http://provost.mercer.edu/handbooks/integrity.cfm](http://provost.mercer.edu/handbooks/integrity.cfm) and the McAfee School of Theology Honor Code located below.

**CHEATING AND PLAGIARISM**
Mercer University’s Graduate Student Honor Code addresses the issues of cheating and plagiarism. It defines cheating as “the taking of credit for work which has been done by another person.” Plagiarism is “the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material.” Examples include, but are not limited to the following:

- Using information from any source, including internet sources, without giving proper acknowledgement to the original author of the material;
- Submitting the same, or nearly the same, paper for academic credit in two classes without the consent and approval of both instructors;
- Submitting another student’s work as one’s own or allowing one’s work to be submitted by another student;
- Turning in late assignments without clearly indicating that the work is submitted late;
- Giving or fabricating false citations and references in any material submitted for grading.

**MCAFEE SCHOOL OF THEOLOGY HONOR CODE POLICY**
I, a student of the McAfee School of Theology, pledge to conduct myself with honesty, integrity and understanding. I believe as a student, I can take responsibility in maintaining these and other Christian standards of behavior. I will promote the idea of community, interacting and learning from each other in a way that protects personal freedom and community standards.

- I will ensure that all work is my own, and I will properly give credit where credit is due.
- I will respect and honor all property, persons and facilities.
- I will honestly report my participation in all classroom activities and student requirements.
- I will uphold the stipulations and underlying values of the honor code.

**I will ensure that all work is my own, and I will properly give credit where credit is due.**
- Any material without proper citation is assumed to be the author’s original work.
- Plagiarism and related offenses are defined as, but not limited to:
- Using information from any source without giving proper acknowledgment to the original author of the material;
- Submitting the same, or nearly the same, paper for academic credit in two classes without the consent of both professors;
- Submitting another student’s work as one’s own or allowing one’s work to be submitted by another student;
- Turning in assignments after the deadline without clearly indicating that the work is submitted late;
- Giving or fabricating false citations and references in any material submitted for grading.

I will refrain from cheating.

• Cheating includes, but is not limited to:
  - Attempting to give or receive unauthorized assistance during an examination;
  - Using testing materials from past testing periods as a study guide unless authorized by the professor;
  - Discussing examination contents with any other student while taking an examination or test;
  - Offering or receiving assistance to/from another student during an examination or test;
  - Copying ideas or facts from another’s papers during an examination
  - Obtaining or providing specific information regarding an examination before the exam is administered without the professor’s permission;
  - Copying answers or ideas either verbally, or in writing, from another person during a testing situation;
  - Obtaining test questions or specific information included on an exam before a test without the professor’s permission.
  - Using unauthorized materials during an examination, quiz or other graded assignment. This includes notes, textbooks, or any unapproved translation of a biblical language;
  - Exceeding the time limits of an exam or an assignment without the professor’s permission, nor attempt to turn in an assignment after due date without clearly indicating the lateness of the work;
  - Failing to indicate clearly to the instructor that my written work was submitted after the announced deadline for such submissions;
  - I will respect and honor all property, persons and facilities.

Students, faculty, and staff engaging in the activities below will be considered in violation of the honor code. This includes, but is not limited to:

• Disrupting or interfering with the orderly conduct or operation of any university activity, failing to obey the lawful instruction of the person in charge of such activity, or preventing others from freely engaging in the activity;
• Disrupting or interfering with any university facility, failing to obey the lawful instruction of any person in charge of such a facility, or preventing others from freely using the facility;
• Interfering with or denying free access to or egress from, or use of the university buildings, facilities, streets, or other property;
• Engaging in conduct involving dishonesty, fraud, deceit, misrepresentation, or misappropriation of property that causes harm to a registered or sponsored student organization;
• Engaging in conduct that threatens, endangers, or harms the life or safety of any persona;
• Interfering with, injuring, damaging, destroying, or taking without lawful authorization any property belonging to other persons or the University;
• Employing force or violence, or the threat of force or violence against any person or property;
• Possessing any operable firearm or explosive material or device on University property or at a University sponsored activity without express written authorization from the Dean of Students and Chief of Student Affairs;
• Engaging in conduct intended to obstruct access to potential evidence, or to alter, destroy, or conceal potential evidence connected with an Honor Code investigation or proceeding;
• Filing a frivolous complaint (one without basis in fact) of an Honor Code violation with the intent to harass another student;
• Attempting to intimidate or deter complainants, witnesses, or other participants in an Honor Code investigation or proceeding;
• Preventing the discovery of prohibited conduct.

I will honestly report my participation in all classroom activities and student requirements. It will be breaking the honor code if at any time a student engages in falsifying or misleading conduct in the areas of class attendance and participation. This would include, but is not limited to, the following:

• Signing the roll on behalf of another person who is not present;
• Having another person sign a roll for you when you are not present;
• Answering a roll call on behalf of someone not present;
• Having someone answer a roll call on your behalf when you are not present;
• Signing the roll and then departing before the end of class;
• Holding on to a roll call sheet so late arriving students may sign it;
• Misrepresenting your presence or participation in outside class requirements by:
  - Saying you were present when you were not;
  - Turning in material from an activity of which you were not a part;
  - Using previous experiences to fulfill the requirements of a current assignment, unless permission by the professor has been granted;
• Misrepresenting the presence or participation of another student in outside class requirements by:
  - Claiming their presence when they were absent;
  - Gathering material for them to turn in for credit, unless permission by the professor has been granted.
I will uphold the stipulations and underlying values of the honor code.

The reliability of the honor code is dependent on the student’s full cooperation in adhering to the principles of integrity therein as well as reporting any infraction that one witnesses. The student assumes such a responsibility upon entering the McAfee School of Theology. Failure to report a violation either directly or indirectly is a failure to adhere to the code entirely.

As a member of the McAfee student body and as one preparing for Christian ministry students will conduct their lives with honesty, integrity, and character. A student shall be held in violation of said behavioral expectations only when the student’s conduct does not constitute an infringement of any specific stipulation of the honor code.

**PROCESS AND PENALTIES**

If a student infringes on the code or witnesses another student or party infringing upon the honor code, he or she must immediately report the infringement to the professor concerned and/or to the Associate Dean. Students will not inaccurately or falsely report their activities concerning the above regulations when questioned by a professor, Associate Dean, or Dean.

At McAfee School of Theology, all faculty and adjunct instructors must report any violation of the honor code to the Associate Dean for Masters Degree Programs.

Any McAfee student accused of a violation of the Honor Code will be notified in writing by the Associate Dean. If convicted, on the first offense, students will receive a “0” on the assignment and must meet with the Associate Dean to discuss the violation of the Honor Code. A subsequent offense, in any class, will result in an “F” in the course(s) and immediate expulsion from the McAfee School of Theology. Expulsion is the permanent removal of student status. Additionally, any student receiving scholarship funds convicted of an Honor Code violation will automatically forfeit his/her scholarship for the duration of their degree program. For more on this subject, please see the Graduate Honor System at [http://provost.mercer.edu/handbooks/integrity.cfm](http://provost.mercer.edu/handbooks/integrity.cfm).

In the event of a conviction, the accused may request the Dean to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based. The Dean will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration. If the Dean determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:

- the accused
- any witness that the accused or the Dean wishes to question
- the faculty member in whose class the violation is alleged to have occurred
- any written evidence used in the Associate Dean’s decision making process
- any records, notes, or recordings kept by the Associate Dean.

If after reconsideration the Dean believes that there are adequate grounds for changing the decision of the Associate Dean, he or she may reverse the conviction or, if additional evidence was presented
after the original decision by the Associate Dean, refer the matter back to the Associate Dean for further deliberation. 

The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.

If the Dean determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the Graduate Council.

**PROCEDURES FOR APPEAL TO THE GRADUATE COUNCIL**

The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by: (1) selecting two members of the Graduate Honor Panel, and (2) naming one additional member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.

The Chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

Policies and procedures regarding graduate student infractions of the *Honor Code* are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the *Honor Code* and to recommend penalties for those found guilty of infractions. Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on the Honor Panel. The Honor Panel members shall serve for staggered terms, so as to provide for continuity of experience.

**GRADUATE HONOR COMMITTEE PROCEDURES**

**I. RIGHTS AND RESPONSIBILITIES**

**A. OF THE ACCUSED**

1. The accused shall have following rights in the event that he or she shall face a hearing:
   - A right that the charges against him or her be served on him or her by some member of the GRADUATE HONOR COMMITTEE at least 24 hours prior to the hearing. This right may be waived by joint consent of the accused and COMMITTEE.
   - A right to summon witnesses and to testify on his or her own behalf.
   - A right to be present when the witnesses testify and to question them at the designated time.
   - A right to examine written work or other exhibits where the evidence consists in part or whole of same.
A right to an acquittal unless the COMMITTEE believes that the charge or charges against him or her have been proved beyond any reasonable doubt.

A right to request the Dean of the School or College to review a finding of guilt and the propriety of the penalty. This right must be exercised within four school days after the hearing.

The accused shall have the full right of free speech as regards his or her trial.

2. The Accused shall have the following responsibilities in the event that he or she shall face a hearing:
   - A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.
   - A duty to be present at the hearing. If the accused fails to appear or to notify the COMMITTEE, the hearing shall proceed in his or her absence.
   - A duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.

B. OF WITNESSES

1. A witness shall have the following rights in the event the accused shall face a hearing:
   - The right to be presented with a summons at least 24 hours prior to the hearing.
   - The right that neither his or her person nor property shall be insulted, molested, threatened, or damaged because of his or her part in the hearing.

2. A witness shall have the following responsibilities in the event that the accused shall face a hearing:
   - A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure
   - The duty to be present at the hearing
   - The duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth

II. CONDUCT OF THE HEARING

A. PARTICIPATION IN THE HEARING

1. Every hearing shall be conducted by a GRADUATE HONOR COMMITTEE appointed by the Graduate Council and the Dean of the School or College; the Committee chairperson appointed by the Dean shall preside.

2. The clerk of the COMMITTEE shall take minutes of the proceedings. Recording devices may be used if they are under the control of the COMMITTEE. The accused may listen to the recordings after the hearing in the presence of at least two members of the COMMITTEE. In those cases which result in a conviction, a complete record of the hearing proceedings shall be retained by the
COMMITTEE until the graduation of the accused. In cases which result in an acquittal, only the number of the case, the name of the student, and the statement of acquittal shall be retained by the COMMITTEE.

3. A member of the COMMITTEE shall disqualify him or herself in a case in which he or she is called as a witness.

4. The proceedings of the case shall be held in utmost confidence before, during, and after the hearing.

B. CALL COMMITTEE TO ORDER
   1. The clerk will record the committee members present.
   2. The Chairperson of the COMMITTEE will give a review of the facts involved in the case.

C. CALL THE ACCUSED BEFORE THE COMMITTEE
   1. Prayer by a member of the COMMITTEE.
   2. Swear accused in as he or she stands, raises right hand, and rests left hand on the Bible.
   3. Remind the accused that perjury and willful omission of evidence are a violation of the Honor Code.
   4. Ask the accused whether he or she has been afforded all the rights as stipulated by the Honor System.
   5. Ask the accused how he or she pleads.

D. CALL WITNESS(ES) BEFORE THE COMMITTEE
   1. Swear witness in as he or she stands, raises right hand, and rests left hand on the Bible.
   2. Remind witness that perjury and willful omission of evidence are a violation of the Honor Code

E. QUESTIONING OF WITNESSES AND ACCUSED
   Questioning will be carried out by the Committee Chairperson to be followed by questions from other committee members.

F. QUESTIONING OF WITNESSES BY THE ACCUSED
   The accused will now have an opportunity to question the witnesses if he or she so desires.

G. RESUME BY THE ACCUSED
   The accused will now have an opportunity to give an uninterrupted resume of his or her defense.

H. RECESS FOR DELIBERATIONS
   Following the resume by the accused, the Committee will recess the Hearing and retire to confer and discuss the case. They will reach a verdict of guilt or acquittal and, in the event of a verdict of guilt, determine the appropriate penalty.

I. PROCEDURE OF BEING RECALLED
Any witness or the accused may be recalled by the COMMITTEE. If special circumstances warrant, witnesses may also be recalled by the Committee at the request of the accused prior to the presentation of the verdict. The hearing will be reconvened for this purpose.

J. REPORT OF THE ACCUSED
   1. If Guilty
      a. Give the verdict to the accused.
      b. Give penalty to the accused.
      c. Advise accused that the decision may be appealed to the Dean of the respective School or College within four school days.
      d. Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.
   2. If Acquitted
      e. Give verdict.
      f. Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.

III. POST HEARING PROCEDURES
   A. If the finding be one of guilt, the decision will be recorded in the GRADUATE HONOR COMMITTEE file and the accused will be notified of the decision and informed of the right to appeal. Files pertaining to the hearing will be maintained by the Office of the Dean of the academic unit.
   B. If the finding be one of acquittal, the accused shall be notified of that finding and cautioned that the hearing may be reopened for good cause by the COMMITTEE within a period of four school days.

PENALTIES FOR INFRACTION

I. IF THE ACCUSED IS FOUND GUILTY OF CHEATING OR PLAGIARISM, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

A. TYPES OF PENALTIES:
   1. Class I penalty: expulsion from the graduate program or suspension for a specified period.
   2. Class II penalty: failure in the course in which the violation occurs.
   3. Class III penalty: failure on the work in which the violation occurs.
   4. DISCRETIONARY penalty:
      a. A censure or penalty other than the above indicating to the student that the conviction is the result of improper conduct and/or dishonesty on his or her part. A notation of the offense shall be recorded in the GRADUATE HONOR COMMITTEE file of the student in the form of a letter which will be removed upon departure of the student from the University.
   5. Upon the unanimous agreement of the GRADUATE HONOR COMMITTEE, a penalty may be suspended with the stipulation that no letter be placed in the
II. IF THE ACCUSED IS FOUND GUILTY OF ACADEMIC NEGLIGENCE, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

A. PENALTY:
   1. A censure indicating to the student that the conviction is a result of academic negligence or bad judgment on his or her part. A record of the conviction will be kept in the GRADUATE HONOR COMMITTEE file and be removed when the student leaves the University. The COMMITTEE will have the discretion to extend the penalty to not more than a failure on the work. Examples of extended penalties include rewrites on papers and retaking exams.

III. IF THE ACCUSED IS FOUND GUILTY OF PERJURY OR WILLFUL OMISSION OF EVIDENCE IN TESTIMONY DURING A GRADUATE HONOR COMMITTEE HEARING, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

A. TYPES OF PENALTIES:
   1. Class I penalty: immediate expulsion from the graduate program or suspension for a specified period
   2. Class II penalty: censure or written rebuke. A record of the conviction shall be kept in the GRADUATE HONOR COMMITTEE file and will be removed upon the departure of the student from the University.

APPEAL PROCEDURES

1. In the event of a conviction, the accused may request the Provost to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based.

2. The Provost will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration.

3. If the Provost determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:
   a. the accused
   b. any witness that the accused or the Provost wishes to question
   c. the faculty member in whose class the violation is alleged to have occurred
   d. any written evidence used in the Committee hearing
   e. any records, notes or recordings kept by the Committee.

4. If after reconsideration the Provost believes that there are adequate grounds for changing the decision of the Committee, he or she may:
   a. reverse the conviction or lower the penalty or
b. if additional evidence was presented after the original Honor Committee decision, refer the matter back to the Committee for its further deliberation.

5. If the Provost determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the President. The decision of the President shall be final.

ACADEMIC AND NON-ACADEMIC STUDENT GRIEVANCES

GRIEVANCE, ACADEMIC
Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. A “grievance” is typically a complaint relating to some allegedly improper action or behavior. An “appeal” is typically a request for review of a routine judgment or decision. 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 race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).

Time Frame
For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the completion of the term in which the course was offered. Grievances or appeals received after this period will not be honored.

Informal Resolution Procedure
Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.

Formal Resolution Procedure
The following protocol should be followed:

1. The student should meet with the Associate Dean after submitting to this person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor’s decision.

2. If the grievance or appeal is not satisfactorily resolved by the Associate Dean, the student should meet with the Dean after submitting to the Dean a formal written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Associate Dean’s decision.

3. If the grievance is not satisfactorily resolved by the Dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal.
This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Dean’s decision.

If the student has a grievance or appeal involving a Dean, he or she should schedule an appointment with that Dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that Dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is final.

Graduate Appeals
Dr. Wayne Glasgow
Senior Vice Provost for Research
Dean of Graduate Studies
Glasgow_WC@mercer.edu

If an appeal is not resolved within the school, forwarding an appeal to the Office of the Provost is the last step of the formal academic grievance process. The complainant would need to provide written documentation of their communication with each college/school administrator (program director/department chair, assistant/associate dean, and the dean), including the student’s requests and the administrators’ responses, not just a narrative of the student’s complaint.

GRIEVANCE, NONACADEMIC

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) a University employee, (2) administrative policies or procedures, (3) a University program, service, or activity.

Non-academic grievances involving student conduct issues fall under “University Regulations and Judicial Programs” section of this handbook.

Procedure
Informal resolution
Many grievances may be resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Grievance
When a student wishes to file a formal complaint that is nonacademic in nature, he or 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 be titled “Formal Grievance” and 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 then 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 formal 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 of Human Resources.

3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the formal 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 of 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 formal 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 formal 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 formal 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 formal 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 formal 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 dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

SPIRITUAL & COMMUNITY LIFE AT McAFFEE
Spirituality is present in all aspects of McAfee’s life through worship, prayers, small groups, and many other ways. Students and faculty members join together as people of faith growing together in the grace and knowledge of God. Spiritual formation at McAfee is intentional. We provide a variety of resources that assist persons in enhancing their relationship with God. Small groups and various other avenues offer ways in which students may discuss their faith. The McAfee community gathers for worship each week. The services are planned by Worship faculty and students. Preaching guests include students, alumni, faculty members, and other area ministers.

Faculty/Staff/Student McAfee Community Retreat
In an effort to encourage fellowship among the McAfee community there is a faculty/staff/student retreat each academic year. There is both scheduled and unscheduled time set aside for spiritual enrichment through prayer, recreation, small and large group activities, and shared meals. The retreat is mandatory for all Spiritual Formation students and costs approximately $50.00 (includes all meals and lodging).

Student Advocacy and Leadership Team (SALT)
The Student Advocacy and leadership Team (SALT) represents the Student Body at the McAfee School of Theology. SALT is composed of six members. Five of whom will be elected by general election in April: President, Vice-president, Secretary, Treasurer, and Historian. The sixth will be elected by general election in September and serve as the First-Year Representative. The Associate Dean for the Masters degree program serves as the faculty advisor. Copies of SALT’s Constitution are available in the Associate Dean’s office.
Multicultural Student Association (MSA)
The Multicultural Student Association affirms the cultural diversity in the McAfee community through social events, social gatherings, and worship opportunities. Its officers have included students from every corner of the community, including international students. Dr. Denise Massey and Dr. Thomas Slater are faculty advisors.

MCAFEE SCHOOL OF THEOLOGY CAREER PLACEMENT SERVICES

Introduction
McAfee School of Theology Reference and Referral receives information on full-time career opportunities in the field of ministry, including, but not limited to, jobs in the traditional ministry roles, as well as in the counseling and nonprofit fields. Current position lists are printed and posted in the McAfee School of Theology building and emailed to all current students and alumni. When a student or alumnus expresses interest in a particular position, Reference and Referral provides résumé writing support. The individual’s résumé will then be sent to the job posting with a cover letter from Reference and Referral. In this way, the Office acts as a support for the students and alumni in managing their searches for career opportunities.

Support of Mission
Reference and Referral supports the mission of Mercer University by aiding current students and alumni in their search for career opportunities. Great care is given to seeking the right job fit for a student’s gifts and talents in order to give them the best opportunity to use and expand their leadership capabilities and make a difference through ministry.

Student Learning And Development Outcomes
Reference and Referral encourages students and alumni to grow in their interview and résumé writing skills and to search adequately for the best career to match their gifts and abilities. Students and alumni will develop necessary job search skills and how to present themselves in a business environment. Other student development outcomes include making the transition from school to career and developing leadership skills required to succeed in this transition and throughout the scope of a career.

CONTINUING EDUCATION, COMMUNITY EVENTS, & PARTNERSHIPS

Peter Rhea and Ellen Jones New Testament Lectures were established in order to provide opportunities to meet, hear, and converse with leading New Testament scholars.

The William L. Self Lectureship at Mercer University’s McAfee School of Theology was established in order to promote the practice of faithful and effective preaching of the gospel. The purpose of the lectureship is to enlighten and inspire those whose calling is to preach the gospel of Jesus Christ. The lectures seek to instill in students and pastors a passion for better preaching by providing worthy models and by offering seasoned instruction and encouragement. Each year the lecture series features a nationally recognized preacher.

The D. Perry & Betty Ginn Lectures on Christian Faith and Modern Science was established to provide opportunities to hear leading scientists and theologians explore the interface between
Christian faith and contemporary science.

**The Mercer Preaching Consultation** was established to provide training in, and inspiration for, the art of preaching.

**Now Serving: Atlanta** is a mission service weekend event for college students.

**Partnership with the Certificate of Theology Program at the Lee Arrendale State Prison.** The Atlanta Theological Association (ATA) administers a non-degree Certificate in Theological Studies program for female inmates. McAfee students and faculty participate in the program by teaching elective and foundational courses in theology.

**CENTERS**

**The Center for Theology and Public Life at Mercer University.** The Center is led by Dr. David P. Gushee the Distinguished University Professor of Christian Ethics. The Mercer Center for Theology and Public Life (CTPL) promotes public dialogue, research, and constructive solutions related to important public issues to which theology and ethical reflection can make a significant contribution. The CTPL plans, hosts, and supports events that model civic, constructive, and substantive conversation about major issues in public life such as poverty and economic justice, human rights, crime and the death penalty, international peacemaking, biomedical ethics, family and sexuality, church-state relations, national identity, immigration, etc. The CTPL seeks whenever possible to encourage dialogue toward constructive solutions for the common good. Invited participants and lecturers include theologians, ethicists, social scientists, policymakers, religious leaders, activists, and others. The CTPL hopes to host lecturers and participants known for their intellectual credibility, fair-mindedness, and capacity to engage in constructive, solution-oriented public dialogue. Please see [http://ctpl.mercer.edu/](http://ctpl.mercer.edu/)

**The Center for Teaching Churches.** Dr. Ron Grizzle serves as the Director of the Center for Teaching Churches. Just as medical doctors and lawyers receive assistance in transitioning into their professions with residencies and junior partnerships, ministers of the gospel moving into their first places of service as pastors, youth and family ministers, or ministers of education need structures in place to make this move successfully. The Center for Teaching Churches at McAfee is a pioneer effort to fill this transitional and educational need for McAfee’s newly graduated ministers. It is also an opportunity for churches to extend their ministries by partnering with McAfee in the training of ministers. Please see [http://ctc.mercer.edu/](http://ctc.mercer.edu/)

**The Eula Mae and John Baugh Center for Baptist Leadership at Mercer University.** Dr. Daniel Vestal serves as the Director. The Baugh Center seeks to develop Christ-like Baptist leaders for church and society, offering academic programs and promotes research initiatives that bring students, professors, pastors, and other Baptist leaders into collaborative relationships. Attracting Baptist leaders and emerging leaders from around the world for conferences, sabbatical leaves, and research and educational programs, the Baugh Center draws on the resources housed on Mercer’s Cecil B. Day campus in Atlanta.
MCAFEE SCHOOL OF THEOLOGY/ MERCER UNIVERSITY
EMERGENCY PREPAREDNESS PLAN

Communication
In the event of a broad emergency that has the potential to harm people and/or facilities, it is important for students, faculty and staff to be aware of the following information.

In the event of an emergency, Mercer Police and the administration will provide alerts and vital information using a variety of formats including emergency text messages, emails, and the office phone system. It is important to note the following
1) All Mercer faculty, staff, and students are strongly urged to register for emergency text messages.
2) Faculty with policies prohibiting student cell phone use in the classroom should actively monitor their own cell phones for emergency text messages.
3) Initial notifications may be based on partial data, with the goal to inform campus or RAC occupants of a developing situation requiring immediate action to protect life, safety and facilities.
4) The messaging system will be used to deliver additional emergency information, or that the dangerous event and/or conditions are under control, or “all clear.”

Emergency Evacuation and Safety Procedures

Fire
When a fire alarm is activated evacuation is mandatory
1) Do not use elevators in an evacuation.
2) Close doors as you exit.
3) Move away from the building in danger (500 feet) or as directed by emergency response personnel.

In an emergency situation, dial 6911 from any campus phone for immediate assistance from the Mercer Police Department.

Lockdown
Should the campus experience a violent act (such as an active shooter), a lockdown of the University may be ordered by Mercer Police.

1) Close all interior doors
2) Immediately go to the closest enclosed area. If possible, choose a room without windows that has a locking door.
3) Lock and/or blockade the doors.
4) Turn out lights and draw blinds.
5) Silence your cell phone, remain quiet, and stay out of sight.
6) Wait for an “All Clear” signal or notice from Mercer Police and/or local emergency response personnel.
7) If outside during the notification, consider leaving the campus if possible.

**Severe Weather**

1) Lock office door.
2) If possible, move to designated severe weather area of the building.
3) Do not use elevators.
4) Avoid glass doors and windows.
5) Crouch as low as possible to the floor, keeping your face down. Cover your head with your hands.
6) Wait for an “All Clear” signal or notice from Mercer Police and/or local emergency response personnel.

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**M.DIV. AND M.A.C.M COURSE DESCRIPTIONS**

**THBL 500. Introduction to Biblical Languages (3 hours)**

Prerequisite(s): None

This course serves as an introduction to biblical Hebrew and Greek. Students will learn the structures of the languages, a basic vocabulary, and how to access and use various tools for future use in studying biblical passages.

**THBL 501. Hebrew Exegesis I (3 hours)**

Prerequisite(s): None

This course introduces the study of biblical Hebrew for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar, and will concentrate on building and using tools in the study of biblical Hebrew. Students will also encounter a variety of exegetical methods.

**THBL 502. Hebrew Exegesis II (3 hours)**

Prerequisite(s): OTH 603, THBL 501, or advanced placement/permission of instructor

This course is a continuation of Hebrew Exegesis I. Students will complete their study of basic biblical Hebrew grammar and begin reading selected texts in Hebrew. Attention will be given to the Hebrew form of the texts and to particular issues that present themselves in the process of reading. Students will complete a major exegetical project incorporating their learning of exegetical method with their newly acquired translation skills.

**THBL 511. New Testament Greek I (3 hours)**

Prerequisite(s): None

This course introduces the study of New Testament Greek for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar.

**THBL 512. New Testament Greek II (3 hours)**

Prerequisite(s): NTG 613, THBL 511, or advanced placement/permission of instructor

A continuation of New Testament Greek I, this course will also require select readings from
the Greek New Testament and exegetical papers on assigned texts.

**THBL 700. Biblical Aramaic & Syriac (3 hours)**
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
In this course, students will read and study the Aramaic portions of the Old Testament found in the books of Daniel and Ezra and the Syriac translation of the book of Mark. The goal of the course is that students understand the basic structure and vocabulary of biblical Aramaic and Syriac, that they be able to deal with and reflect on the Aramaic and Syriac texts in both personal faith and public ministry, and that they develop tools and methods for continuing to study this portion of Scripture.

**THBL 701. The Literature of Ugarit (3 hours)**
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
This is an introductory course to the Literature of Ugarit. The goal of the course is that students will: understand the basic structure and vocabulary of Ugaritic; study the content of a number of the epic poems of Ugarit; examine how the Ugaritic texts contribute to our understanding of the God of the Old Testament; and develop tools for continuing study of this important aspect of Old Testament studies.

**THBL 702. Northwest Semitic Texts (3 hours)**
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
In this course, students will read and study texts written in various dialects of Northwest Semitic, including, among others, The Mesha Inscription, the Karatepe Inscription, the Tell Dan Inscription, the DeirAlla Text, and the Siloam Tunnel Inscription. The goal of the course is that students develop an understanding of the Northwest Semitic language group and that they gain greater insight into the biblical text through their studies of texts from surrounding "contemporary" cultures.

**THBL 800. Special Topics: (1-3 hours)**
*May be repeated with different subtopics*
Prerequisite(s): Varies

**Advanced Hebrew Reading & Grammar: Subtitle**
*May be repeated with different subtopics*
Prerequisite(s): OTH 806, THBL 502, or advanced placement/permission of instructor
In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom.

**Advanced Hebrew Exegesis of the Old Testament: Subtitle**
*May be repeated with different subtopics*
Prerequisite(s): OTH 806 and OTH 604; or THBL 502 and THOT 500; or advanced placement/permission of instructor
Cross-listed as: THOT 601
This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THBL designation will be expected to incorporate Hebrew translation regularly in their exegetical study. Students may repeat the course with different subtopics.

**Advanced Greek Exegesis of the New Testament: Subtitle**
*May be repeated with different subtopics*
Prerequisite(s): NTG 803, THBL 512, or advanced placement/permission of instructor
This is an advanced exegetical seminar in a particular book or set of texts from the New Testament. Students should expect to incorporate Greek translation regularly in their exegetical study. Students may repeat the course with different subtopics.

**THCE 500. Faith Development (3 hours)**
Prerequisite(s): None
This course introduces the issues of how faith is nurtured in individuals and communities, and how the church can fulfill its mission of faith education. Students will study a range of developmental processes in children, adolescents, and adults, and how learning occurs through the life-stages of individuals, families, and communities. Practical issues of how Christian education can be structured and developed in the local church will also be addressed.

**THCE 601. Ministry with Children (3 hours)**
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
This course will take the theories of faith development and apply them to practical ministries for children in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of children.

**THCE 602. Ministry with Youth (3 hours)**
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
This course will take the theories of faith development and apply them to practical ministries for youth in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of youth.

**THCE 603. Ministry with Adults (3 hours)**
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
This course will take the theories of faith development and apply them to practical ministries for adults in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of adults.

**THCE 605. Church Pedagogy & Curriculum Development (3 hours)**
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
This course will introduce students to the notion that sound teaching methodology and
challenging content are both integral to the mission and ministry of Christian Education in the local church. Therefore, students will practice and evaluate various models of teaching and they will learn the basics of good curriculum development.

THCE 606. Theological Approaches to Christian Education (3 hours)
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
This course will attempt to integrate and probe the conversation between the disciplines of education and theology about the processes by which Christian faith is embodied, communicated and re-formed within the church and culture. It will address, from the perspective of Christian education, some of the crucial theological issues central to the educational task.

THCE 607. Women: Believing, Worshiping, & Ministering (3 hours)
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
This course will focus on women in the church and how a feminine perspective shapes and influences theology, worship and ministerial roles. Special attention will be given to issues that affect women ministers both spiritually and vocationally.

THCE 702. Ministry of Writing (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
Cross-listed as: THPR 702
Effective ministry is enhanced by effective writing. This course is directed at developing students’ understanding of writing as a ministry and honing their skills. Texts and discussions will introduce the principles and disciplines for a fresh, ongoing ministry of writing. In the manner of a Christian writing workshop, students will compose, share, and discuss a variety of forms of writing in service to the church.

THCE 703. Pastoral Care with Children (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 703
Theological understandings of the aging process will be integrated with insights about children. This deeper understanding of the needs of children will inform the theory and practice of pastoral care with children.

THCE 704. Pastoral Care with Youth (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 704
Theological understandings of the aging process will be integrated with insights about youth. This deeper understanding of the needs of adolescents will inform the theory and practice of pastoral care with youth.

THCE 705. Pastoral Care with Men (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced
placement/permission of instructor
Cross-listed as: THPC 705
This course explores the specific needs of men from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of men will undergird specific guidance offered for pastoral care with men.

THCE 706. Pastoral Care with Women (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 706
This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women.

THCE 707. Pastoral Care with Senior Adults (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 707
Theological understandings of the aging process will be integrated with insights about senior adults from gerontology. This deeper understanding of the needs of older persons will inform the theory and practice of pastoral care with senior adults.

THCE 708. Sexuality & Ministry (3 hours)
Prerequisite(s): CRE 682 or THCE 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 708
This course seeks to help students develop a positive understanding of human sexuality in light of their own religious faith and spirituality. Attention will be given to the students’ own attitudes toward sexuality and how those may function to promote or hinder adequate fulfillment of ministerial responsibilities.

THCE 709. Church Administration (3 hours)
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
Cross-listed as: THLD 709
This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed.

THCE 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

THCE 801. Supervised Teaching Ministry (3 hours)
Prerequisite(s): Permission of instructor
This course will provide faculty supervision for students who are teaching a single course in a pre-approved academic (non-ecclesial) capacity. Faculty supervisors will consult regarding syllabus construction, provide coaching for students throughout the course, and evaluate student pedagogy. Students must secure the teaching placement, solicit a faculty supervisor, and gain approval of the master’s degree program committee prior to registration.

**THCH 500. Foundations in Church History (3 hours)**  
Prerequisite(s): None  
This course is a survey of the story of the Christian church from its inception to the present, including themes of theological/intellectual, spiritual, and institutional development.

**THCH 510. Baptist Heritage (3 hours)**  
Prerequisite(s): None  
This course is a study of Baptist origins, development, principles, leaders, and current trends, with an emphasis on Baptists in the United States. The seventh of the ten founding principles of the McAfee School of Theology begins: “The School should hold steadfastly to the high and defining traditions of Baptists.” This course is designed to better equip students to appreciate and/or embody this invaluable and endangered living Christian tradition.

**THCH 601. History of American Christianity (3 hours)**  
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor  
This course is a survey of the history of Christianity in the United States from the colonial period to the present in order to introduce the broad range of religious, political, and social movements that have shaped American Christianity and been shaped by it.

**THCH 602. The Reformation (3 hours)**  
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor  
This course is a study of the Lutheran, Reformed, Anglican, Radical, and Roman Catholic phase of the sixteenth-century Reformation. It provides understanding of the medieval roots of the Reformation, the basic distinctives and contributions of the major traditions that arose in the era, and the common denominators of the religious culture shared by Protestants and Roman Catholics alike in this period of Western Christianity.

**THCH 700. History of the Bible (3 hours)**  
Prerequisite(s): SPF 701, THEO 500, THEO 501, or advanced placement/permission of instructor  
Cross-listed as: THNT 700 and THOT 700  
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century.

**THCH 701. Classics of Christian Devotion (3 hours)**  
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of
instructor
Cross-listed as: THSP 701
This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts.

THCH 703. Celtic Christianity (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
Cross-listed as: THSP 703
This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians.

THCH 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

THEO 501. Introduction to Theological Thinking & Writing (3 hours)
Required 1st semester
Prerequisite(s): None
This course is a primer for theological education. Students will explore theological and interpretive diversity, develop critical thinking skills, and cultivate professionalism in communicating theological thought through writing and speech. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load.

THEO 700. Research & Design (2 hours)
Prerequisite(s): Admission to Academic Research Track or permission of instructor
This course is a requirement for all Academic Research Track students. The course will introduce students to the task of identifying an original research problem, establishing a research methodology, setting limits to one’s research and building a bibliography. The course seeks to work with the student in conjunction with his or her academic supervisor in order to present a completed Thesis prospectus by the conclusion of the term.

THEO 701. Thesis Writing I (2 hours)
Prerequisite(s): THE 901 or THEO 700
The first semester of required thesis writing for Academic Research track students.

THEO 702. Thesis Writing II (2 hours)
Prerequisite(s): THEO 701
The second semester of required thesis writing for Academic Research track students.
THEO 800. Special Topics: (1-3 hours)
*MAY BE REPEATED WITH DIFFERENT SUBTOPICS*
Prerequisite(s): Varies

THEO 900. Capstone (3 hours)
Prerequisite(s): Taken in student’s final year of coursework.
The Capstone course is taken in a student’s last year. The objective of the course is to help students to integrate the various facets of the Master of Divinity curriculum in preparation for graduation and entry into a full-time ministry position. To that end, it involves students in critical reflection on issues in ministry from biblical, historical, theological, and pastoral perspectives.

THET 500. Ethics (3 hours)
Prerequisite(s): None
This course is an exploration of the moral dimensions of the Christian faith, including moral convictions, character, and practices. The course is grounded in an ethical methodology shaped by historic Christian theological commitments, and explores aspects of personal discipleship, the church’s internal moral life, and the Christian moral witness in society.

THET 600. History of Christian Ethics (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides an overview of major thinkers and themes in the history of Christian moral thought.

THET 601. Ministerial Ethics (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course is a study of the ethical challenges and responsibilities of Christian clergy.

THET 602. Christian Ethics and War (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides an overview of the major issues and themes that have emerged over two millennia of Christians wrestling with the challenge of war.

THET 603. Faith and Politics (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides an examination of the wide diversity of Christian approaches to politics and public life historically and today.

THET 604. Christian Ethics and Racial Justice (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides an examination of the long struggle of the church with racial injustice and division, with special focus on Baptists and the South.

THET 605. Ethics, Law, & Public Policy (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course will explore social-ethical issues arising at the intersection of law, Christian ethics, and public policy. The key purpose of the course is to offer an interdisciplinary engagement with major social issues as these are contested in courts of law and public opinion, and not least, in the church itself. Taught as a joint Law/Theology course, the class aims to enhance learning through the intellectual encounter between Law and Theology/Ethics and the personal encounter between law students, ministry students, and faculty from both fields.

THET 606. African American Traditions in Theological Ethics (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
From early Christian experiences related to the Ethiopian Orthodoxy and Coptic traditions to the spirituals, African American music, art and literature, and the Black Church, this course helps students reflect on the multilayered and multi-dimensional breadth of the African and African American Christian experience. It explores the ways in which the African American Christian experience contributes to broader understandings of Christian ethics for the global Church.

THET 607. Theology & Praxis of Martin Luther King, Jr. (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
The purpose of this course is to explore the theological, ethical, and practical dimensions of Martin Luther King Jr.’s life and work, as one of the most influential leaders of the Twentieth Century. Through a critical review of key texts, primary sources, documentaries, recordings, and other sources from the Civil Rights Movement, the course introduces students to major theological and ethical themes of King’s work, on the backdrop of historical events that shaped the movement.

THET 608. The Ethics of Reconciliation (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
The intent of this course is to help students reflect on the many ways in which Christians, historically and in a contemporary context, have engaged the challenges of difference and otherness, attending to ethical concerns related to racism, patriarchy, sexism, imperialism, colonialism and religious intolerance. At the same time, the course exposes students to movements that promote larger visions of peace, tolerance, and reconciliation (such as the anti-Apartheid struggle in South Africa and Christian pacifism in the twentieth century). The course also explores themes related to forgiveness, reconciliation, memory, and storytelling as well.

THET 609. The Life and Thought of Howard Thurman (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
Howard Thurman, as a seminal figure in shaping the African American religious experience and the larger Christian narrative, has made an indelible impact on Christian practices and larger society. This course introduces students to Thurman’s life, thought, spirituality, and the ways in which his corpus of work helped informed theological and ethical discourse in the twentieth century.
THET 611. The Sermon on the Mount (3 hours)
   Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
   Cross-listed as: THNT 611
   The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain.

THET 700. Bioethics (3 hours)
   Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
   The purpose of this course is to help prepare students for contemporary ministry by training them to analyze and address issues in the arena of healthcare from a Christian perspective. The course aims to enable ministers to equip those they serve in understanding their moral responsibility in decisions about the delivery and receiving of healthcare, and the impact of personal and social decisions in healthcare on the broader society. This course focuses on the bioethical issues that most commonly arise for pastors, chaplains, and other caregivers in the US and other technologically advanced societies.

THET 701. Roman Catholic Ethics (3 hours)
   Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
   This course is an introduction to historic and contemporary Catholic moral theology and scriptural teaching.

THET 702. Social Justice & the Old Testament (3 hours)
   Prerequisite(s): OTH 604 and ETH 641; or THOT 500 and THET 500, or advanced placement/permission of instructor
   Cross-listed as: THOT 702
   This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components.

THET 704. Preaching & Ethics (3 hours)
   Prerequisite(s): ETH 641 and PRC 651; or THET 500 and THPR 500; or advanced placement/permission of instructor
   Cross-listed as: THPR 704
   This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American society. Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry.
THET 706. Ethics of Human Dignity (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course offers an intensive engagement with diverse theological and moral thinkers, most of whom have in common a passion for the analysis, recognition, and advance of human dignity. The presupposition of the course is that human dignity—the equal, immeasurable, and inviolable worth of each and every human being, and the just and dignified treatment which appropriately follows—ought to be viewed as a central human and Christian moral norm (knowing) and ought to shape the personal, ecclesial, and social character (being) and behavior (doing) of all followers of Jesus Christ.

THET 707. Christian Sexual Ethics (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
Through most of the Christian tradition, the churches have taught that the only morally legitimate context for sexual expression is in lifetime, monogamous, heterosexual marriage. This tradition always had its dissenters and nonconformists, but has come under especially intense theological, ethical, and cultural challenge over the past fifty years. This course examines both historic Christian traditions related to sexual ethics and alternative contemporary perspectives, against the backdrop of dramatic social changes. The course will explore both western and Global South contexts and perspectives.

THET 708. Theology After the Holocaust (3 hours)
Prerequisite(s): ETH 641 or THET 500; and THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor
Cross-listed as: THTP 708
This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews”—the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities.

THET 709. Dietrich Bonhoeffer (3 hours)
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
A reading-intensive seminar course examining the life and writings of Dietrich Bonhoeffer (1906-1945), the German theologian-ethicist whose resistance to the Nazi regime cost him his life. Biographical material will be considered in tandem with the evolution of Bonhoeffer's thinking and writing. Essays and books from each stage of his brief career will be considered.

THET 710. Theology and Economics (3 hours)
Prerequisite(s): ETH 641 or THET 500; and THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor
Cross-listed as: THTP 710
This course examines the relationship between Christian Theology and economics on the
assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Freidman and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology.

**THET 711. The Teachings of Jesus (3 hours)**  
Prerequisite(s): ETH 641 or THET 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor  
Cross-listed as: THNT 711  
This course is a study of the theological and ethical implications of the teachings of Jesus.

**THET 712. The Kingdom of God (3 hours)**  
Prerequisite(s): ETH 641 or THET 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor  
Cross-listed as: THNT 712  
This course is a comprehensive study of the kingdom of God sayings of Jesus with particular attention to exegesis and dialogue with the considerable body of scholarly publications.

**THET 713. Forgiveness and Reconciliation (3 hours)**  
Prerequisite(s): ETH 641 or THET 500; and PAC 671 or THPC 500; or advanced placement/permission of instructor  
Cross-listed as: THPC 713  
This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence).

**THET 714. Political Theology (3 hours)**  
Prerequisite(s): ETH 641 or THET 500; THP 631, THP 632, or THTP 500; or advanced placement/permission of instructor  
Cross-listed as: THTP 714  
The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah’s return? These sorts of questions populate the field “political theology.” Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined.
THET 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

Thinkers and Movements in Christian Ethics: Subtitle
May be repeated with different subtopics
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides a focused examination of an especially significant thinker and/or movement in Christian ethics. Rotating subjects.

Intensive Issue Seminar: Subtitle
May be repeated with different subtopics
Prerequisite(s): ETH 641, THET 500, or advanced placement/permission of instructor
This course provides a focused examination of one especially important and complex contemporary moral issue. Rotating Subjects.

THGU 500. Missional Theology (3 hours)
Prerequisite(s): None
This course explores the biblical, historical, and missiological foundations of God’s mission in the world with some attention to the implications of these foundations for a variety of ministry contexts.

THGU 501. Community Engaged Ministry (3 hours)
Prerequisite(s): None
This course uses community-based learning to help students experience and practice three forms of community-engaged ministry: asset-based community development, community organizing, and community building through faith-based/community partnerships. The course begins by looking at the difference between charity and justice as we ask how churches and communities might avoid “toxic charity” and instead create sustainable change that builds on the assets and lived experiences of our neighbors. After understanding the various approaches to community-engaged ministry, students will practice these methodologies as they explore four primary issues in community work: housing, economic development, health, and sustainability and ask what it means to live in God’s abundant life in the here and now. (Offered every year)

THGU 502. Cultural Intelligence (3 hours)
Prerequisite(s): None
Cross-listed as: THPC 502
The 21st century church is embedded in a period of rapid and complex cultural change. In a society where patterns of immigration, suburbanization, and urban revitalization can rapidly change the racial and ethnic landscape of a community, the "homogeneous unit principle" strategy for church growth and vitality no longer works. In this course, students will develop the knowledge and skills of cultural intelligence that will enable them to minister effectively across cultures, to lead congregations and organizations facing cultural change, and to engage in racial justice ministry. (Offered every year)
THGU 600. Introduction to World Religions (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course introduces the student to the diverse historical, philosophical, and spiritual foundations from which several major religions have developed. The course will consist of a survey of selected religions and include an examination of the impact these religions have made on the world. Basic principles of Hinduism, Buddhism, Islam, Chinese Religion, Shintoism, Judaism, Christianity, and alternative paths will be examined in the context of social, cultural, geographic, political, and economic conditions in which they developed.

THGU 601. Church Planting (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the current missiological conversations related to starting new churches, including such issues as postmodernism, ecclesiology and the missional church. Readings will explore specific contexts such as urban mission and ministry as well as practical questions of administration and polity that provide infrastructure for new church starts.

THGU 602. Peace, Justice, & Reconciliation (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course explores the philosophical roots of justice, peacemaking, and reconciliation as foundational building blocks in an emerging mission theology. Mission as pro-active advocacy among oppressed peoples is traced throughout various movements such as liberation theology, civil rights, and human struggles for justice. Issues of human dignity are explored as components within the gospel and viewed as essential for the church's missional calling. Globalism's impact on the struggle for a new mission theology will be highlighted in the study. As a result of the course, students will understand the historical developments that led missiologists to consider the need for a new mission theology built upon justice, peace, and reconciliation, and will encourage students to engage these issues in the local church's approach to the world.

THGU 603. Judaism: History, Thought, & Practice (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
Judaism reflects the story of a complex amalgam of a particular people seeking God and of God reaching out to that people. That four thousand year old drama is still playing out among Jewish communities here in Atlanta, in Jerusalem, Cape Town, Moscow, London, Paris, Berlin, Buenos Aires, Singapore, Mumbai and just about anywhere one’s finger could land on a spinning globe. This course attempts to provide a historical, theological, and practical introduction to Judaism and the Jewish community.

THGU 604. Islam: History, Thought, & Practice (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course attempts to provide a historical, theological, and practical introduction to Islam and the Islamic community.

THGU 605. Judaism, Christianity, & Islam: A Global Perspective (3 hours)
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course examines the origins of Judaism, Christianity and Islam, and explores the historic
tensions that have existed between the three traditions. Particular attention is given to the modern era in order to help students understand the global and missiological contexts in which the religions interact today. The course gives attention to the sacred texts of each tradition and includes site visits to places of worship.

THGU 606. Asian Religions (3 hours)  
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor  
This course explores the religions of Asia, including Hinduism, Buddhism, Taoism, Shintoism, and Confucianism with particular attention to the interaction between religion and culture in the Asian context and missiological implications for the Christian faith. Students will read the sacred texts of each tradition, meet adherents of the various religions, and make site visits to places of worship in the Atlanta area.

THGU 607. Understanding Urban Mission (3 hours)  
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission  
This course will introduce historical, sociological, and theological understandings of the city and explore various approaches to the mission of the church in the urban context.

THGU 608. The City & The Church (3 hours)  
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor  
A reading and discussion colloquium examining issues related to urban ministry with attention to the processes of urbanization, the impact of global urbanization on the church and strategies for congregational effectiveness in the urban context with focus on metropolitan Atlanta.

THGU 609. Faces of Jesus: A Global Perspective (3 hours)  
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor  
This course will examine ways in which Jesus is perceived through the lens of many of the world's religious traditions with an emphasis upon such perceptions from the context of the two-thirds world. Particular focus will be given to the ways in which Jesus has been depicted in art and film.

THGU 610. Mission of God in the 21st Century (3 hours)  
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor  
This course assesses the church's role in the mission of God in the twenty-first century through the lens of previous historical shifts in the church's understanding of this mission, cultural realities that have shaped Christian mission, emerging missiological perspectives, and the shaping influence of churches in the eastern and southern hemispheres. Mission leaders from around the world will be conversation partners to assist students in understanding the twenty-first century context.

THGU 611. Mercer on Mission: Subtitle (6 hours)  
May be repeated with different subtopics. Requires application and travel overseas.  
Prerequisite(s): Application and permission of instructor  
The mission immersion experience provides a cross-cultural ministry opportunity for students that occurs either in an international context or within the United States, but that must be outside the student’s own cultural context. Students will experience various cultures,
worldviews and lifestyles with the purpose of providing clarity and direction to their own ministry calling and with the intention of significant missiological reflection upon their experience.

**THGU 612. Mission Methodology & Practice (3 hours)**
Prerequisite(s): EVM 661, THGU 500, or advanced placement/permission of instructor
This course will introduce students to emerging concepts in mission methodology and practice in areas of cross-cultural living and communication, sustainability, assets-based community development, and faith-sharing. This course will include visits to sites in the Atlanta metropolitan area.

**THGU 800. Special Topics: (1-3 hours)**
*May be repeated with different subtopics*
Prerequisite(s): Varies

**THLD 500. Leadership (3 hours)**
Prerequisite(s): None
An examination of the processes of leading as a minister. The language of leadership as a static noun is shifted to the more dynamic quality of leading as a verbal reality. The focus of the course is on the elements that distinguish congregations and ministry organizations as organic organizations that involve multiple elements of being, knowing, and doing for relating to laity and staff to fulfill the mission of God in the world.

**THLD 501. Contextual Ministry (3 hours)**
Prerequisite(s): Minimum of 45 completed hours or advanced placement/permission of instructor
This course allows students to work in ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological education and the practice of ministry.

**THLD 600. Leadership in the Black Church (3 hours)**
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor
This course serves as a broad introduction into leadership in the Black Church. The course focuses extensively on the theoretical, ideological and practical implications of leadership opportunities and challenges present within the Black Church. It also delves into several specialized and contextual topics in black church dynamics, including socio-economic structures, political influences, management of financial resources, gender roles, black family life, and the relevancy of the Black Church in the life of the community and its people. Leadership will be developed through the engagement of multiple elements of being, knowing, and doing in order to fulfill the mission of God in the world.

**THLD 601. How to be an Effective Pastor (3 hours)**
Prerequisite(s): None
This course will help students to define, discern, and articulate the role of the pastor; increase their love for the pastorate; strengthen their faith in the church as a valid setting in which to perform effective ministries for Christ; and prepare to do well in pastoral ministry, including how to survive first and then thrive.
THLD 602. Change & Conflict (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor
This course will be an examination of the nature and dynamics of change and conflict in churches and religious institutions. The course studies the leadership role of the minister in effecting change and understanding conflict with focus on the skills needed to serve as a change agent.

THLD 603. Leadership & Biography (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission
Students in this Leadership elective will read biographies of religious leaders and other leaders with an eye for the principles and practices of leadership that led to their significant contributions. The course is designed to teach skills for reading biography that will make life stories an ongoing resource for personal leadership development.

THLD 701. The Art, Science, & Spirituality of Leadership (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission
This course provides an overview of both secular and theological literature on leadership. The purpose of the course is to help students discover and develop their preferred model, style, and practice of leadership in Christian ministry.

THLD 702. Developing Leaders in the Congregation (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission of instructor
This course is about discovering, developing, and nurturing lay and clergy leaders for the local congregation. Special attention will be given to leadership development through mentoring, teaching, and example.

THLD 703. Baptist Leaders in the 20th Century (3 hours)
Prerequisite(s): MIN 652, THLD 500, or advanced placement/permission
This course will combine lectures with reading and research to learn about and learn from strategic Baptist leaders in the 20th century. It will also explore lesser-known Baptist leaders in an effort to heighten understanding of effective leadership for today.

THLD 704. Leadership & Spiritual Formation (3 hours)
Prerequisite(s): THLD 500 and THSP 501
Cross-listed as: THSP 704
This course will examine the truths and practices of Christian Spirituality that are essential for good leadership. The focus of the course will be on the spiritual formation necessary at various stages and levels of leadership. Attention will also be given to biblical, ancient, modern, and postmodern understandings of spiritual practices that have informed various leaders throughout the centuries.

THLD 709. Church Administration (3 hours)
Prerequisite(s): CRE 682, THCE 500, or advanced placement/permission of instructor
Cross-listed as: THCE 709
This course is an introductory study of administration in the congregational context. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures and church polity will be discussed.
THLD 800. Special Topics: (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

THNT 500. Foundations in New Testament (3 hours)
Prerequisite(s): None
This course is an introduction to modern biblical studies. The course will focus on the study of Jesus and the gospels and Paul and the early church, as well as pursuing leading themes in the New Testament.

THNT 602. Gospel of Matthew (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
The goals of this course are to lead you to understand the life setting of the Gospel of Matthew; appreciate its literary design and subtleties of meaning; recognize the contribution of this Gospel to the theology of the early church; be able to interpret passages from Matthew, with a keen sensitivity to Matthean themes and theology; relate the Gospel to contemporary ethical, social, and religious issues; and cultivate an appreciation for Matthew as a source of spiritual nurturance and direction.

THNT 603. The Gospel of Mark (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
The Gospel of Mark has been at the center of modern scholarship on Jesus and the study of the synoptic Gospels. This course examines the composition of Mark, its leading themes, and its theological distinctives. It also acquaints the student with Markan scholarship and the power of the gospel story in worship and preaching.

THNT 604. The Gospel of Luke (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the Gospel of Luke as an apologetic presentation of the ministry and significance of Jesus Christ, its literary and theological features, and the message of Luke for contemporary Christians.

THNT 605. The Gospel of John (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
The objective of this course is to lead students into a life-long love affair with the Gospel of John. This Gospel is at once the simplest and the most profound of the Gospels; and it has had a formative impact on our understanding of Jesus and on the church’s Christology. This course leads the student into an intense reading of the Gospel in conversation with some of John’s leading interpreters.

THNT 606. The Passion & Resurrection Narratives (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of
This course is a study of the passion and resurrection narratives in the gospels.

THNT 607. Contemporary Studies of Jesus (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course surveys the history of scholarship on Jesus from David Friedrich Strauss to the present, with particular emphasis on the methodology, resulting portraits, and theological significance of the work of the leading contributors to contemporary studies of the historical Jesus.

THNT 608. The Parables of Jesus (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is a critical analysis of the body of the parabolic literature in the synoptics, interacting with the most recent scholarship, including the Jesus Seminar. Using a triangular model, attention will be given to the historical, theological and literary dimensions, with particular emphasis upon the latter. The primary focus will fall upon the text as performative act in the ministry of Jesus, but with eventual interest in the practical hermeneutical implications for the life of the church and the world.

THNT 609. The Miracles of Jesus (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will examine the miracles of Jesus with a particular focus on the healing narratives, inclusive of the exorcisms in both the Synoptics and John. It will raise scientific and critical issues, place the miracle tradition in historical context, involve the students in careful exegesis of the texts, and pay some thoughtful attention to contemporary relevance.

THNT 610. I & II Peter, James, & Jude (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will examine these first century Christian writings by asking questions about genre, date, authorship, and SitzimLeben, as well as their respective theological and literary features, and to what degree they might be interrelated. Students will become conversant with the major theological and literary issues surrounding each of the works, formulate their own informed opinions, and write at least two academic papers.

THNT 611. The Sermon on the Mount (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THET 611
The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain.
THNT 612. The Johannine Tradition (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is a study of the Gospel and three letters of John.

THNT 613. The Book of Acts (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the book of Acts as an example of Greco-Roman historiography and as the companion volume to the Gospel of Luke which concentrates on the ministry of the Apostles and apostolic figures in the expansion of the Christian movement. Possible lessons for the contemporary church shall also be examined.

THNT 614. Paul (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will examine key theological and ethics issues in the New Testament writings attributed to the Apostle Paul. It will also examine the interpretation of Paul in one or more Christian thinkers (e.g., Augustine, Luther, Wesley, Barth, Tillich) through an examination of two or more of their sermons.

THNT 615. The Book of Romans (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the meaning and message of the book of Romans within its cultural context and its role in contemporary discussions.

THT 616. The Corinthian Correspondence (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the history and development of 1& 2 Corinthians.

TNT 617. The Book of Galatians (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the meaning and message of the book of Galatians within its cultural context, its place in the Pauline corpus, and its role in contemporary discussions.

THNT 618. The Thessalonian Correspondence (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an examination of the relationship between 1& 2 Thessalonians.

THNT 619. The Pastoral Epistles: 1&2 Timothy and Titus (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
A study of the content and purpose of the Pastoral Epistles.

**THNT 620. The Captivity Letters: Colossians, Ephesians, Philippians, & Philemon (3 hour)**
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is a study of the literary, rhetorical and theological relationships among these four books.

**THNT 700. History of the Bible (3 hour)**
Prerequisite(s): SPF 701, THEO 500, THEO 501, or advanced placement/permission of instructor.
Cross-listed as: THCH 700 and THOT 700
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century.

**THNT 701. The Bible & Popular Culture (3 hour)**
Prerequisite(s): OTH 604 and NTG 611; or THOT 500 and THNT 500; or advanced placement/permission of instructor
Cross-listed as: THOT 701
This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings.

**THNT 702. Studies in non-Pauline Christianity (3 hours)**
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will study select topics in 1 & 2 Peter, James, Jude, and/or John’s Apocalypse.

**THNT 703. The Apocalypse of John (3 hours)**
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
A study of the social setting and purpose of the Apocalypse.

**THNT 704. Second Temple Judaism (3 hours)**
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course will provide a socio-historical overview of Judaism from the sixth century BCE to the second century CE.
THNT 705. Apocalyptic Literature (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THOT 705
This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation.

THNT 706. Colloquium (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an advanced seminar on the New Testament.

THNT 707. Preaching the Gospel of Matthew (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 707
This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THNT 708. Preaching the Gospel of Mark (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 708
This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THNT 709. Preaching the Gospel of Luke (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 709
This course focuses on the preaching possibilities contained in the Gospel of Luke. Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THNT 710. Preaching the Gospel of John (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 710
This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons.
THNT 711. The Teachings of Jesus (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THET 711
This course is a study of the theological and ethical implications of the teachings of Jesus.

THNT 712. The Kingdom of God (3 hours)
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
Cross-listed as: THET 712
This course is a comprehensive study of the kingdom of God sayings of Jesus with particular attention to exegesis and dialogue with the considerable body of scholarly publications.

THNT 713. John Wesley's Interpretation of Scripture (3 hours)
Prerequisite(s): THNT 500 or THOT 500 or THTP 500
Cross-listed as: THTP 713
This course will examine Wesley's interpretation of Scripture by examining of 25-30 select published sermons. Students will evaluate how well Wesley has related the biblical text to his social context and to identify the principle ethical/theological position Wesley takes against his contemporaries. Each student will write three papers. One of the three papers will examine either Wesley's "Christian Perfection," "Justification by Faith," "The Scripture Way of Salvation" or "On Working Out Your Own Salvation." Students from Methodist/Wesleyan traditions who choose to write on three of the four aforementioned sermons may petition their annual conference or seminary for credit for Methodist Doctrine. (Offered occasionally)

THNT 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

Advanced English Exegesis of the New Testament: Subtitle
May be repeated with different subtopics
Prerequisite(s): NTG 611, NTG 612, THNT 500, or advanced placement/permission of instructor
This course is an advanced study of a given New Testament book or major theme.

THOT 500. Foundations in Old Testament (3 hours)
Prerequisite(s): None
This course introduces the study of the Old Testament and gives students tools for continuing study of this portion of the scriptures. Special attention will be given to the Old Testament's backgrounds in history, canonical formation, language and translation, literary form, history of interpretation, and use in the Christian church.

THOT 601. Ancient Israelite Religion from a Post-Colonial Perspective (3 hours)
Prerequisite(s): THOT 500 or advanced placement/permission of instructor
This course will survey various theories on the development and nature of Israelite religion within its ancient Near Eastern context. Participants will explore topics such as sacred space,
ritual, sacrifice, worship, ethics, and the rise of monotheism from within a polytheistic culture. In particular, students will explore the manner in which colonial forces impact and shape the development of Israelite theology.

**THOT 602. Interpreting Ecclesiastes (3 hours)**
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
Students in this course will encounter theological, philosophical, and ethical concepts in the book of Ecclesiastes. The course will address classical exegetical approaches to the composition, date, and meaning of the text in its original context. Students will also examine themes from the book’s reception history in art, music, literature, and popular culture.

**THOT 603. Feminist Interpretations of the Book of Psalms (3 hours)**
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
In this class, students will explore feminine images of God in the Psalter and the ways in which the book addresses issues that are particularly important to those who read the biblical text from a feminist perspective.

**THOT 634. The Book of the Twelve (3 hours)**
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet.

**THOT 651. The Book of Psalms (3 hours)**
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This course will examine the overall structure and message of the book of Psalms, its individual components, and its interpretation by and influence on the people of God throughout the millennia. Students will: critically study the shape and story of the macro and micro components of the Psalter; integrate the words of the Psalter into their own striving for contact with the "Ultimate Source" of all life; and discover ways in which they might be able to help others appropriate the words of the Psalter in their own quests for communicating with God.

**THOT 660. Teaching from the Wisdom Literature (3 hours)**
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
Roland Murphy writes that wisdom literature is "exciting" because it deals directly with life. This course will explore the phenomenon of "wisdom" in the ancient Near East and in the Hebrew Bible, examine the Books of Proverbs, Job, Ecclesiastes, Song of Songs, The Wisdom of Sirach and the Wisdom of Solomon, and discuss how the "wisdom" of the Hebrew Bible can be appropriated into the everyday life of Christians.

**THOT 700. History of the Bible (3 hours)**
Prerequisite(s): OTH 604, THEO 500, THEO 501, or advanced placement/permission of instructor
Cross-listed as: THCH 700 and THNT 700
This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and
New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century.

**THOT 701. The Bible & Popular Culture (3 hours)**
Prerequisite(s): OTH 604, THOT 500, and THNT 500 or advanced placement/permission of instructor
Cross-listed as: THNT 701
This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings.

**THOT 702. Social Justice & the Old Testament (3 hours)**
Prerequisite(s): OTH 604, THOT 500 and THET 500 or advanced placement/permission of instructor
Cross-listed as: THET 702
This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components.

**THOT 703. Preaching the Old Testament (3 hours)**
Prerequisite(s): OTH 604 or THOT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 703
This course focuses on the preaching possibilities contained in the Old Testament. Students will examine recent approaches to analyzing and interpreting the Old Testament, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

**THOT 704. The Theology of Exile (3 hours)**
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This course explores the theological and ethical responses to the destruction of Jerusalem and the Babylonian exile in the Old Testament, particularly in the books of Jeremiah, Lamentations, Ezekiel, and Second Isaiah. Students will encounter traditional exegetical issues as well as newer interpretive strategies. The topics discussed will include the presence and absence of God, the implications of a retribution theology of the exile, the portrayal of women in exilic literature, ethics after exile, oracles against foreign nations, the tradition of lament, and the vision for the establishment of a new community and religious identity after exile.
THOT 705. Apocalyptic Literature (3 hours)
Prerequisite(s): OTH 604 or THOT 500; and NTG 611, NTG 612, or THNT 500; or advanced placement/permission of instructor
Cross-listed as THNT 705
This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation.

THOT 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies
Advanced English Exegesis of the Old Testament: Subtitle
May be repeated with different subtopics
Prerequisite(s): OTH 604, THOT 500, or advanced placement/permission of instructor
This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THOT designation will engage the texts using various English translations, though they are encouraged to use the Hebrew when able. Students may repeat the course with different subtopics.

THPC 500. Pastoral Care (3 hours)
Prerequisite(s): none
This course will integrate theology and pastoral care in both personal and congregational dimensions of the minister’s life in order to improve both theory and practice for ministry effectiveness in the community of faith and the world. The student’s compassion and service will be nurtured and focused by dialogue with the findings of psychology of religion and the disciplines of spiritual development.

THPC 502. Cultural Intelligence (3 hours)
Prerequisite(s): None
Cross-listed as: THGU 502
The 21st century church is embedded in a period of rapid and complex cultural change. In a society where patterns of immigration, suburbanization, and urban revitalization can rapidly change the racial and ethnic landscape of a community, the "homogeneous unit principle" strategy for church growth and vitality no longer works. In this course, students will develop the knowledge and skills of cultural intelligence that will enable them to minister effectively across cultures, to lead congregations and organizations facing cultural change, and to engage in racial justice ministry. (Offered every year)

THPC 601. Clinical Pastoral Education Unit 1 (6 hours)
Prerequisite(s): Acceptance into ACPE approved program
This course gives six hours credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. is done under the direction of a certified C.P.E. supervisor in a hospital, church or other institution who aids the student in developing skills in pastoral care, interpersonal relating,
and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit.

**THPC 602. Clinical Pastoral Education Unit 2 (6 hours)**
Prerequisite(s): Acceptance into ACPE approved program
This course gives six hours credit for students accepted into and completing satisfactorily a second off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. will be done under the direction of a certified C.P.E. supervisor in a hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Students may receive course credit for a maximum of two courses (12 hours) of CPE.

**THPC 603. Emotional Competence in Ministry (3 hours)**
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course introduces students to the literature and practices of emotional intelligence as a resource for pastoral ministry. Students will assess this material from pastoral theological perspectives and integrate these resources into their practice of ministry. Students will develop a beginning level of competence in the core areas of emotional intelligence: emotional self-awareness, management of one’s own emotions, awareness of the emotions of others, and appropriate responses to other people’s emotions. Students will explore the use of these skills in pastoral ministry.

**THPC 604. Professional Development in Pastoral Counseling (3 hours)**
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will address the student’s professional development in the field of pastoral care and counseling. Students will gain knowledge of and appreciation for the processes of certification, licensing, continuing education, and ongoing pastoral theological reflection and integration. Students will also learn about a variety of pastoral care and counseling ministries. Students will explore which ministries are best suited to their gifts, interests, and callings. Students will reflect carefully upon their own sense of vocation in pastoral care and counseling.

**THPC 605. The Theory & Practice of Pastoral Counseling (3 hours)**
Prerequisite(s): PAC 671 or THPC 500, COUN 602 and COUN 612, and min. 75 hrs; or advanced placement/permission of instructor
This course will introduce students to the ministry of pastoral counseling. It will explore pastoral counseling from a perspective that integrates theory and practice. Psychological and theological approaches to pastoral counseling will be introduced and integrated. In addition, the life and work of the pastoral counselor will be addressed. Students will gain knowledge of and appreciation for pastoral counseling.

**THPC 606. Addiction & Grace (3 hours)**
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will enable students to understand the physical, mental, emotional, spiritual,
social, and theological aspects of the processes of addiction and recovery. Both substance and process addictions will be addressed. Learners will explore in depth their own experiences with addiction and grace. Students will develop and practice skills to minister effectively with addicted persons.

THPC 607. Dreams as a Resource for Pastoral Care (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THSP 607
This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry.

THPC 608. The Coaching Minister (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will introduce students to the knowledge, skills, and personal attributes needed for the practice of coaching within a ministry context. Students will explore theological, theoretical, spiritual, and practical aspects of ministry coaching. Learners will observe, critique, and practice a process that guides persons to move toward their goals for change.

THPC 609. Pastoral Care Regarding Grief & Loss (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Grief and loss will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care in situations of grief and loss.

THPC 610. Pastoral Care During Death & Dying (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Death and dying will be explored from the perspectives of both the theological disciplines and the social sciences. This material will be integrated to help the student understand how to best provide pastoral care with persons who are dying and their families before and after the death.

THPC 611. Pastoral Theology of Love (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course will use a pastoral theological methodology to study the experience of love. Disciplines from the theological disciplines and the social sciences will be employed to understand love in human experience and in ministry.

THPC 612. Pastoral Care & the African American Family (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course focuses upon the unique pastoral care needs that arise out of the historical and contemporary experiences of African Americans. Students will review foundational and emerging texts in the theology and practice of African American pastoral care, while paying attention to sociocultural forces that shape the social, economic, and psychological well-being of African American families and communities. Students will be introduced to
practical theological applications for providing care and counseling within African American communities.

THPC 613. Marriage: Theory & Practice (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
This course introduces the theory and practice of pre-marital and marital counseling, focusing upon systems, trans-generational, and life-cycle perspectives. Special attention is given to the factors that contribute to relational health and disorder as well as practical resources for marriage education and couples counseling in local congregations.

THPC 614. Trauma Stewardship (3 hours)
Prerequisite(s): THPC 500
This course prepares students to provide pastoral care and counseling to individuals, families, and communities impacted by trauma. It provides a general introduction to the nature of trauma, its impact on mental, physical, and pastoral intervention models for working with traumatized persons. Students will learn to identify the signs of trauma exposure response and to identify self-care and coping strategies that will sustain pastoral caregivers' work with trauma survivors. (Offered occasionally)

THPC 701. Preaching & Pastoral Care (3 hours)
Prerequisite(s): PAC 671 or THPC 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPR 701
This course is intended to deepen the preacher’s understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God’s grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics.

THPC 702. Spirituality & Pastoral Care (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THSP 702
This course will explore how the practices of Christian spirituality and pastoral care intersect. Particular attention will be given to the theories and practices related to caring for the soul.

THPC 703. Pastoral Care with Children (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 703
Theological understandings of the aging process will be integrated with insights about children. This deeper understanding of the needs of children will inform the theory and practice of pastoral care with children.

THPC 704. Pastoral Care with Youth (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 704
Theological understandings of the aging process will be integrated with insights about youth. This deeper understanding of the needs of adolescents will inform the theory and practice of pastoral care with youth.

**THPC 705. Pastoral Care with Men (3 hours)**
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 705
This course explores the specific needs of men from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of men will undergird specific guidance offered for pastoral care with men.

**THPC 706. Pastoral Care with Women (3 hours)**
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 706
This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women.

**THPC 707. Pastoral Care with Senior Adults (3 hours)**
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 707
Theological understandings of the aging process will be integrated with insights about senior adults from gerontology. This deeper understanding of the needs of older persons will inform the theory and practice of pastoral care with senior adults.

**THPC 708. Sexuality & Ministry (3 hours)**
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THCE 708
This course seeks to help students develop a positive understanding of human sexuality in light of their own religious faith and spirituality. Attention will be given to the students’ own attitudes toward sexuality and how those may function to promote or hinder adequate fulfillment of ministerial responsibilities.

**THPC 709. Psychology of Religious Experience (3 hours)**
Prerequisite(s): PAC 671, THPC 500; or advanced placement/permission of instructor
Cross-listed as: THSP 709
This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care.
THPC 710. Coaching for Spiritual Growth (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THSP 710
This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity.

THPC 711. Spiritual Guidance in Ministry (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THSP 711
Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized.

THPC 713. Forgiveness and Reconciliation (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THET 713
This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence).

THPC 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

THPR 500. Preaching (3 hours)
Prerequisite(s): None
This course introduces the principles and disciplines of effective preaching. It offers the tools for the fresh, ongoing interpretation of scripture into the lives of listeners. Students will study cultural and congregational factors in the preaching event, methods for interpreting texts, the process of sermon development, and the practical issues of oral communication.

THPR 600. The Practice of Preaching (3 hours)
Prerequisite(s): PRC 651, THPR 500, or advanced placement/permission of instructor
Designed for all students whose vocation will include preaching, this course will expand the student’s comprehension of the preaching task, and will give particular focus to the development and application of homiletical skills. The course includes a strong component of guided classroom preaching, discussion and response.
THPR 601. Preaching & Film (3 hours)
Prerequisite(s): PRC 651, THPR 500, or advanced placement/permission of instructor
This course introduces and analyzes the connections between contemporary films and preaching. Students will examine the relationships of faith and culture, films and culture, films and homiletical thought, and films and the preaching event. Films will be viewed and interpreted in terms of these relationships. Students will preach sermons based on the intersection of particular films and particular texts.

THPR 701. Preaching & Pastoral Care (3 hours)
Prerequisite(s): PAC 671 or THPC 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THPC 701
This course is intended to deepen the preacher’s understanding of pastoral care and the ways in which preaching is an act of care. The underlying assumption is that preaching can be a meaningful expression of God’s grace and nurture. Students will explore biblical foundations for preaching as pastoral care with special emphasis on the preaching of Jesus. Each student will prepare and deliver sermons related to pastoral topics.

THPR 702. Ministry of Writing (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
Cross-listed as: THCE 702
Effective ministry is enhanced by effective writing. This course is directed at developing students’ understanding of writing as a ministry and honing their skills. Texts and discussions will introduce the principles and disciplines for a fresh, ongoing ministry of writing. In the manner of a Christian writing workshop, students will compose, share, and discuss a variety of forms of writing in service to the church.

THPR 703. Preaching the Old Testament (3 hours)
Prerequisite(s): OTH 604 or THOT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THOT 703
This course focuses on the preaching possibilities contained in the Old Testament. Students will examine recent approaches to analyzing and interpreting the Old Testament, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 704. Preaching & Ethics (3 hours)
Prerequisite(s): ETH 641 or THET 500; and PRC651orTHPR 500; or advanced placement/permission of instructor
Cross-listed as: THET 704
This course deals with how preaching may function prophetically to address the Word of God to contemporary social structures and systems. Students will explore the interpretation and communication of the biblical witness in the context of American society. Principles will be established for how such preaching may be faithfully and effectively done in the context of pastoral ministry.
THPR 705. Preaching as a Spiritual Discipline (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THSP 705
This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship.

THPR 707. Preaching the Gospel of Matthew (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 707
This course focuses on the preaching possibilities contained in the Gospel of Matthew. Students will examine recent approaches to analyzing and interpreting Matthew, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 708. Preaching the Gospel of Mark (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 708
This course focuses on the preaching possibilities contained in the Gospel of Mark. Students will examine recent approaches to analyzing and interpreting Mark, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 709. Preaching the Gospel of Luke (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 709
This course focuses on the preaching possibilities contained in the Gospel of Luke. Students will examine recent approaches to analyzing and interpreting Luke, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 710. Preaching the Gospel of John (3 hours)
Prerequisite(s): NTG 611, NTG 612, OR THNT 500; and PRC 651 or THPR 500; or advanced placement/permission of instructor
Cross-listed as: THNT 710
This course focuses on the preaching possibilities contained in the Gospel of John. Students will examine recent approaches to analyzing and interpreting John, with attention to the proclamation of particular texts. Each student will preach at least two sermons.

THPR 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies
THSP 501. Spiritual Formation (3 hours)
Required 1st semester
Prerequisite(s): None
This course emphasizes learning to ask the right questions in order to integrate personal, academic, and professional foundations around a center of spiritual maturity. Discussion of these issues will be pursued in a context of community in a small group. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load.

THSP 601. Spiritual Disciplines for Christian Spiritual Formation (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
This course is an introduction to classical Christian spiritual disciplines from historical, experiential, and ministry perspectives with a view to enrichment of personal and vocational spiritual formation.

THSP 602. Christian Pilgrimage (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
This course will explore the Christian pilgrimage as a model for understanding and practicing Christian spiritual formation. It will include various approaches to pilgrimage, including literary, historical, theological, and sociological perspectives.

THSP 603. Writing as a Spiritual Discipline (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
This course is directed at developing the student’s understanding of writing as a way of growing in their faith and understanding. The focus is on writing as a means of spiritual formation. Students will compose, share, and discuss prayers, journals, essays, and responses to other spiritual disciplines.

THSP 604. Christian Formation for Racial Reconciliation (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
This course invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students and requires permission of the instructor and prior completion of THSP 501.
THSP 607. Dreams as a Resource for Pastoral Care (3 hours)
Prerequisite(s): PAC 671, THPC 500, or advanced placement/permission of instructor
Cross-listed as: THPC 607
This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry.

THSP 701. Classics of Christian Devotion (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
Cross-listed as: THCH 701
This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality, and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts.

THSP 702. Spirituality & Pastoral Care (3 hours)
Prerequisite(s): SPF 701, THSP 500, THSP 501, or advanced placement/permission of instructor
Cross-listed as: THPC 702
This course will explore how the practices of Christian spirituality and pastoral care intersect. Particular attention will be given to the theories and practices related to caring for the soul.

THSP 703. Celtic Christianity (3 hours)
Prerequisite(s): CHH 621, CHH 622, THCH 500, or advanced placement/permission of instructor
Cross-listed as: THCH 703
This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians.

THSP 704. Leadership & Spiritual Formation (3 hours)
Prerequisite(s): THLD 500 and THSP 501
Cross-listed as: THLD 704
This course will examine the truths and practices of Christian Spirituality that are essential for good leadership. The focus of the course will be on the spiritual formation necessary at various stages and levels of leadership. Attention will also be given to biblical, ancient, modern, and postmodern understandings of spiritual practices that have informed various leaders throughout the centuries.

THSP 705. Preaching as a Spiritual Discipline (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PRC 651 or THPR 500; or advanced
This course focuses on the spiritual formation of the preacher. This is not solely a preaching nor a spiritual formation course, but an exploration of the intersection. Students will investigate ways that the homiletical process can be part of their discipleship.

THSP 709. Psychology of Religious Experience (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 709
This course will explore psychological understandings of religious experience. Both classical and modern resources will be analyzed, so that the psychology of religious experience can be a resource for offering pastoral care.

THSP 710. Coaching for Spiritual Growth (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 710
This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity.

THSP 711. Spiritual Guidance in Ministry (3 hours)
Prerequisite(s): SPF 701, THSP 500, or THSP 501; and PAC 671 or THPC 500; or advanced placement/permission of instructor
Cross-listed as: THPC 711
Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized.

THSP 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

THTP 500. Foundations in Theology (3 hours)
Prerequisite(s): none
This course surveys briefly the history of Western theological thought and notes developing world movements in the modern period and then focuses upon the nature, sources, and scope of systematic theology identifying the major theologians, issues, and terminology associated with the central Christian doctrines that have shaped the community of faith. The course will survey the basic components of Christian doctrine and the task of Christian theology.

THTP 601. Christian Theology & Culture (3 hours)
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor
This course examines the dynamic interaction of faith in life, seeking to develop the student’s
competence in identifying descriptions of “Culture” and Christianity that respectfully 
appreciate and critically evaluate the particular worldview in his or her place of ministry. The 
students are encouraged to use Christian theology as a skill to be applied in a local 
community context through biblical interpretation, pastoral counseling, preaching, and 
teaching.

**THTP 602. Suffering and Evil (3 hours)**
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor
This course examines the philosophical and theological challenges of the problem of evil 
and suffering for the Judeo-Christian tradition. Various historical theological responses are 
evaluated such as: the free-will defense, temporal dualism, Soul-making models, protest 
theodicy and evolutionary models. The student is encouraged to construct his or her own 
thoretical response.

**THTP 603. Atonement & Reconciliation (3 hours)**
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course examines the human predicament of alienation from God, from oneself and from 
others. The primary metaphors of the Christian tradition “sin and bondage of the will” are 
examined through a survey of biblical theology and the Western Christian tradition. The 
course emphasizes the need for a culturally relevant Christian understanding of atonement 
and reconciliation in light of the life, ministry and death of Jesus Christ.

**THTP 604. Models of God (3 hours)**
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
Models of God are central to the identity of any culture, nation, tribe, and family or self. 
This course asks a series of questions related to this assumption. What is the psychological 
and sociological basis for our search and need for the sacred? How does the religious 
tradition of Israel identify its understandings of God? How is the human search for the 
sacred formulated in a distinctively Christian understanding of God? What are the 
necessary components of a Christian understanding of God? This class attempts to identify 
the pivotal turning points in history of the Western Christian understanding of God.

**THTP 605. Religious Language (3 hours)**
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
The Religious Language course examines the nature, status, and reference of religious 
metaphor and language. In order to address these issues the course must briefly identify a 
history of semantic theory and its relationship to religious communities. The course will 
introduce key personalities, terminology and ways of creating composite metaphors and 
image schemes for use in worship, prayer and devotional settings.

**THTP 606. Theology & Science (3 hours)**
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course provides an introduction to the religious view of “the Self” and its interface 
with contemporary science. Religion as a cultural activity is linked with the creation and 
maintenance of certain kinds of self-conceptions. Religion transforms biological human 
identity into a supernatural related self through the use of symbols. Science is called upon
to describe the “what am I” question or biological identity while religious language and theology focus on the “who am I” question of supernatural identity. It is the interplay between the languages of science and theology that we see the emergence of the responsible self who asks, “How should I act” within the community. This course encourages cross-cultural communication as a context whereby participants will benefit from the diverse backgrounds and knowledge of others. This will lead to a broader and hopefully wiser understanding of oneself.

THTP 607. Christology (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course surveys the nature and person of Jesus Christ as recorded in the canonical Gospels and the epistles of the New Testament noting the developing discussion in the post-biblical councils and contemporary reformulations. Primary considerations include the relationship of Jesus’ nature and person with the nature and person of God. The course concludes with an examination of contemporary Christological debates and their impact on the church.

THTP 608. Ecclesiology (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course examines the purpose, nature and mission of the Church. Ecclesiology deals with the church's origin, its relationship to the life, ministry and teaching of Jesus; its role in salvation, its discipline, its destiny, and its leadership. The course will seek to address the various models and manifestations of the church in a variety of global and historical contexts. The course concludes with creative reflection on how might the church reconfigure itself for the future.

THTP 609. Eschatology (3 hours)
Prerequisite(s): THTP 500 or advanced placement/permission of instructor
This course surveys the branch of Christian theology devoted to the study of “Last Things.” The major issues and events in Christian eschatology are death and the afterlife, Heaven and Hell, the Parousia (Second Coming of Jesus), the Resurrection of the Dead, the Rapture, the Tribulation, the end of the world, the Last Judgment, and the New Heaven and New Earth of the World to Come. This course examines how Christian views of history and the end-times have influenced Western and Global Christianity in the fields of politics, religious movements, and literature.

THTP 610. Faith & Atheisms (3 hours)
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor
This course examines the growing cultural interest in the multi-dimensional claims of Atheism and asks how the community-of-those-committed-to-Christ reads this cultural event and responds appropriately. The course surveys the atheist critiques of religion in order to analyze observations about the sometimes disreputable functions of religious practice and belief. While the current attention tends to focus on “atheisms of science” by authors like Daniel Dennett, Richard Dawkins, and Christopher Hitchens, this course will also examine historical figures such as Freud, Marx, Nietzsche and that of Thomas Altizer, Richard Rubenstein and Slavoj Zizek respectfully.
THTP 708. Theology After the Holocaust (3 hours)
Prerequisite(s): THP 632, or THTP 500; or advanced placement/permission of instructor
Cross-listed as: THET 708
This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews”–the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities.

THTP 709. Theology and Ethnography (3 hours)
Prerequisite(s): THP 631, THP 632, THTP 500, or advanced placement/permission of instructor
This course assumes that Theology without concrete access to how believers live can be empty. The language of theology requires that which is not always explicitly theological language (behavior, will, perception, images, time, space, sight, sound, and the gesturing body) in order for language about God to be relevant; theology needs detailed study of these phenomena in actual communities. Ethnographic research is a fruitful means by which this manner of embedded theological interpretation makes this interface possible. The course teaches ethnographic interviewing as a process for reflection on embedded theology in a local context.

THTP 710. Theology & Economics (3 hours)
Prerequisite(s): THP 631, THP 632, THTP 500, or advanced placement/permission of instructor
Cross-listed as: THET 710
This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Freidman, and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology.

THTP 713. John Wesley's Interpretation of Scripture (3 hours)
Prerequisite(s): THNT 500 or THOT 500 or THTP 500
Cross-listed as: THNT 713
This course will examine Wesley's interpretation of Scripture by examining of 25-30 select published sermons. Students will evaluate how well Wesley has related the biblical text to his social context and to identify the principle ethical/theological position Wesley takes against his contemporaries. Each student will write three papers. One of the three papers will examine either Wesley's "Christian Perfection," "Justification by Faith," "The Scripture Way of Salvation" or "On Working Out Your Own Salvation." Students from Methodist/Wesleyan traditions who choose to write on three of the four aforementioned
The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah’s return? These sorts of questions populate the field “political theology.” Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined.

THTP 800. Special Topics: Subtitle (1-3 hours)
*May be repeated with different subtopics*
Prerequisite(s): Varies

**Guided Readings: Subtitle**
*May be repeated with different subtopics*
Prerequisite(s): THP 632, THTP 500, or advanced placement/permission of instructor

The readings in this course are designed for the advanced student in Theology and Philosophy of Religion. An in depth, close reading, of writers who have shaped Christian theological discourse will be the focus of the course. Examples include the writings of Karl Barth, Paul Tillich, Ludwig Wittgenstein, G.W.F. Hegel, Meister Eckhart, Augustine of Hippo, Thomas Aquinas, John Calvin, Martin Luther, Jurgen Moltmann, and Johann Baptist Metz. The Guided Readings course is sometimes organized around topics and issues such as: Political theology, Liberation theology, Feminist theology, Post-colonial theology, and Contextual theology. The primary task of this seminar is critical reading and analysis of the material covered with the expectation that each seminar participant will actively participate in the discussion.

THWL 500. Worship (3 hours)
Prerequisite(s): None

This course will introduce students to the history, theology, and practice of Christian worship. Explorations will be made of the varieties of worship in Israel, in the early church, in the church throughout history, in historic Baptist traditions, and in various modern cultural contexts. Students will learn to think theologically about the character, the content, and the form of worship, and will be asked to make application in their various church contexts. Students will also learn practical worship skills for quality worship leadership.

THWL 600. Worship & the Arts (3 hours)
Prerequisite(s): PRC 652, THWL 500, or advanced placement/permission
This course will be an advanced worship elective. Students will focus on the relationship between worship and the arts through readings on theological aesthetics; lectures by professional and amateur artists; experiential encounters with various artistic media; and attendance at a film event, a musical performance, and a visual art exhibit. Students will incorporate their insights on worship and art in the planning and leadership of chapel each week at McAfee.

THWL 601. Worship in the African American Church (3 hours)
Prerequisite(s): PRC 652, THWL 500, or advanced placement/permission
This course will introduce students to the history, theology and practice of worship in the African American church. Students will learn to think theologically about the character, the content, and the form of worship. Students will also learn practical worship skills for quality worship leadership.

THWL 800. Special Topics: Subtitle (1-3 hours)
May be repeated with different subtopics
Prerequisite(s): Varies

FACULTY

Wm. Loyd Allen is Sylvan Hills Baptist Church Professor of Church History and Spiritual Formation. Dr. Allen came to McAfee from Mississippi College in Clinton, MS, where he was head of the Department of Christian Studies and Philosophy. He previously served as Associate Professor of Church History at The Southern Baptist Theological Seminary in Louisville, KY, and was Assistant Professor in the Department of Christianity at Brewton Parker College in Mount Vernon, GA. Dr. Allen earned his bachelor’s degree in psychology from the University of Montevallo in Montevallo, AL, and Master of Divinity and Doctor of Philosophy degrees from The Southern Baptist Theological Seminary. He is the author of Crossroads in Christian Growth and You Are a Great People: Maryland/Delaware Baptists, 1742-1998, and has contributed articles to numerous journals, books and other publications, including Christian Spirituality, Ties That Bind: Life Together in the Baptist Vision, and The Christian Century.

Melissa Browning is Assistant Professor of Contextual Ministry. She received her Ph.D. in Christian Ethics from Loyola University Chicago (2011). She also holds an M.Div. in Global Missions from George W. Truett Theological Seminary at Baylor University (2002) and a B.A. in Religious Studies from Gardner-Webb University (1999). Dr. Browning’s primary research focuses on community-based moral reasoning. Her first book looked at the intersection of public theology and public health through research with women living with HIV and AIDS in Mwanza, Tanzania. This book, Risky Marriage: HIV and Intimate Relationships in Tanzania, looks at the ways in which marriage has become an HIV risk factor and in response, creates space for HIV positive women to re-imagine Christian marriage as a space of safety and health. Beyond her research on HIV and AIDS, Dr. Browning has published more than 20 articles and book chapters on topics such as public health and public theology, feminist theology, bioethics, sexual ethics, migration, postcolonial theology, street children, research methodologies, ethnography, and pedagogy. Dr. Browning is currently working on a new book that uses participatory action research with congregations to
articulate an ethics of solidarity and social change. Dr. Browning is an ordained Baptist minister with the Cooperative Baptist Fellowship and has experience working with faith-based non-profits, particularly in international development, community development, and community organizing. She served for two years as field personnel with the Cooperative Baptist Fellowship in Nairobi, Kenya and also served as the Baptist clergy member of a tri-denominational church in Chicago (Church of Jesus Christ, Reconciler).

**Nancy L. deClaisse-Walford** is the Carolyn Ward Professor of Old Testament and Biblical Languages. She came from George W. Truett Theological Seminary in Waco, Texas, where she was a lecturer in biblical languages. She earned a bachelor’s degree in Ancient History from California State University in Northridge, California; a master’s degree in Semitic Languages and Literature from Fuller Theological Seminary in Pasadena, California; and a Doctor of Philosophy degree in Biblical Studies from Baylor University, in Waco, Texas. Dr. deClaisse-Walford is the author of *Reading from the Beginning: The Shaping of the Hebrew Psalter*, *Biblical Hebrew: An Introductory Textbook*, *Introduction to the Psalms: A Song from Ancient Israel*, and *The Book of Psalms* in the New International Commentary on the Old Testament series. She is the Old Testament Editor of the Word Biblical Commentary Series and is a member of the steering committee of the book of Psalms Section of the Society of Biblical Literature. In addition, she is a sought-after teacher and preacher in churches throughout the southeast, offering a variety of courses, lessons, and sermons on topics that include the book of Psalms, the wisdom literature of the Old Testament, and the history of the English Bible.

**David G. Garber Jr.** is Associate Professor of Old Testament and Hebrew. Dr. Garber came to McAfee from Emory University where he received a Ph.D. concentrating in Hebrew Bible studies. He holds the Th.M. and M.Div. from Princeton Theological Seminary and a B.A. in Religion from Baylor University. Dr. Garber’s research interests include the interpretation of Hebrew prophets, ancient Israelite religion, the reading of biblical texts as trauma literature, and biblical perspectives on social justice.

**David P. Gushee** is Distinguished University Professor of Christian Ethics. Dr. Gushee is based in Atlanta and teaches interdisciplinary ethics courses throughout the University. He served for eleven years as University Fellow and the Graves Professor of Moral Philosophy at Union University, after three years on faculty of Southern Baptist Theological Seminary and three years on the staff of Evangelicals for Social Action. A columnist for Associated Baptist Press and Huffington Post, and widely sought speaker and commentator on public affairs, Dr. Gushee is the author or editor of twelve books, including the award-winning *Kingdom Ethics* (InterVarsity Press).

**Christopher T. Holmes** is a Louisville Institute Postdoctoral Fellow and Visiting Assistant Professor of New Testament. After growing up in Colorado Springs, Dr. Holmes earned a dual degree (B.A.) in religion and Spanish at Whitworth University and then completed the M.Div. degree at Princeton Theological Seminary. He comes to McAfee from Emory University where he received a Ph.D. in New Testament. His research interests include the Epistle to the Hebrews, Paul’s letters, the history of New Testament interpretation, and New Testament theology. His current writing project, emerging from research related to his dissertation, explores the intersection of language and religious experience, especially as it relates to the Epistle to the Hebrews. Dr. Holmes has gained teaching experience in a variety of settings, offering classes at Emory College,
Candler School of Theology, and the United Methodist’s Course of Study Program at Emory University. In addition, Dr. Holmes has taught adult education classes at several churches in the Greater Atlanta Area and is a candidate for ordination in the Presbyterian Church (U.S.A.).

Denise McLain Massey is Associate Professor of Pastoral Care and Counseling. Dr. Massey holds the B.A. from Louisiana College and the M.Div., Th.M. and Ph.D. from The Southern Baptist Theological Seminary. She has served as a chaplain, a CPE supervisor, assistant and associate professor at Southern Seminary, a pastoral counselor, and most recently Supervisor of Pastoral Care at Kindred Hospital in Louisville, Ky. Dr. Massey has earned Supervisor certification with the Association of Clinical Pastoral Education.

Karen G. Massey is Associate Dean for the Masters Degree Programs and Associate Professor of Christian Education. Formerly associate pastor and minister of education at Northside Drive Baptist Church in Atlanta, GA, she has served in churches in Georgia and Kentucky. Dr. Massey has served as a contract professor, a Garrett Teaching Fellow, and a visiting professor in Christian education at both The Southern Baptist Theological Seminary and McAfee School of Theology. She is a founding member and past president of the Christian Educator’s Network, a professional, ecumenical organization for ministers in the field of Christian education. Dr. Massey is also a past president of the national organization of Baptist Women in Ministry (BWIM). She received a bachelor’s degree from the University of Georgia in Athens and M.A. and Ph.D. degrees from The Southern Baptist Theological Seminary. Dr. Massey has completed further university studies at Harvard University and Boston College.

Robert N. Nash, Jr. is Associate Dean for the Doctor of Ministry Program and Arnall-Mann-Thomasson Professor of Missions and World Religions. He received his Ph.D. degree in Church History (1989) and his M.Div. degree (1985) from The Southern Baptist Theological Seminary in Louisville, Kentucky. In addition, he completed both his M.A. (History) and B.A. degrees at Georgia College and State University in Milledgeville, Georgia. Prior to coming to McAfee, Dr. Nash served as Global Missions Coordinator at the Cooperative Baptist Fellowship (2006-2012) and as a professor in the religion departments at both Shorter College in Rome, Georgia (1994-2006) and at Judson College in Marion, Alabama (1992-1994). He also served as Dean of the School of Religion and International Studies at Shorter College for several years. He has served as pastor and as interim pastor of a number of congregations in Kentucky, Alabama and Georgia and as a frequent lecturer on college and university campuses and at conferences across the nation that focus on ministry and mission in the twenty-first century.

Thomas B. Slater is Professor of New Testament Languages and Literature. A native of Arkansas, he earned the B.A. degree with honors at Arkansas Tech University. He completed the M.Th. (equivalent to the M.Div. degree) and the D.Min. degree in Christian Education at Perkins School of Theology, Southern Methodist University and the Ph.D. degree in Biblical Studies from King’s College, University of London. He came to McAfee from the University of Georgia, where he was an associate professor, holding joint appointments in the Department of Religion and the Institute for African American Studies. He is the author of Christ and Community: A Socio-Historical Study of Christology of Revelation. He contributed the commentary on 1, 2, and 3 John in True to Our Native Land: An African American New Testament Commentary. His commentary on Ephesians in the Smith & Helwys series will appear soon. He has numerous articles in scholarly venues around the world, including Journal of Biblical Literature, Biblica, The New Interpreter’s Dictionary of the
Daniel Vestal is Distinguished University Professor of Baptist Leadership and Director of the Baugh Center for Baptist Leadership at Mercer University. Dr. Vestal served as the first moderator of the Cooperative Baptist Fellowship in 1990-1991 and as the Executive Coordinator from 1996 to 2012. Dr. Vestal earned B.A. and M.A. degrees from Baylor University and a Master of Divinity degree and doctorate from Southwestern Baptist Theological Seminary. Dr. Vestal is a writer, having contributed to numerous publications and has written four books, including his latest, Being the Presence of Christ: A Vision for Transformation. Prior to being named executive coordinator of the Atlanta-based Cooperative Baptist Fellowship in 1996, Dr. Vestal served for five years as pastor of Tallowood Baptist Church in Houston. He also has served as pastor of Dunwoody Baptist Church in Atlanta; First Baptist Church of Midland, Texas; Southcliff Baptist Church in Fort Worth; and Meadow Lane Baptist Church in Arlington, Texas.

Graham B. Walker is the John and Judy Zellers Professor of Theology and Philosophy. Dr. Walker came from the Asia Baptist Graduate Theological Seminary in Baguio City, Philippines, where he served as Academic Dean. He received his Bachelor of Arts degree from Florida State University and his Master of Divinity and Doctor of Philosophy degrees from The Southern Baptist Theological Seminary in Louisville, KY. He has also served as visiting Professor of Religion at Samford University in Alabama, as Adjunct Professor of Philosophy at St. Catherine’s College in Bardstown, KY, as well as Instructor of World Religions at Simmons Bible College in Louisville, KY. He has published numerous articles in various religious journals and has authored A Deep Rooted Faith, and Elie Weisel: A Challenge to Theology. He is currently an associate editor for Missiology: An International Review.

Chanequa Walker-Barnes is Associate Professor of Pastoral Care and Counseling. Dr. Walker-Barnes received Bachelor of Arts degrees in Psychology and African-American/African Studies from Emory University (1994), the Master of Science (1996) and Doctor of Philosophy (2000) degrees in clinical psychology from the University of Miami, and the Master of Divinity degree from Duke University (2007). Prior to coming to McAfee, Dr. Walker-Barnes taught at Shaw University Divinity School in Raleigh, NC, the University of North Carolina at Chapel Hill, and the University of Florida. She published her first book, Too Heavy a Yoke: Black Women and the Burden of Strength, which seeks to heighten pastoral awareness about the inordinate burden that the demand for strength places upon women of African descent and to provide a framework for liberative pastoral care with African American women. Dr. Walker-Barnes is a recipient of the Louisville Institute First Book Grant for Minority Scholars. Dr. Walker-Barnes is a candidate for ordination as an elder in the North Carolina Conference of the United Methodist Church.

Jeffrey Willetts is Dean and Professor of the Philosophy of Religion. Dr. Willetts earned a B.A. in religion and philosophy, magna cum laude, from Campbell University in 1985. He went on to earn a Master of Arts in religion from Yale University and a Ph.D. in philosophy from the University of Wales, Swansea. Dr. Willetts has spent most of his professional career at The John Leland Center – also known as Leland Seminary – joining the institution during its first academic year in 1998 as academic director and associate professor. In addition to his appointment at Leland, Dr. Willetts served as part-time pastor of Calvary Hill Baptist Church in Fairfax, Virginia. From 1991 to 1997, he served as pastor and church planter at Fair Oaks Baptist Church in Fairfax. He has served as
editor of several theological journals and philosophical publications, is the author of numerous academic papers and presentations, and is active in the Baptist World Alliance, the Society for Philosophy of Religion, and the American Academy of Religion.

**STAFF**

**Matthew T. Duvall** is Director of Development. He received his Master of Divinity in 2004, McAfee School of Theology, and Bachelor of Arts in 2001, Mercer University. While in seminary, he worked as an intern at Central Baptist Church in Newnan as well as Smoke Rise Baptist Church in Stone Mountain. After graduation, he became the Minister to Students at FBC Athens where he served for four years. From Athens, he was called as Pastor of FBC Middlesboro.

**Diane D. Frazier** is Administrative Assistant to the Dean. Her prior experience includes being Administrative Secretary in Mercer University’s Stetson School of Business and Economics and Administrative Secretary in the Prison Program at University College. She has also served as Administrative Assistant to the Director of Off-Campus Undergraduate Business Programs, Director of Studies Abroad, Director of Master of Science in Technology Management, and Assistant Dean in the Stetson School of Business and Economics.

**Michelle Brooks Garber** is Assistant to the Dean. She earned her Bachelor of Arts from Emory University, a Master of Divinity from McAfee School of Theology, and her Ph.D. in Educational Leadership (Higher Education) at the Tift College of Education, Mercer University. Dr. Brooks Garber has served as a ministry intern in Neath, Wales and as the Minister of Congregational Life in Cartersville, GA.

**Ronald Grizzle** is the Director of the Center for Teaching Churches at McAfee School of Theology. Dr. Grizzle began his ministry as Director of the Center for Teaching Churches at McAfee in February 2010. A graduate of the University of Georgia, Grizzle also holds the Master of Divinity from Midwestern Baptist Theological Seminary, Kansas City, MO, and the Doctor of Ministry from Southeastern Baptist Theological Seminary, Wake Forest, NC. Before coming to McAfee, Dr. Grizzle served as pastor of churches in Missouri, South Carolina, Alabama, and Georgia.

**Nikki Carroll Hardeman** is the Director of Admissions. She received a Master of Divinity from McAfee School of Theology in 2005 and a Bachelor of Arts from Mercer University in 2002. Having received both degrees from Mercer, Nikki is proud to be a Double Bear! Following her education, Nikki served local churches through youth, young adult, and homebound ministry roles. She has also served at the Georgia state CBF office as an Associate Coordinator. As her family grew, Nikki chose to stay home with her children and pursue her vocational ministry through retreat-leading, supply-preaching, adjunct teaching, and writing and producing small-group Bible study curriculum. Nikki has a deep love for the local church. She is excited to continue fulfilling her call by helping the next generation of local church ministers gain the training and formational opportunities they need to be strong and effective leaders.

**Carlene A. Knights** is the Project Director for the Student Debt Initiative at McAfee. A published author and poet, she has earned a Bachelor’s Degree from Long Island University’s School of Journalism and a Master’s Degree in Human Resource Management and Organizational
Development from National Louis University in Wheeling IL. Ms. Knights has served as a Financial Aid Director/Counselor, and worked in ministry for The Church of God of Prophecy and the Perfecting Faith Church, in New York and Georgia.

**Beth Perry** is Public Services/Theology Librarian. She holds a Bachelor of Arts degree from Samford University, a Master of Arts degree from The Southern Baptist Theological Seminary, and a Master of Library Science from Indiana University. Before coming to Mercer, she served as the Information Services Librarian at Carson-Newman College in Jefferson City, TN. She has also worked in the libraries at Indiana University, Louisville Presbyterian Theological Seminary and The Southern Baptist Theological Seminary.

**Kate Riney** is a graduate of McAfee School of Theology as well as Georgia State University, where she studied social work. She is a passionate advocate for survivors of human trafficking and has served in various nonprofits and churches in a community relations and engagement role, including International Justice Mission, Faith to Action, Street Grace, and House of the Rock. She most recently served as Candidate Support Specialist for Vanderbloemen Search Group, an executive search firm specializing in staffing the church. She has traveled, studied, and worked internationally in Kenya, South Africa, and India fueled by a passion for meeting the needs of the suffering and oppressed the world over. She is thrilled to be back at McAfee to engage others in their call and empower them to become the 21st century’s leaders in ministry and human rights.

**Tamara Solomon** joined McAfee as the Enrollment Associate on the Admissions Team in October of 2015. Frequently referred to as “the glue” of the admissions office, Tamara brings many assets to the work of recruitment and enrollment. Tamara began her work in higher education in 1998, and has since worked at many colleges and universities in the states of Georgia and North Carolina. She has worked in several divisions including Undergraduate Admissions, Student Accounts, Cooperative Education/Internships, Career Services, and the Registrar’s Office.
Atlanta & RAC Supplement

Student Policies

All Mercer Atlanta, Douglas, Henry, and Newnan Campus
telephone numbers begin (678) 547-xxxx

Handbook Supplement Mercer University –
Cecil B. Day Campus and
Regional Academic Centers

Produced by the
Student Affairs Division, Sheffield Student Center

It is the purpose of Mercer University to adhere to the rules and regulations, course offerings, and financial charges as announced in this handbook or in other publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students, or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary. Attendance at Mercer University is a privilege which may be forfeited by anyone whose conduct is adjudged as not consistent with the traditions, policies, and regulations of the University.

This guide is a general reference for the Cecil B. Day Campus and Regional Academic Centers in Douglas, Henry and Newnan County. For complete campus wide policies, the university-wide handbook can be referenced on the website of the Provost: http://provost.mercer.edu. For specific program information, please refer to the Student Handbook for that college or school.

Atlanta & Regional Academic Center Student Handbook Supplement

Italic denotes Mercer University Student Handbook Policies.

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The University Handbook includes additional policies relevant to ALL students on the Atlanta, Macon and Regional Academic Center campuses.

This handbook can be accessed via the website of the Provost: [http://provost.mercer.edu/handbooks](http://provost.mercer.edu/handbooks).

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Alma Mater
Welcome to Mercer
Atlanta & RAC’s
2016-2017 Academic Year!

If you are new to Mercer Atlanta or a Mercer RAC, I would like to welcome you to a unique blend of graduate and professional schools and colleges. We are pleased that you have chosen a campus that will allow you to pursue your studies in a supportive and professional environment. If you are returning to Mercer, I would encourage you to reach out to other students and make plans to use your talents to contribute to this campus community during the 2015 – 2016 academic year.

You are part of Mercer’s Atlanta and Regional Academic Center Campuses at an exciting time! We are experiencing unprecedented growth in most of the programs on this campus and beginning new opportunities for graduate level study each year. Over 900 graduates participated in the 2015 Commencement and our classrooms are being used by students who are eager to obtain that advanced degree or “re-tool” for a different profession. You will also notice that we have international students from all over the world who have come to Mercer for study. I hope you will take advantage of the richness of what the student experience can be for you.

The Atlanta and RAC Supplement to the University Handbook is a guide to the programs and services aimed at helping you achieve your academic and personal goals. Policies found in this handbook are either specific to the campus or to the entire University. For policies and procedures specific to your school or college, you may need to consult a handbook that is specific to that program.

The Student Affairs division (ACCESS & Accommodations, Residence Life-Atlanta, Campus Life, Career Management, Dean of Students Office, Judicial Affairs, Student Health and Counseling, and Wellness and Recreation) stands ready to assist you. I hope you will get acquainted with our great team of professionals. I wish you a year of great academic and personal success!

Claire Dyes
Dean of Students,
Cecil B. Day Campus
COMMUNITY OF RESPECT

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

*Respect for Academic Integrity*
We value a community that encourages an academic atmosphere. We believe that honesty is important to learning.

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

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

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

These values are codified into the following Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined here and may be found in supplemental handbooks. Nothing in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.

FORMULATION OF REGULATIONS & CODE OF CONDUCT

Any student, faculty member, or administrator may initiate any revision of, or addition to, the University standards of conduct. Recommendations should be submitted to the senior student affairs officer on their campus who will evaluate and forward the recommendation to the Vice President for Student Affairs (Macon). The Vice President for Student Affairs, in consultation with appropriate parties, shall ensure discussion of the proposed change. When all parties have had an opportunity to comment on the proposal, it will be presented to the Provost and General Counsel.

RIGHTS OF STUDENTS

*Community of Respect* ensures certain rights of its members. The University values the following student’s rights:

F. Free inquiry, expression, and assembly as long as conducted in a manner that does not infringe upon the rights of others.
G. Freedom from unreasonable invasion of the privacy of the individual’s person, residence, papers, personal effects, and University records.
H. Right to due process and equal protection under the University’s judicial system.
I. Freedom to pursue educational goals, the right to free exchange of ideas, thoughts, and viewpoints.
J. Freedom of association for students who meet the University’s standards for participation in co-curricular and extracurricular activities.

GENERAL POLICY

Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. University students are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. The University invites students to participate in the formulation of behavioral policies and to share in the responsibility for
judicial decisions. These standards and procedures have been established to protect the University’s educational purpose, to foster a sense of responsibility to the community, to provide for orderly conduct of its activities, to protect the members of the University from disrespect, and to safeguard the interest of the University community. Student conduct is expected to be lawful and in accordance with all federal, state, and local laws, and University regulations.

In keeping with Mercer University’s values, sanctions imposed on students found to be in violation of the Student Code of Conduct are designed to promote the University’s educational mission, maintain community standards, and promote individual civility and positive growth.

Sanctions are also intended to maintain the safety of the University environment and the integrity of the University community. The processes for adjudicating violations of federal, state and local laws and violations of the Student Code of Conduct are separate and may be pursued independently of one another. The University distinguishes its responsibilities for student conduct from the control functions of the wider community. The conduct of students both on campus and in the wider community is ordinarily of University concern when (a) the conduct interferes with the University’s responsibility for ensuring members of the University full and equal opportunity to obtain their educational objectives, (b) the conduct interferes with the University’s responsibility to protect the health, safety and general welfare of persons in the University community, or (c) the conduct negatively impacts the University’s image and/or academic integrity. The University is not required to postpone disciplinary proceedings pending the outcome of any criminal proceeding.

The Student Code of Conduct applies to all University students in settings, which includes, but is not limited to, study abroad, international travel, online, and off-campus educational opportunities. The Vice President for Student Affairs (or designee) may modify non-substantive procedures in the effort to adjudicate violations.

Cases involving student organizations are adjudicated through this process as well. Student organizations will be held responsible for the behavior of their members, alumni, or guests, when their actions evolve from or are in any way related to their association with activities of the organization on or off campus. Student organizations may be charged and adjudicated in addition to any charges levied against the individual members. Student organizations that condone or encourage behavior that violates University or state regulations may be held responsible for such violations.

Authority for student discipline ultimately rests with the University President. For cases involving non-academic conduct violations, the President delegates this authority to the Vice President for Student Affairs (or designee), who in turn delegates it to the following designees to oversee, review, and pursue violations of the Student Code of Conduct:

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary Designee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macon Campus</td>
<td>Associate Dean of Students, Macon</td>
</tr>
<tr>
<td>(including Law, Medicine (Columbus and Savannah), and the Macon Center):</td>
<td>Office of Judicial Education, Macon</td>
</tr>
<tr>
<td>Residence Life, Macon</td>
<td></td>
</tr>
<tr>
<td>Atlanta Campus (including all Atlanta graduate programs and Douglas, Henry, and Newnan Centers):</td>
<td>Dean of Students, Atlanta</td>
</tr>
<tr>
<td></td>
<td>Assistant Dean of Students, Atlanta</td>
</tr>
<tr>
<td></td>
<td>Residence Life, Atlanta</td>
</tr>
</tbody>
</table>

Students enrolled in online courses will be adjudicated in Macon or Atlanta as determined by the educational program in which they are enrolled. Should conflicts arise, that location will be determined by the Vice President for Students Affairs. Modifications to procedures to adapt to the physical location of the student may be implemented as long as the student is notified of the charges against them and provided with an opportunity to respond to the charges.

The Vice President for Student Affairs (or designee) has the authority to notify the person listed as the student’s emergency contact (or other appropriate person) in cases of emergency or life-threatening incidents.

The Vice President for Student Affairs (or designee) may order any student or organization to cease and desist from any activity adjudged to be disruptive to the University. If the student or organization fails to cease and desist from such activity, the Vice President for Student Affairs (or designee) may immediately suspend the student or organization pending a judicial hearing.

RESPONSIBLE ACTION GUIDELINES
The health and safety of students under the influence of alcohol and/or drugs should always supersede concerns related to conduct violations and/or subsequent University action. The University urges all students to recognize that violations of the law and University policy have consequences, but that these possible consequences should never outweigh or override the decision for providing proper care for the health and wellbeing of a fellow student in crisis.
In a health crisis situation involving alcohol and/or drugs, students are expected to notify appropriate staff to evaluate the situation immediately. Amnesty for minor violations of the student code of conduct will be considered in cases where a student is acting in good faith to rectify a situation, or when the situation involves a more egregious infraction that warrants reporting (for example, sexual misconduct and relationship violence). Amnesty may mean waiving formal judicial action, or imposing less harsh sanctions, and is at the discretion of the Vice President for Student Affairs, Dean of Students or designee.

DEFINITIONS

University. Mercer University includes the main campus, all branch campuses, centers, and University international programs.
Student. Includes all persons either registered or taking courses at Mercer University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies and those who attend post-secondary educational institutions other than Mercer University or who may reside in Mercer University residence halls. This includes non-degree seeking students. Persons who are not officially enrolled for a particular term but who have a continuing relationship with Mercer University are considered students (i.e. students enrolled in another college for a term, between semesters, internships, etc.)
Charged Student. Any student who has been formally charged with an alleged violation of the Student Code of Conduct.
Complainant. Individual reporting an alleged violation.
Respondent. Individual alleged/ suspected of violating a university policy.
Faculty Member. Any person hired by Mercer University to conduct classroom activities.
Staff Member. Any person hired by Mercer University in a professional position to conduct University activities.
Member of the Mercer University Community. Any person who is a student, faculty member, or employed by Mercer University.
Mercer University Premises. Includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by Mercer University (including adjacent streets and sidewalks).
Organization. Any group which has been formally recognized by Mercer University as an organization.
Hearing Body. Any Mercer University official or panel authorized to review and evaluate student conduct charges and to impose sanctions upon students found to have violated the Student Code of Conduct.
Appellate Body. Any person or persons authorized by the Vice President for Student Affairs to consider an appeal from a hearing body’s determination that the student has violated the Student Code of Conduct.
Student Justice. Student members trained and experienced in due process rights, in the procedures of the adjudication process, and in the mechanics of preparing a case. They are assigned cases on a rotational basis.
Shall. Is used in the imperative sense.
May. Is used in the permissive sense.
Preponderance of the Evidence. The weight of evidence used to adjudicate student conduct violations. This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred or did not occur.

NON-ACADEMIC MISCONDUCT PROCESS

Procedure for Reporting Violations

All students and student organizations are expected to adhere to the standards of the Community of Respect. In affirmation to these standards, every student subscribes to the following pledge:

"Having been accepted as a member of the Community of Respect of Mercer University, I pledge myself: to hold each person in high mutual regard; to uphold, respect, and defend the rights of every individual in the community; and to respect the community as a whole. I further pledge that I will not allow to go unreported any violation of the standards of our community."

Each student is responsible for reporting any and all infractions of the standards valued by the Community of Respect. All students accept this responsibility when they enroll. If a student sees, knows, or hears of a violation, he/she is responsible for reporting the suspected violation to Mercer Police, the Vice President of Student Affairs, or an appropriate faculty/staff member of Mercer University.

Organizations are expected to investigate and self-report any violations of the Student Code of Conduct. Please refer to the Campus Life web page at http://studentaffairs.mercer.edu/campuslife/studentorgs.cfm.

Procedures for Filing Charges

This process for review is initiated by either (1) the filing of a police report with Mercer University Police Department (or other law enforcement agency), (2) providing a signed written statement directly to the Vice President of Student Affairs (or designee), or (3) by filing an incident report or written statement with the Office of Housing and Residence Life. This information will then be reviewed by the designated authority (listed above) to determine the most appropriate action to be taken. This may result in conducting further investigation into the incident, resolving the conflict in an informal manner, referring the case to Housing, or initiating charges in accordance with the procedures contained in this code. Charges should be filed within ten (10) working days after receipt of all available information regarding the complaint. Charges cannot be filed that exceed one (1) year after the discovery of the incident.
In compliance with Title IX and other related federal mandates, cases involving Sexual Misconduct and Relationship Violence (sexual harassment, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence) may require and involve additional investigatory, procedural, and adjudication standards that supersede any listed here. Please refer to the procedures outlined in the Sexual Misconduct and Relationship Violence Policy for complete information on these procedures. Should any policy or procedural guidelines conflict between these two policies, the Vice President for Student Affairs in consultation with the Title IX Coordinator is the final arbiter of procedural decisions.

Charges

When a determination to charge is made, the designated office (primary designee) shall notify the student in writing of the charge(s) and the allegation(s) on which the charge(s) are based. This notice shall inform the student that he or she has five (5) regular business days in which to contact the designated office outlined in their charge letter to schedule an informational session, and to select the type of hearing forum in which to adjudicate the violation (unless pre-selected by the University). The informational session is a courtesy to students. If a student does not contact the University during this time, the University shall make a determination regarding the choice of hearing and will proceed with adjudication.

HEARING BOARD OPTIONS

The charged student or organization may have charges heard by a University Hearing Board or by a designated University Administrator selected and trained by the Associate/Assistant Dean of Students in Macon or Atlanta. The Hearing Board or Administrator will review the case and make a recommendation to the Associate/Assistant Dean of Students on the Macon and/or Atlanta (depending on primary location of the academic program related to the charged student) with regard to responsibility and sanctioning. In electing one hearing forum, the student waives the right to the other. The University retains the right to pre-select the hearing forum at any point in the process. University Hearing Boards consist of two faculty/staff and one student trained in university judicial proceedings. However, in cases involving especially serious charges that potentially could result in expulsion or suspension, the University may in its discretion require the charges to be heard at a specific campus location, and by a University panel that includes two faculty/staff, one student, and at least one representative from outside the University, to be selected by the University, with experience in contested adversarial hearings.

When two or more individual cases stem from the same incident, the same hearing body shall hear all cases, when possible. Procedural modifications are permitted when incidents involve more than one individual or corresponding organizational charges. In such cases, the University may either pre-select the hearing body or consult with the students involved before making the determination. This hearing body will hear individual cases separately. In cases involving multiple students or organizations charged from the same incident, information obtained at one hearing may be used at another hearing provided that the charged student or organization involved has the opportunity to review and to respond to any information that will be used against them, when possible.

For cases handled by the University’s Office of Judicial Education in Macon, a board consisting of all students is an additional option for adjudicating student and organizational cases. This Student Hearing Board primarily adjudicates organizational violations and minor student violations as determined by the Associate Dean of Students.

Decisions of all hearing bodies (University Hearing Boards and University Administrator) are recommendations to the Associate/Assistant Dean of Students on the corresponding Macon and Atlanta campus, who in the interest of fairness, clarity, or consistency may choose to accept or modify the recommendations as necessary or refer a case back to the hearing body for further review. The Associate/Assistant Dean of Students may consult with appropriate staff or the academic dean of a particular academic program before accepting or modifying the recommendation of a student in that program.

RIGHTS OF THE CHARGED STUDENTS

3. Notice. Students or organizations charged with violations of the Student Code of Conduct will be provided notice via their official university e-mail address of the charge(s) against them and the allegations upon which the charge is based.

4. Hearing. Students or organizations shall be entitled to a prompt hearing. Students will be given an opportunity to present information, including witnesses during a fair and impartial hearing. The student may inspect all documentary evidence presented at the hearing, may hear and question all available adverse witnesses testifying at the hearing, and may present evidence and call witnesses. If a called witness does not appear, the hearing body may consider their written or taped statements. However, the statement shall be weighted accordingly by the hearing body as the charged student has no opportunity to cross examine the witness making the written or recorded statement. Student questioning of witnesses may be modified in cases involving violations of the Sexual Misconduct and Relationship Violence Policy (see next section). Witnesses for the hearing will be required to wait outside of the hearing until their point of participation. The University may require any student or employee with information relevant to the charges to attend the hearing and present that information to the hearing panel for consideration.
In compliance with Title IX and related federal mandates, additional procedural rights for student complainants and respondents involving violations of the Sexual Misconduct and Relationship Violence Policy apply and are outlined below.

(SUPPLEMENTAL) RIGHTS FOR CASES INVOLVING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE

When complaints are resolved through the University student judicial process related to sexual harassment, sexual assault, sexual exploitation, stalking, dating violation and domestic violence, the following rights will apply to both the complainant and to the respondent:

12. To be accompanied by an advisor or person of support of their choice. (See additional advisement information in the “Conduct Hearing Guidelines” in the Student Code of Conduct).
13. To have an equal opportunity to present witnesses and evidence, as well as to speak on one’s behalf.
14. To be made aware that responsibility for charges is determined using the “preponderance of the evidence” standard.
15. To have similar and timely access to information. All information is subject to FERPA protection and stipulations.
16. To submit questions to the hearing body to consider posing to the complainant, respondent, and/or witnesses.
17. For the complainant to be able to request alternative methods of inquiry (e.g. written questions or video conferencing) if needed when presenting testimony.
18. To have any non-relevant sexual history exempt from review. Decisions regarding relevancy issues will be determined by the hearing body.
19. To be notified in writing regarding the outcome of the complaint at every step of the process (i.e. Initial hearing and any appeals). The University will not impose any "non-disclosure requirement” on either party as a condition for sharing this information.
20. To have the right to appeal the outcome as outlined in the appeal process. Both the complainant and respondent are permitted one appeal.
21. To be free from harassment and/or retaliation during the process. This includes harassment and retaliation through third parties.
22. To submit an impact statement to be considered by the hearing body before the sanctioning phase to be used if the Respondent is found responsible.

CONDUCT HEARING GUIDELINES

All hearings are governed by the following guidelines. Procedures may be modified to expedite the proceeding as long as they do not jeopardize the charged student’s fundamental rights or the fairness of the hearing.

14. Burden of Proof. The burden of proof rests with the University. The standard of proof shall be the “preponderance of the evidence.” This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred.
15. Pre-hearing informational session. To assist the student in preparing for the hearing, a pre-hearing informational session will be available for the student. The informational session is a courtesy to students and not a requirement. This informational session will discuss the hearing procedures, inform the student of their rights and responsibilities, and allow the student the opportunity to review the available written information that will be presented at the hearing by the University. The student and his or her advisor shall have the opportunity to inspect the information at least three (3) regular business days in advance of the hearing whenever possible. Upon notification of the student’s choice for a hearing body, the university shall schedule a hearing and notify the student in writing of the date, time, and location of the hearing at least three (3) regular business days in advance. A student may choose to waive, in writing, the three (3) regular business day notice and proceed with a hearing.
16. Decisions. Decisions of “responsible” or “not responsible” on the charge(s) shall be based solely on the evidence presented at the hearing. When multiple students are charged with the same violation and it is determined that an individual identified was not responsible for that specific violation, but was present and/or had knowledge that the violation was occurring, the hearing board/officer has the authority to find that student responsible for the lesser charge of “failure to report” without recharging the student and having a separate hearing. Information can be conveyed from one hearing to the other in cases where multiple students are charged.
17. Confidentiality. All hearings shall be closed and confidential unless specifically requested otherwise by the charged student in writing. This request must be received three regular business days in advance of the hearing and cannot impede the university’s ability to comply with state and federal laws regarding confidential information. In cases involving violations of the Sexual Misconduct and Relationship Violence Policy and/or with competing interest, the Associate/Assistant Dean of Students will make the final determination regarding open and closed hearings in consultation with Vice President for Student Affairs and the Title IX Coordinator.
18. Failure to Appear. If the charged student fails to appear at the hearing, the hearing may proceed in the student’s absence and a decision rendered provided that the student has been properly notified of the hearing.
19. Official Record. An official record of the hearing shall be made by the presiding hearing officer for internal University use only. The record of the hearing may exist in written or audible form. No transcript is made. Students may request to inspect
their record of testimony and case file after the hearing is closed. Records will be redacted to protect other students’ FERPA rights. Written records are kept on file for 7 years.

20. Deliberations. Deliberations are closed and shall include only those members involved in the decision making process.

21. Notice of Decision. A written decision shall be available to the student or organization within seven (7) regular business days following the hearing. This time may be extended in cases in which additional time is necessary for deliberations. If additional time is necessary, the charged student or organization shall be notified. The decision letter shall contain a decision on each charge, the finding of fact and any recommended sanctions (if applicable).

22. Hold on Student’s Records. The university may place a hold on the transcripts and/or registration of any student who fails to respond to a judicial notice or to ensure resolution of the case prior to transfer or graduation. All pending judicial matters must be resolved prior to a student’s graduation, transfer from, or continued education at Mercer University.

23. Withholding Degree — The University may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions, if any.

24. Disabilities. Any student with a documented disability may request that reasonable accommodations be provided during the judicial process. This request must be made at least three (3) regular business days in advance of the hearing, and the accommodations must be approved by the Office of ACCESS and Accommodation and the Associate Dean of Students.

25. Advisement. Students and organizations are permitted to bring one advisor of their choice to the hearing. The advisor shall serve as a consultant, and cannot speak on behalf of the student or organization during the proceedings. Students are required to address the hearing body in person on their own behalf. Consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not serve as a witness or be charged in the case. Students must notify the Associate/Assistant Dean of Students on the applicable campus at least five class days prior to the hearing if they will be bringing an attorney as an advisor.

26. Testimony. Students shall not be forced to present self-incriminating testimony. Testimony that is provided during a hearing can be used in another hearing if those details are relevant to clarifying details in those proceedings and only if the cases are connected to the same incident.

**VIOLATIONS OF THE VALUES OF THE COMMUNITY OF RESPECT**

Violation of any of the following, or the aiding, abetting, condoning, or attempting to commit these offenses by a student constitutes an offense that will result in disciplinary action. Please consult with the on-line University Student Handbook found at [http://provost.mercer.edu/handbooks/studenthandbook.cfm](http://provost.mercer.edu/handbooks/studenthandbook.cfm) for the most up-to-date and applicable definitions.

34. Forger. Alteration or misuse of documents or records.

35. Alcohol Misconduct.
   A. Possession and/or consumption of alcoholic beverages including empty containers or alcohol paraphernalia on Mercer University property or at University-sponsored events. (Professional and graduate programs may adopt polices related to alcohol that are more in line with the profile of their student body, as long as these policies are reviewed and approved in advance by the Provost).
   B. Any conduct taken under the influence of alcohol that endangers one’s own health or safety or the safety of others.
   C. Buying, selling or distributing alcohol beverages to individuals under the age of 21.
   D. Possession and/or consumption of alcohol or alcohol paraphernalia by individuals under the age of 21.

36. Threatening and Harassing behavior.
   A. Threatening Behavior. Intimidation, hostility, coercion, or threats of physical abuse.
   B. Harassment. Language and/or physical acts which degrade, insult, taunt, or challenge another person by any means of communication, so as to provoke a violent response, communication of threat, defamation of character, use of profanity, verbal assaults, derogatory comments, racist remarks or any behavior that places another member of the university community in a state of fear, anxiety or emotional distress.
   C. Bullying. Repeated aggressive behavior where one person (or group of people) deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Acts of bullying can be physical, verbal, or relational.
   D. Cyberbullying. Bullying that occurs through digital technology, such as text messages, e-mail, and material posted on social media sites.

37. Physical Assault. An intentional attempt to injure or harm another person using violence or force (which includes fighting).

38. Endangerment. Actions that endanger one’s own health or safety, the health or safety of another person, or the community.

39. Sexual Misconduct and Relationship Violence
   A. Sexual Harassment. Unwelcome sexual advances, requests for sexual favors and other gender-based verbal, non-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 is objectively offensive and sufficiently severe, persistent, or pervasive that it has the effect of unreasonably interfering with an individual’s work performance or educational experience, creates an intimidating, hostile environment, or involves retaliation.
Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to unwelcome sexual attention; to punish a refusal to comply with a sexual-based request; to condition a benefit on submitting to sexual advances; or gender-based bullying. Sexual harassment can occur regardless of the relationship, position or respective sex and/or gender of the parties. Same-sex harassment violates this policy, as does harassment by a student of a faculty member or a subordinate employee of his/her supervisor.

C. Sexual Assault: Non-Consensual Sexual Intercourse. Any sexual intercourse
• however slight,
• with any part of a person’s body or an object,
• by a man or woman upon a man or woman,
• that is without consent and/or by force.
Intercourse includes: vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; or oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

C. Sexual Assault: Non-Consensual Sexual Contact. Any intentional sexual touching
• however slight,
• of any part of one person’s body with any part of another person’s body or an object,
• by a man or a woman upon a man or a woman,
• that is without consent and/or by force.
Examples include: intentional sexual contact with the breasts, buttocks, groin, or genitals, or sexually touching another with any of these body parts, or making one person sexually touch another person or themselves with or on any of these body parts; or any intentional bodily contact in a sexual manner.

H. Sexual Exploitation. Taking non-consensual sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage another, that does not otherwise constitute one of the other sexual harassment, sexual assault and sexual misconduct offenses.
Examples include: invasion of sexual privacy; prostituting another individual; non-consensual observation, either by direct observation or video or audio-taping of sexual activity; engaging in voyeurism; knowingly transmitting an STI (Sexually Transmitted Infection) or HIV (Human Immunodeficiency Virus) to another; exposing one’s genitals in non-consensual circumstances; or inducing another to expose his or her genitals.

I. Stalking. Engaging in a course/pattern of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress. Such conduct includes two or more acts by which the stalker directly, or indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property.

J. Dating Violence: A violent act committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant’s statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

K. Domestic Violence. A pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim. An "intimate partner" is defined as a current or former spouse of the complainant, a person with whom the complainant shares a child in common, or a person who is cohabitating with or has cohabitated with the complainant as a spouse. It also includes any person covered under the current domestic or family violence laws applicable to the jurisdiction of the infraction. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.
For charges involving violations of the Sexual Misconduct and Relationship Violence Policy, additional definitions related to these violations (including consent and force) can be found in that policy.

40. Destruction/Damage of Property. Destruction, damaging or misuse of public or private property
41. Theft or Possession of Stolen Property. Taking, possessing, or using property without proper authorization or permission.
42. Drug Misconduct.
A. Possession and/or consumption of drugs or any controlled substance prohibited by law.
B. Manufacturing, buying, selling or distributing drugs or any controlled substance prohibited by law.
C. Possession of drug paraphernalia.
D. Any conduct taken under the influence of drugs that endangers one’s own health or safety or the safety of others.
43. Possession and/or Use of Weapons, Firearms, Fireworks, and Explosive Devices. Unauthorized possession or use of weapons, firearms, fireworks, or explosive devices (except for use in the Department of Military Science and in the rifle range). This includes, but is not limited to: BB guns, stun guns/Taser, air rifles, air pistols, paintball guns, edged weapons (i.e. blades no more than 2 inches), bow and arrows, and martial arts weapons. **Weapons may be stored at Mercer Police. They may not be left in personal vehicles.**

44. Disorderly/Disruptive Conduct. This includes acting in a violent manner in a public place, or behaving in a way that reasonably makes other persons fear for their or their property's safety. It also includes using profane or abusive language—sometimes called “fighting words”—that is likely to provoke an immediate violent reaction, in addition to disturbing the peace whether on or off campus. Disturbing or disrupting the peace includes behavior that interrupts an event or any action determined to infringe upon the privacy, rights, privileges, health or safety of students, faculty, staff, or organizations, whether on or off campus.

45. Conduct Unbecoming. Any conduct not previously stated, which is determined to be potentially detrimental to the University's reputation or is in violation of the University's Community of Respect statement. This includes the display of indecent or offensive material, or engaging in indecent or lewd conduct and/or speech.

46. Hate Offenses. Offenses against a person or property motivated in part or in whole by an offender’s bias against a race, disability, religion, disability, ethnic origin or sexual orientation.

47. Failure to Report. Being present or having knowledge that a violation has occurred and failing to report the incident. [The University retains the right to find a student responsible for this charge in lieu of another if the hearing body determines that the student(s) involvement was sufficiently passive and/or warrants consideration for this lesser charge for any reason. In such cases, the University is not required to recharge the student or rehear the case to find the student responsible for this charge.]

48. Computer Misuse/Unauthorized access. Any misuse or unauthorized access to a computer, computer system, network, software or data; or the unauthorized alteration, copying or distribution of software or data.

49. Hazing. Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing is a violation of this rule. Specific examples of hazing include, but are not limited to:

   A. Acts that embarrass, harass, or ridicule an individual
   B. Acts that create excessive fatigue
   C. Physical or psychological shocks
   D. Morally degrading or humiliating games or activities
   E. The wearing of signs or advertisements
   F. Activities that involve late or early work sessions (not affiliated with a university academic program)
   G. Quests, treasure or scavenger hunts
   H. Acts of servitude

   Further information about Hazing can be found in the Office of Campus Life.

50. Unauthorized Entry or Use of Facilities. The unauthorized access to an area, room or building.

51. Fire Alarms and Fire Safety Misconduct.

   A. Inappropriate activation of any emergency warning equipment or the false reporting of any fire emergency.
   B. Removal, damage or tampering with fire safety or other emergency warning equipment belonging to a student, student organization, the University or the Macon community.
   C. Initiating and/or igniting of a fire.
   D. Failure to evacuate during a fire alarm.

52. Furnishing False Information. Knowingly providing false or misleading information to a university official, to a hearing body, on a university document, or to a law enforcement agent or agency.

53. Failure to Comply. Noncompliance with the reasonable direction of university officials acting in the performance of their duties.

54. Campus Elections and Referendums Misconduct. Casting more than one ballot in any campus election or referendum, or otherwise circumvent the prescribed procedures in an election process.

55. Student Identification Misconduct.

   A. Failure of a student to carry their Mercer identification cards at all times or to allow anyone else to use their identification card.
   B. Identity Theft. Deceptively using another student, or faculty/staff member’s identification to access resources on or off campus, which includes ID cards, credit cards, email addresses, passwords, etc.
   C. Unauthorized Representation. Unauthorized representation is when a student or organization falsely uses an emblem, name or falsely claims membership or affiliation with an organization such as any benevolent, fraternal, social, humane, or charitable organization which is entitled to the exclusive use of that name or emblem. This includes, but is not limited to, wearing badges, buttons, paraphernalia, logos as well as the unauthorized use of letterhead, symbols or hand gestures associated with the organization being falsely represented.

56. Refusal to Vacate. Refusal to vacate a building, sidewalk, driveway, or private facility being used by the University for a student or department-sponsored activity when directed to do so by an authorized officer of the University.
57. Advertising/Media Misuse. Circulation or display of any media (i.e. electronic or paper) that contains matter that violates or is contrary to University policies or community values. This includes, but is not limited to, the display or promotion of alcoholic liquors, wines, or beers. This also includes displaying materials or information without proper approval from the University.
58. Solicitation/Fundraising. The solicitation of sales, services, memberships or gifts on campus without the permission of the Office of Campus Life.
59. Unauthorized Visitation/Campus Housing. No unauthorized student, group of students, or organization shall enter or remain in restricted areas of residential facilities during non-visitation hours, as published in the Housing Handbook.
60. Contempt and/or Disregard for Judicial Procedures.
   A. Failure to fully comply with all instructions of the university judicial system and Honor Council.
   B. Coercing a student or organization member to give false information.
   C. Engaging in conduct that disrupts the proceedings, lessens their authority or dignity, or otherwise obstructs justice on campus.
61. Unsanitary or Unsafe Facilities. Failure to maintain a student organization, facilities, property, or surrounding property so as to prevent a potential danger to the health and safety of members of the University community.
62. Cruelty to Animals. Intentionally or recklessly causing physical abuse or any form of suffering to animals.
63. Gambling. Games of chance or bets in which participants commit money, or anything of value, in order to participate.
64. Violation of Published University Regulations. Violation of any published Mercer University policies, rules or regulations. This includes, but is not limited to, housing policies, computer policies or other university policies directly related to departments, organizations or clubs.
65. Violation of Local, State, or Federal Law. Any violation of any local, state, or federal law.
66. Greek Policy Violation and/or Unauthorized Recruitment/Membership Intake
   C. Failure to comply with all the instructions that guide membership into Greek organizations, which includes, but is not limited to recruitment, timelines, events, activities, documentation, etc.
   D. Participating, arranging, or engaging in unauthorized recruitment or intake processes known as “underground pledging.” This includes coercing a student or organization to facilitate a process as well as students willingly engaging in a process not approved by the University or the affiliated national organization.

SANCTIONS
The determination of sanctions is made in light of the unique facts and circumstances surrounding each individual case and the previous conduct history of the student. The Students found responsible of violations(s) of the Student Code of Conduct will be subject to one or more of the following sanctions:
14. Warning: Formal written notice to the student and official recognition that a violation has occurred.
15. Counseling Assessment: A recommendation to be evaluated by psychological services to help the student deal more effectively with his/her conduct issue.
16. Community Service: Performance of a preapproved service location for a prescribed number of hours to the local or university community.
17. Creative/Educational Sanctions: Attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, research papers and other educational activities related to the violation.
18. Restriction: The withdrawal of specified privilege(s) for a definite period of time. Restrictions may include, but are not limited to requirements such as: not entering certain areas of housing or the campus, not contacting a certain individual or group, or not operating a motor vehicle on campus.
19. Fines: Not to exceed $150 per individual or $150 per individual member of an organization.
20. Restitution: A payment of financial injury in cases involving theft, destruction or property or deception.
21. Probation: A period of time during which any further violations of the Student Code of Conduct may impact or jeopardize the student’s status in a specific manner. The four types of probation that can be imposed are as follows:
   A. Conduct Probation. A specified period of time in which any future violations of the Student Code of Conduct can result in increased sanctions being imposed that exceed those of a student who is not on conduct probation.
   B. Housing Probation. A specified period of time in which any future violations of the Student Code of Conduct will result in the termination of housing privileges and access to any university owned housing facilities.
   C. Social Probation. Notice to an organization or student that all or a portion of social functions must cease for a designated period of time.
   D. University Probation. A specified period of time during which any further violation of the Student Code of Conduct puts the student’s or organization’s status under the university in jeopardy. Additional violations of the Student Code of Conduct that occur during this period of probation may result in suspension or dismissal.
   Students may be restricted from holding office in any student organization. Students cannot represent the university in any official capacity during the term of university probation. Continued enrollment depends on the maintenance of satisfactory conduct during the period of probation.
22. Forced Change of Residence. The temporary or permanent relocation of a student within housing.
23. Eviction from University Housing. Permanent removal from the housing system.
24. **Suspension.** The termination of the student’s attendance or an organization’s representation at the university for an indefinite or specified period of time. A suspension means that students may not be on University property or that an organization is prohibited from being recognized at any time without prior approval from the Vice President for Student Affairs or designee. Stipulations may be applied to either the student or organization as a condition for ending the suspension.

25. **Expulsion.** The permanent separation of the student from the University.

26. **Deferred Degree.** The holding of an academic degree for a specified period of time with or without conditions.

**APPEALS PROCEDURE**

For cases involving non-academic appeals, a student may appeal the original decision to the Vice President for Student Affairs within three (3) working days after receipt of the written decision (additional time may be requested for extenuating circumstances). The Vice President may choose to hear the appeal or designate an appropriate staff member from the academic program or location in which the student is enrolled to review the appeal and make a recommendation. No person may hear or decide an appeal if he or she participated in the hearing process. The appeal shall consist of a review of the prior proceedings; it shall not be another hearing. The student or organization shall receive a written decision regarding the appeal.

Grounds for appealing a decision are:

4. An error in procedural due process, which prejudiced the accused to the extent that the student or organization was denied a fundamentally fair hearing as a result of the error. Procedural flaws alone are not grounds for an appeal. Significant procedural errors that may have affected the verdict or sanction will be considered.

5. The emergence of new evidence that could not have been previously discovered and that, had it been represented at the initial hearing, would have substantially affected the original decision of the hearing body.

6. The imposition of sanctions which are disproportionate to the offense.

**Student status.** The student’s status on campus will remain unchanged pending the final decision and appeals process, except in cases involving interim suspensions (see Interim Suspension). The Vice President shall have the authority to act de novo to determine the issues of both responsibility and sanction(s). The decision of the Vice President for Student Affairs is final.

**INTERIM SUSPENSION OF A STUDENT OR ORGANIZATION**

In certain circumstances involving a student or organizations actions that may affect the safety, health, or general welfare of the student or the university community, the Vice President for Students Affairs, or the Associate/Assistant Dean of Students, or Student Affairs designee on each campus may impose an interim suspension prior to the student or organizations conduct hearing. The Vice President of Student Affairs, the Associate/Assistant Dean of Students, Student Affairs designee on each campus, and the Director of Housing and Residence Life have the authority to cancel a student’s university housing contract under a separate process.

An interim suspension means that a student cannot be on university property, cannot attend classes, and cannot use university facilities unless otherwise stipulated. An interim suspension requires that the student or organization be notified in writing by the university. For organizations it means immediate suspension of all or some of the activities associated with the organization as determined by the university.

The student or organization has the right to request a hearing on the interim suspension with the Vice President for Student Affairs. If requested, the hearing will be conducted within three (3) regular business days from the receipt of the student’s written request by the Vice President for Student Affairs or designee. The scope of this hearing is solely on whether the interim suspension should continue until a hearing is conducted on the facts of the case. Disciplinary charges will be filed either when the interim suspension is imposed or as soon as possible thereafter.

For cases in which a student is placed on interim suspension, but subsequently found not responsible for all violations, the university will take the following steps: (1) correct any record of the change in enrollment status in the student’s permanent records and reports in a manner compliant with state and federal laws; and (2) refund to the student a pro rata portion of any fees, charges for tuition, or other university specific fees and charges, as appropriate due to the temporary change in enrollment status.

**NON-ACADEMIC CONDUCT RECORDS**

The Office of the Vice President for Student Affairs in Macon and Dean of Students in Atlanta are the official custodian of all records involving non-academic misconduct. Student files involving cases that do not result in suspensions or expulsions shall be expunged seven (7) years after a decision is reached on a charge. Cases that result in suspensions or expulsions will be kept permanently. Statistical data and database information may be kept permanently at the university. Students have the right to view their files. Students found “not responsible” or cases in which charges are dropped are considered not to have a judicial record.

**PARENTAL NOTIFICATION POLICY**

Mercer University, like many other colleges and universities, is concerned about the health and safety of its students specifically.
where there is use and abuse of drugs and alcohol. Under the Family Educational Rights and Privacy Act (FERPA), institutions are permitted to release any and all information to parents, without the consent of the student, “if the student is a dependent for tax purposes under the IRS rules.” FERPA allows colleges and universities to disclose information to parents if there is a health or safety emergency involving their student as well as to disclose information if the student is under the age of 21 and “has violated any law or policy concerning the use or possession of alcohol or a controlled substance.” The Vice President for Student Affairs or designee will be the responsible University official to contact the parent or guardian. Students whose parents are divorced or separated have the option of designating the parent to be contacted. The Vice President for Students Affairs or designee may use discretion regarding parental notification in incidents where it is determined that extenuating circumstances exist that would directly and conclusively impact the situation negatively. Alternative guardian contact determinations will be made by the Vice President for Student Affairs or designee. The process of adjudicating any violations will be handled in accordance with the Student Code of Conduct.

Mercer University has opted to contact parents and/or legal guardians under the following conditions:

5. Mercer students, under the age of 21, found responsible for first time minor offenses involving alcohol in accordance with the Student Code of Conduct will be dealt with directly, without notification of their parents. “Minor offenses” are defined as non-life-threatening, non-threatening to the community, and not involving any other significant violations of the law or the Student Code of Conduct.

6. Enrolled students, under the age of 21, found responsible for two or more offenses involving alcohol will result in parental notification.

7. Enrolled students, under the age of 21, found responsible for offenses involving drugs will result in parental notification.

8. Incidents related to alcohol and/or drugs that are determined to be life threatening to the student, threatening to the community, or involving other significant violations of the law or the Student Code of Conduct may result in parental notification regardless of the number of offenses. An incident in which a student is transported to the hospital as a result of alcohol and/or drugs may also be determined to constitute a threat or disruption to the campus community depending on the circumstances.

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

Please report any problems for physical access, such as non-working elevators, to the Office of ACCESS and Accommodation immediately. Students who believe they have been discriminated against or denied access to a program or service because of a disability should contact the Office of ACCESS and Accommodation. Further information on policies, procedures and documentation requirements may be obtained by contacting the Director of ACCESS and Accommodation at 678-547-6823. All policies and procedures including Disability Grievance Procedures may be found at http://studentaffairs.mercer.edu/disabilityservices/.

Campus Event Accessibility Policy
All events that take place on campus must meet accessibility standards in accordance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and the Rehabilitation Act of 1973 (Section 504). All event organizers must be familiar with this policy, comply with its scheduling and notice requirements, and make every effort to accommodate attendees at events who have disabilities.

Responsibility for making events accessible
As an institution that is required to comply with the ADAAA and Section 504, the University must make every effort to make all of its programs and activities accessible to those who wish to attend. To the extent readily achievable, this includes physical and programmatic access/accessibility as defined below. Accomplishing this goal requires coordination across campus, as well as the participation of those seeking an accommodation. However, primary responsibility for accessibility rests with the event organizer. The organizer will make a good faith effort to accommodate all persons with disabilities.

Scheduling Events
The University will make every effort to schedule all events open to the public in an accessible space. For events open only to students, faculty and/or staff (i.e., the University community), event organizers shall make every effort to schedule such events in accessible spaces. If for any reason a University community event is scheduled in a space that is not accessible, and the event organizer receives a request for an accommodation from an individual with a disability, the event organizer must work to find an alternate location that is accessible and/or assess alternative accommodations.

Publicizing Events
Event organizers must place an accessibility notice statement in all materials announcing the event. This includes electronic communications such as e-mail, as well as print materials (e.g., banners, posters, flyers, brochures, "clings," postcards, etc.). The text must include the name and contact information for the individual, school, department, or other unit or group to contact for accommodations. Suggested text is set forth below.

**Suggested accessibility notice statement (long version)**
"Please contact (event organizer) at _________________ (phone and e-mail) at least one week prior to the event to request alternative formats or accessible seating due to a disability. In all situations, a good faith effort (up until the time of the event) will be made to provide accommodations."

**Suggested accessibility notice statement (short version)**
"To request alternative formats or accessible seating due to a disability, please contact (event organizer) at _______ (phone and e-mail) at least 7 days prior to the event date."

NOTE: It is not necessary to include an accessibility notice in communications regarding routine or standing meetings for small groups of individuals when none of the individuals is in need of an accommodation.

For more information, please see the Resources section of ACCESS and Accommodation web page at [http://studentaffairs.mercer.edu/disabilityservices/](http://studentaffairs.mercer.edu/disabilityservices/) or contact the Office of ACCESS and Accommodation at 678-547-6823.

**ACCESS & Accommodations services for Atlanta campus, Douglas and Henry County Regional Academic Centers**

**Mission:**
- Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities
- According to these laws, no otherwise qualified individual with a disability will, solely, by reason of his/her disability, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.
- With respect to post-secondary educational services, “qualified” means “a person who meets the academic and technical standards requisite for admission, or participation in the educational program activity with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services.”
- It is Mercer University’s goal to address the student’s special needs to ensure that opportunities for academic success are made available.

**Eligibility for Services:**
1. The student has a physical or mental impairment which substantially limits one or more major life activities (incl. walking, seeing, hearing, speaking, breathing, learning and working.)
2. The student has a documented record of such impairment from an appropriate medical, psychological or counseling professional, which upon initial submission to the ACCESS & Accommodations Office is no older than five years. Beyond that, additional testing may be required at the student’s expense.
3. The student claiming a disability should submit a request for a Faculty Accommodation Form within the first two weeks of every new academic session. The ACCESS & Accommodations Office recognizes newly tested / diagnosed students throughout the semester. The student must request this form through the ACCESS & Accommodations Office and circulate the form to each individual faculty member, for his/her signature.
4. A Faculty Accommodation Form should be filled out each semester regardless of whether the student intends to utilize the services/accommodations or not.
5. Students should work with each of their individual professors to determine if accommodations will be handled directly by the professor or the ACCESS & Accommodations Office.
6. Students must notify the ACCESS & Accommodations Office at least two weeks in advance of any and all exams for which that office is responsible for the accommodations. Newly tested students should submit documentation at least a week before any scheduled testing.
7. Students must maintain the same anticipated academic level in class as students without disabilities, attend class (meeting individual class/course requirements), and provide timely notification of specific needs.

**Services Provided**
The ACCESS & Accommodations office can arrange one or all of the following services for students with learning disabilities:
- Quiet/Private space for exams
- Extended exam time, usually time and a half, but up to twice the time typically allotted, based on diagnosis
- Individual academic, personal and career counseling through referral
• Tutoring through peers or Academic Resource Center (as available)
• Limited academic/career diagnosis or testing
• Faculty/staff consultation
• Reading and writing computer assisted software
Other services may be available on a case by case basis.

Where to find the ACCESS & Accommodations Office

For more information, contact the ACCESS & Accommodations Office, 212 Sheffield Student Center (678) 547-6823.

Students at Douglas and Henry County RACs can fax paper work using (678) 547-6373.

All students are encouraged to contact the ACCESS & Accommodations office in the early stages of their college planning. ACCESS & Accommodations is better able to help students by informing them of specific services available if students provide them with the most recent documentation of their learning/physical disability.

Children and Guests

The campuses, regional academic centers, and all other facilities of Mercer University are restricted to students, faculty, staff, and guests of the University, except when all or part of the University location, its buildings, or facilities are open to the general public for a designated time and purpose.

A “guest” of the University is a person invited by an officer, employee, or student to visit the campus at a specific time and place for a designated purpose. Personal guests of students are permitted as long as they restrict the length of their campus visits and abide by all appropriate guidelines and policies related to their visit, including those pertaining to Housing and Residential Life.

Arranging childcare is the personal responsibility of students who have children. Students are not authorized to bring children to a Mercer facility for extended periods of time. Frequent or lengthy visits of children are not permitted, as they may create disruptions and distractions and present a liability to the University for their safety. Children, other than those specifically enrolled in a youth specific program, may not attend class, use University equipment, or be left unattended on University property.

Childcare issues frequently arise when Mercer holidays and those of the child’s school do not match, or when a child is sick and cannot attend school or daycare. Students must plan for these challenges in advance. Asking a faculty member to allow a child in class is not an option as faculty members are not authorized to allow children to attend class.

Copyright Policy

Mercer University’s academic mission is to teach, to learn, to create, to discover, to inspire, to empower, and to serve. This mission is best promoted by creating an intellectual environment that encourages and rewards creativity and innovation. Mercer supports the development, production, and dissemination of intellectual property by its faculty, staff, and students.

Mercer affirms its commitment to the personal ownership of original works of authorship by their individual creators, whether the creators work alone or with others, and whether they work privately or as members of the Mercer community (faculty, staff, and students). Accordingly, copyright to unpublished works is held by the author or creator, or heirs or assigns, unless a written transfer of copyright has been made to another party.

Crime Awareness and Campus Security

Mercer University places a high priority on keeping its campus safe for its students, employees, and visitors. The Mercer Police Department has primary responsibility for the security of the campus. All Mercer Police officers are certified by the Georgia Peace Officer Standards and Training Council as having met the qualifications and training requirements for police officers in Georgia. They are authorized to exercise law enforcement powers, including the power of arrest, on all campuses.

Students, employees, and campus visitors are subject to all federal, state, and local criminal laws, in addition to campus regulations. The Mercer Police Department maintains a cooperative working relationship with the local and state police to ensure that all laws are enforced. Mercer Police officers may arrest individuals suspected of campus crimes or may detain such individuals for arrest by the Macon Police. Local police agencies also provide back-up assistance to the University for any emergency that might require extensive police services.
The Mercer Police Department is a service-oriented department. Officers are available 24 hours a day, 365 days a year. In addition to routine patrols, the Department is happy to escort students or employees on campus at night as a safety precaution. Mercer police can be reached at 678-547-6358 on the Atlanta campus.

**Crime: Campus Statistics**

Statistics concerning certain criminal offenses reported to have occurred on Mercer’s campuses/ regional academic centers during the most recent calendar year and the two preceding calendar years are posted on the Mercer Police Department’s website at [http://police.mercer.edu/security/](http://police.mercer.edu/security/). A printed copy of the report is available upon request in the Human Resources Office, the Mercer Police Department, and the Student Affairs designee for your school.

**Crime, Reporting Crimes and Emergencies**

All students and employees of the University should take an active role in keeping the campuses and regional academic centers safe. Please report any incident or unusual activity on or near the campus to the following Campus Security Authorities:

- Mercer Police. (678) 547-6358,
- Assistant Dean of Campus Life (678) 547-6823, or
- Dean of Students (678) 547-6821

If you have any doubts as to whether to report an incident that has occurred, then report it. The Mercer Police Department can then determine whether the event requires further action.

All crimes should be reported immediately. Crime alerts are published when incidents on or near the campus could present threats to the University community. Your cooperation in making reports promptly assists the University in issuing timely warnings to the campus community.

Mercer allows victims or witnesses of crimes to report those crimes confidentially. Further, Mercer encourages pastoral and professional counselors; if and when they deem it appropriate, to inform the persons they are counseling of the procedures for confidentially reporting criminal activity.

When reporting a crime, suspicious activity, or other emergency on campus, be sure to provide the following information:

- Your name
- Location of the incident you are reporting
- A description of the scene and/or suspects
- A description of any vehicles involved in the incident, especially a license plate number if possible
- Your telephone number and address, for report purposes

*Before hanging up, be certain the dispatcher has all the information needed. Do not take matters into your own hands; this could result in serious injury.*

You can reach Mercer Police by using one of the following numbers:

- Mercer Police (678) 547-6358
- Emergency Line for Mercer Police (678) 547-6911
- University Switchboard (678) 547-6000

**Drug and Alcohol Policy**

The possession or consumption of alcoholic beverages by students is prohibited on campus and at University-sponsored events. Public intoxication, consumption, or display of alcoholic liquors, wines, or beer on campus is prohibited. Use or possession of illegal drugs and drug paraphernalia is also prohibited. Professional and graduate schools may adopt policies more in line with the profile of their student body, as long as these policies are reviewed and approved in advance by the Provost.

Mercer University shares the widespread national concern with the serious threat to health, safety, and welfare posed by the unlawful use of drugs and the abuse of alcohol, especially in the workplace and on college campuses. Excessive use of alcohol and illegal drugs can cause serious health problems, and it can negatively affect the success of students in the educational and social areas of university life. For this reason, the University is adamantly opposed to alcohol and drug abuse, and the unlawful possession, use, or distribution of drugs by members of the University community. Mercer University strictly prohibits such activities. The University conducts educational programs designed to lead its students into an understanding of the problems associated with drug and alcohol abuse and to enable them to make responsible choices on personal and social levels.
In addition to abiding by the regulations prescribed by the Mercer University Student Handbook, students must abide by all local, state, and federal laws pertaining to drug and alcohol use. Violations of such laws, whether they occur on or off campus, are subject to internal University investigation, review, and action. For more information about Mercer University’s policy concerning drugs and alcohol, refer to the University Handbook section titled “Drug-Free Workplace and Campus Program.”

Emergency (Medical) on Atlanta Campus
The following steps should be followed when an accident, injury, or other related emergency on campus occurs:

Notify the MERCER POLICE OFFICE immediately, by picking up a red phone nearest you or by dialing 6911 from ANY campus telephone nearest you. IF THE CALL IS PLACED FROM AN OUTSIDE PHONE, CALL 911 FIRST, THEN CALL MERCER POLICE AT 678-547-6358 TO ALERT THEM TO AN EMERGENCY ON CAMPUS. Give the location of the injured person and briefly describe the apparent injury. The MERCER POLICE OFFICE will then dispatch an officer to the scene, who will determine the appropriate emergency service to be notified, and direct any emergency vehicles to the scene on campus. No employee should assume the responsibility of transporting an injured or ill person.

If there is difficulty in reaching the MERCER POLICE by telephone, send another person to the MERCER POLICE DEPARTMENT. Assist the MERCER POLICE in filling out an injury report after the injured or ill person has been treated.

- Any attempt to render first aid or other treatment by an untrained party should be limited to only those steps necessary to sustain life and make the injured person as comfortable as possible.
- Remain with the injured party at all times until professional medical aid arrives. A police officer trained in first aid will be on hand as soon as possible to maintain order and render whatever assistance possible.
- After the injured person has been removed or treated by trained medical personnel, give the police officer on the scene as accurate a description as possible of the apparent cause of the accident and the nature of the injury.

By expediting professional medical treatment through a standard emergency procedure, the victim of a serious injury or illness stands a much greater chance of survival and avoidance of serious after-effects.

Emergency Preparedness Plan
General Emergency Response Guidelines:

1. All emergencies are different. Your first priority is to exercise caution and ensure your safety and the safety of the people in the immediate vicinity of the emergency.

2. Collect as much information about the situation as possible (nature of the emergency and specific location).

3. Immediately notify Mercer Police, the local police (911), or the Regional Academic Center (RAC) Coordinator for a RAC not located on the Macon or Atlanta campuses of the situation.

Quick Emergency Contact Guide
Mercer Police
Macon Campus (478) 301-2970
Atlanta Campus (678) 547-6358

Information Hotlines
Macon Campus (478) 301-5335
Atlanta Campus (678) 547-6111

Regional Academic Center Coordinators:
Douglas County (678) 547-6200
Henry County and Newnan (678) 547-6100
Eastman (478) 374-5810

In the event of a broad emergency that has the potential to harm people and/or facilities, it is important for students, faculty and staff to be aware of the following information:

Communication: In the event of an emergency, Mercer Police and the administration will provide alerts and vital information using a variety of formats including emergency text messages, emails, and the office phone system. It is important to note the following:

1. All Mercer faculty, staff, and students are strongly urged to register for emergency text messages.
   - Contact MU Information Technology (678-547-6310) or visit the website [http://it.mercer.edu/student/Telecommunications/emergency_alert_registration.htm](http://it.mercer.edu/student/Telecommunications/emergency_alert_registration.htm) for details on emergency alert registration

2. Faculty with policies prohibiting student cell phone use in the classroom should actively monitor their own cell phones for emergency text messages.
3. Initial notifications may be based on partial data, with the goal to inform campus or RAC occupants of a developing situation requiring immediate action to protect life, safety and facilities.
4. The messaging system will be used to deliver additional emergency information, or that the dangerous event and/or conditions are under control, or “all clear”.

Building Evacuation Instructions: When information about a threat is received in a building or facility, evacuation may be ordered by Mercer Police or RAC Coordinator/local emergency response personnel for a RAC not located on the Macon or Atlanta campuses.

1. When a fire alarm is activated evacuation is mandatory.
2. Do not use elevators in an evacuation.
3. Close doors as you exit.
4. All individuals should move away from the building and/or facility in danger (500 feet, or follow instructions from emergency responders).

Examples of Evacuation of Facility / Clearance of Area
Fire / Gas Leak / Hazardous Material Release or Spill / Suspicious Package / Bomb Threat

Active Shooter Instructions: How to respond (options) if an active shooter is in your vicinity:

1. Run: if there is an accessible escape path, attempt to evacuate the premises.
2. Hide: if evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
3. Fight: as a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter.

Lockdown (Violent Acts): Should the University experience a violent act (such as an active shooter), a lockdown of the University may be ordered by Mercer Police or the RAC Coordinator/local emergency response personnel for a RAC not located on the Macon or Atlanta campuses. In such a situation you should:

1. Immediately go to the closest enclosed area. If possible, choose a room without windows that has a locking door.
2. Lock and/or blockade the doors.
3. Turn out lights and draw blinds.
4. Silence your cell phone, remain quiet, and stay out of sight.
5. Wait for an “All Clear” signal or notice from Mercer Police and/local emergency response personnel.
6. If outside during the notification, consider leaving the campus if possible.

Stay in Place (Severe Weather)

1. If possible, move to designated severe weather areas of the building.
2. Do not use elevators.
3. Avoid glass doors and windows.
4. Wait for an “all clear” signal or notice from Mercer Police and/local emergency response personnel.

Firearms, Weapons, Fireworks/Explosives

Firearms/weapons are not allowed in Mercer University campus or Regional Academic Center (RAC) facilities except when required for students who are in uniform (police, law enforcement officers, etc.) in an official duty status. (See exception policy and procedures below).

All other weapons are prohibited including, but not limited to, hunting weapons, BB guns, stun guns, air rifles, air pistols, paintball guns, bowie knives, daggers, dirks, slingshots, leaded canes, metal knife sharpeners, switchblade knives, blackjacks, metallic knuckles, and any sharp, pointed or edged instrument (except instructional supplies, unaltered nail files and clips, and tools used solely for preparation of food, instruction, and maintenance).

All fireworks or explosives (defined as any substance prepared for the purpose of producing visible or audible effects by combustion, explosion, or detonation) are forbidden.

Exception Policy

A student attending class/conducting Mercer business while in uniform and determined to be in an official duty/ emergency recall status by a local police and/or law enforcement department/agency (city police department, county sheriff, Georgia Public Safety, etc.) may have a firearm/weapon. The student must initiate request to have the firearm/weapon at a Mercer facility. Police or law enforcement department/agency must certify the officer-student is required to have the firearm/weapon while in uniform and on duty/emergency recall status and submit the request to Mercer Police for approval to have firearm/weapon in a Mercer facility.

Procedures
1. Mercer student completes formal request to have firearm/weapon while in class or conducting other business with Mercer in a Mercer Campus or Regional Academic Center (RAC) facility. (Official request form can be found at the Mercer Police Office or the Regional Academic Center Coordinators’ office in Douglas County, and Henry County.)

2. The Police/Law Enforcement/Public Safety department/agency requiring the officer (Mercer student) to have a firearm/weapon while in class or conducting business in Mercer facilities (Campus or Regional Academic Center) certifies the requirement and sends request to Mercer University Police (MERPO) at the following address:
   Director of Mercer University Police
   1765 Winship Street
   Macon, GA 31207

3. Director of Mercer Police or Mercer Police designee approves the request. Approved requests are maintained in police files on the Macon and Atlanta campuses. MERPO forwards a copy of the approved request to the Dean of the officer-student’s college/school for notification of faculty and to the Director of Operations, Regional Academic Centers, for officer-students attending Regional Academic Center classes in Atlanta, Macon, Douglas County, Henry County, Newnan or Eastman.

4. Director of RAC Operations maintains a file of the approved requests of uniform officers having firearms/weapons and provides a confidential list (Name, Student Number, and Badge Number) to each RAC location center coordinator where student could attend class/conduct Mercer business.

5. Mercer staff or faculty may question an individual with a firearm/weapon to insure Mercer Police has approved his or her having the weapon/firearm in a Mercer University facility.

**Food in Classroom Policy**
The consumption of food is not allowed in classrooms or labs across campus. Individual buildings have designated spaces within the building where food may be consumed. These spaces should be clearly marked.

**Formulation of Regulations and Code of Conduct**

Any student, faculty member, or administrator may initiate any revision of, or addition to, the University standards of conduct. Recommendations should be submitted to the senior student affairs officer on their campus who will evaluate and forward the recommendation to the Vice President for Student Affairs (Macon). The Vice President for Student Affairs, in consultation with appropriate parties, shall ensure discussion of the proposed change. When all parties have had an opportunity to comment on the proposal, it will be presented to the Provost and General Counsel.

**Fundraising Policy**
All student organizations must receive approval to conduct fundraising events. The procedure for obtaining approval is as follows:

- **Obtain “Request to Fundraise” form from the *Student Affairs Office“ or on the Student Affairs web site and click on the Fundraising Policy and form.**
- Submit completed form to the *Student Affairs Office, indicating the specific details of the fundraiser.
- Requests will be reviewed by the *Senior Vice-President and Dean of Students for the Atlanta campus.
- Permission, denial, or request for additional information will be given within 7 business days to contact person for organization making request.

*Pharmacy students are to follow the same procedure, but they are to submit the request forms to the School of Pharmacy's Student Affairs office.

**Grievance Policies and Procedures**

**Academic Grievances and Appeals**
Policy: Students have the right to bring grievances against a faculty member or an administrator and to appeal decisions concerning academic matters. A “grievance” is typically a complaint relating to some allegedly improper action or behavior. An “appeal” is typically a request for review of a routine judgment or decision. 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 race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).

**Time Frame:** For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the completion of the term in which the course was offered. Grievances or appeals received after this period will not be honored.

**Informal Resolution Procedure:** Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.
Formal Resolution Procedure: The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor’s decision.

2. If the grievance or appeal is not satisfactorily resolved by the department chair or program director, the student should meet with the associate dean after submitting to the associate dean a formal written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the department chair’s or program director’s decision.

3. If the grievance or appeal is not satisfactorily resolved by the associate dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the associate dean’s decision.

If the student has a grievance or appeal involving a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is final.

Grievance Policy, Nonacademic

Nonacademic Grievances

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

Informal Resolution Procedure: Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure: When a student wishes to file a formal grievance that is nonacademic in nature and does not already have a stated appeal or grievance process as prescribed by law or the institution, he or she should follow this procedure:

1. The student should submit the grievance in writing to the supervisor of 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, and be clearly labeled “Formal Grievance” for tracking purposes. A copy of the statement must also be presented to the Associate Vice President of Human Resources and the Dean of Students. The grievance should be submitted to the employee’s supervisor within ten (10) days of the action or event that forms the basis of the grievance.

2. The supervisor will meet with the respondent to discuss the grievance within ten (10) days of receipt of the written grievance. The employee’s supervisor will reply in writing to the student with the results of the discussion 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 of Human Resources and the Dean of Students.

3. If the student is not satisfied with the results from the supervisor and wants the grievance to be considered further, the student will have an opportunity for appeal as follows:
   (a) In the case of grievances 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 and the Dean of Students.

   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 and the Dean of Students.

   (b) In the case of grievances 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
Your text is not fully visible. Please provide the complete text so I can help you better.
Inclement Weather
For the most accurate, up-to-date information about campus closings or class cancellations due to inclement weather, please refer to the following media:

- Web site  www.mercer.edu
- Hotline  678-547-6111
- Radio  WSB-AM 750
- TV  WSB-TV

Immunization Policy
The Mercer University Student Health Form is required and must be signed by a physician or other health care provider, and stamped with the provider’s name and address. Students are encouraged to keep a photocopy of this completed form for their personal records.

All students born after 1956 must provide a statement of immunization against Measles, Mumps, and Rubella (MMR), giving the month, day, and year of immunization. A statement of “up to date” is not sufficient. Two doses of Mumps vaccine, and one dose of Rubella are required. Students must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of disease is proof of immunity against Measles and Mumps (a physician’s statement is required), but not proof of Rubella.

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

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

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

Exemptions from compliance with the immunization policy include:

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

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

Some academic programs have additional immunization requirements. Students are advised to check with their college or school program for any additional requirements.

Information Technology Policy
The Mercer University Information Technology Policy (the “Policy”) contains Mercer’s philosophy and requirements governing use of its information technology resources by students, faculty, staff, and others who have been given authorization, either explicitly or implicitly, to access those resources. Mercer University expects each member of the community to use Mercer’s information technology resources (including connections to resources external to Mercer that are made possible by Mercer University’s information technology resources) responsibly, ethically, and in compliance with the Policy, relevant laws, and all contractual obligations to third parties. The use of Mercer University’s information technology resources is a privilege. If a member of the Mercer community fails to comply with this Policy or relevant laws and contractual obligations, that member’s privilege to access and use of Mercer’s information technology resources may be revoked. The use of Mercer University’s information technology resources to send communications to Mercer or non-Mercer persons or entities typically identifies the sender as belonging to the Mercer University community. Each member of the community should, therefore, recognize that any such communication might reflect on how Mercer University is perceived by not only the Mercer community, but also the public at large.
By adopting the Policy, Mercer University recognizes that all members of the Mercer community are bound not only by the Policy, but also by local, state, and federal laws relating to electronic media, copyrights, privacy, and security. Other Mercer University policies that relate to this Policy and also apply to Mercer University students, faculty, and staff (collectively, the “community”) can be found in the Mercer University Student, Faculty, and Employee Handbooks. Each member of the Mercer University community is expected to be familiar with this and all other relevant policies. A complete copy of Mercer’s Information Technology Policy can be found at http://www.mercer.edu/IT.

Peer-to-Peer File Sharing
Prohibition against Unauthorized Distribution of Copyrighted Material
The Mercer University Information Technology Access and Use Policy found at http://it.mercer.edu/student/hardware_software/it_access_and_use_policy.htm strictly prohibits any form of copyright infringement, including the illegal uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Section 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the website of the U. S. Copyright Office at www.copyright.gov, especially the FAQ’s at www.copyright.gov/help/faq.

In addition to the civil and criminal penalties outlined above, students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the University’s information technology system will also be referred to the Office of Judicial Education and be subject to disciplinary sanctions, up to and including suspension from the University, under the Student Code of Conduct.

Institutional Plans to Combat the Unauthorized Distribution of Copyrighted Material
The Mercer University Information Technology Access and Use Policy describes the measures that the University has developed and implemented to effectively combat the unauthorized distribution of copyrighted material. These measures include the following:

- On an annual basis, enrolled students are notified by email of the institutional policies and sanctions related to the unauthorized distribution of copyrighted material. This notice includes the exact electronic address at which this information is posted and a statement that the University will provide a paper copy of this information on request.
- In order to use Mercer computing resources, all members of the University community endorse the Information Technology Access and Use Policy, which includes a section on copyright compliance. The Policy is included in numerous University publications, and links to the Policy are included in numerous departmental websites.
- Posters are placed in student computer labs and elsewhere on campus to inform members of the University community about institutional policies prohibiting illegal file sharing.
- The Department of Information Technology periodically briefs members of Student Government about copyright, illegal file sharing, and related issues.
- Mercer University currently utilizes a Procera appliance to monitor and shape bandwidth usage by P2P and other applications. The University also has the ability to limit the number of simultaneous traffic flows from its residence hall and wireless networks. When a system is detected using excessive bandwidth, the IT Department contacts the owner to ensure that the bandwidth consumption is for legal purposes and that the user is aware of Mercer policies concerning illegal file sharing.
- Mercer provides a timely response to all notices of copyright infringement under the Digital Millennium Copyright Act.

Alternatives to Illegal File Sharing
There are a number of organizations that provide links to websites offering legal alternatives for viewing music, movies, and other copyrighted materials online. Some examples include:

- EDUCAUSE Legal Sources of Online Content (http://www.educause.edu/legalcontent)
- Campus Downloading Legal Sites (http://www.campusdownloading.com/legal.htm)
- Recording Industry of America (RIAA) Legal Music Sites (http://www.riaa.com/toolsforparents.php?content_selector=legal_music_sites)
- Music United (http://musicunited.org/6_legalsites.aspx)
• Motion Picture Association of America ([http://www.mpaa.org/contentprotection/get-movies-tv-shows](http://www.mpaa.org/contentprotection/get-movies-tv-shows))

**Intellectual Property** *(See University Wide Handbook for Policy)*

**International Students Policy** *(See University Wide Handbook for Policy)*

**Missing Student Policy**

**Reporting**

If a member of the University community (faculty, staff, student, parent, alumni) has reason to believe that a student is missing, that community member will refer the case immediately to the Mercer Police Department. For Regional Academic Center students the community member may contact Mercer Police directly or the Center Coordinator who, in turn, must report the missing student to Mercer Police and the Regional Academic Center Director of Operations.

Mercer Police will work collaboratively with others to contact and locate the student. All reasonable efforts will be made to locate the student and determine his or her state of health and well-being. The efforts include, but are not limited to:

- Phone call to student
- Email to student through Mercer email account (or other known e-mail addresses)
- Messages through social networking websites if possible
- Contact with all professors to determine last day of attendance in each class
- Contact with Housing staff (Resident Advisor or Residence Life Coordinator) and roommate(s) if student is residential (Housing and/or Mercer Police will be make a welfare entry into the student’s room)

If the student is located through these attempts, a determination will be made regarding his or her health and well-being. If necessary, a referral to the Counseling Center, Health Services and other appropriate offices may be made at that time. The Dean of Students Office or Mercer Police will also encourage the student to contact the community member who initiated the search or follow up with that person directly.

**Policy**

If the student is not located through the above measures and has been verified to be missing for more than 24 hours, then the following actions will be taken within the next 24 hours by Mercer Police (or the Director of Operations for RAC):

1. Notification will be made (where and when applicable and appropriate) to the appropriate Dean of Students for the particular college/campus in which the student is enrolled, the students’ academic advisor, the counseling staff, and health center staff.

2. The Police and/or Dean of Students will make contact with the student’s emergency contact and, for students under 18 years of age, a custodial parent or guardian if not emancipated. Students are asked to register and continually update emergency contact information on Bear Port.

Students who reside in on-campus housing are also provided an opportunity to identify a confidential emergency contact individual during check-in. This person(s) will also be contacted within 24 hours after the student is determined to be missing unless the student is under 18 years of age and not emancipated, in which case a custodial parent or guardian will be notified as mandated by law.

Once notified, the parent/guardian/emergency contact person may need to work with Mercer Police to submit additional information with outside law enforcement agencies in order to expand the investigation.

**Official Communication**

All students are assigned a Mercer e-mail address. Mercer University will use this address for any official e-mail correspondence to students. In the event of an emergency, Mercer will utilize multiple methods, including emergency text messaging, to notify students. Students are expected to maintain and update their cell phone numbers via MyMercer.

**Refund Policy**

A student who drops classes or resigns from the university prior to the first day of class or during the official drop/add period shall be entitled to a full refund of paid tuition. A student who formally withdraws from all classes after the drop/add period may be entitled to a partial refund of paid tuition if certain criteria are met. The criteria are based upon federal mandates established by the Federal Return Policy instituted in 1999, replacing all existing refund policies.

Mercer University shall maintain a fair and equitable refund policy by adherence to the Federal Return Policy.
Financial aid funds are refunded to the source of such funds in accordance with the Federal Return Policy.

To formally drop or withdraw a student must (1) personally complete and return an official Course Change Request form obtained from their school’s Registrar’s Office, or (2) phone their school’s Registrar’s Office and have an official Course Change Request form completed for them. The completed form must be received in the Registrar’s Office before the drop/withdrawal process can be finalized. **To be eligible for any refund, the student must formally withdraw from all courses for the current semester.** A student withdrawing from the University after the midpoint of the semester will receive an “F” in all courses, except that in extreme personal circumstances and with appropriate documentation a “W” may be rewarded. **Refunds will be granted only from the date the Course Change form is received in the Registrar’s Office.**

A student is not eligible for any refund if (1) the student fails to formally withdraw; (2) the student is suspended for disciplinary reasons; (3) the student resigns when a disciplinary action or honor code violation is pending; or (4) the student withdraws from a class or classes but does not totally withdraw from the semester.

When the university has assessed charges in error, a full refund of these charges will be made.

Because each withdrawal credit must be calculated based on the individual’s date of resignation, you may contact the Bursar’s Office at (678) 547-6121 or (800) 342-0841 for information regarding your specific situation.

Students wishing to appeal the University Refund Policy should do so by submitting the request in writing to:

The Refund Appeals Committee  
c/o The Office of Bursar  
Mercer University  
1400 Coleman Avenue  
Macon, GA 31207

A statement from the attending physician should be included with any medical appeal. **Appeals should be submitted not later than the beginning of the following semester.**

The Student will be notified in writing of the Committee’s decision.

For all questions regarding payments, refunds, or financial aid, please refer to “The Bulletin”. This booklet can be obtained in the Registrar’s Office in the Davis Administration Building and is given to all currently enrolled students.

**Religious Observed Policy**

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

**Sexual Misconduct and Relationship Violence Policy**

(Includes sexual harassment, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence)  
This policy is under revision and the University Student Handbook found at Provost webpage [http://provost.mercer.edu/handbooks/studenthandbook.cfm](http://provost.mercer.edu/handbooks/studenthandbook.cfm) supersedes any and all printed documents.

**INTRODUCTION**

As required by Title IX, Mercer University is committed to maintaining an environment free from discrimination on the basis of sex and/or gender and where the dignity and worth of all members and visitors of the University community are respected. Sexual discrimination (which includes, but is not limited to, sexual harassment, sexual misconduct and relationship violence) harms the environment the University seeks to maintain and is unequivocally prohibited. Mercer University has developed its policy on Sexual Misconduct and Relationship Violence (SMRV) in accordance with Title IX of the Education Amendments and the Violence Against Women Act to reaffirm the University’s commitment to address sexual misconduct and take steps to prevent its reoccurrence and remedy its effects. This policy explains the rights and options for students and employees with complaints regarding sexual misconduct and relationship violence, as defined below, and provides a grievance procedure for handling complaints. Employee
complaints regarding other forms of sexual discrimination will be handled in accordance with the grievance procedures outlined in the faculty and staff handbooks (Faculty Handbook, Section 2.10 and Non Faculty Handbook, Section 4/Grievance Procedures).

This policy applies to all University students and University employees, campus visitors, and employees of third parties doing business with the University, regardless of sexual orientation, gender identity, or location. All members of the University community are expected to conduct themselves in a manner that does not negatively affect an individual’s school or work experience or the overall school environment, whether on University premises or at any off-campus location. University administrators and supervisors have the responsibility for implementing steps designed to prevent and eliminate sexual misconduct and relationship violence within the areas they oversee. If University administrators, faculty or staff know, or reasonably should have known, that sexual misconduct and/or relationship violence has occurred, receive a complaint or obtain other information indicating possible sexual misconduct and/or relationship violence, they must take immediate steps to ensure the problem is addressed, even if the problem or alleged problem is not within their area of oversight. They do so by reporting the behavior of concern to the appropriate authority charged with investigating such complaints.

Under Title IX, individuals reporting an allegation related to sexual misconduct and/or relationship violence have the right to a timely resolution of their complaint; to have the University conduct a prompt, fair, and impartial investigation; and to have interim steps taken to ensure the safety and wellbeing of the individuals involved and the University community. These procedures will be conducted by officials who receive training on issues related to sexual harassment, sexual assault, sexual exploitation, domestic violence, dating violence, and stalking, as well as how to conduct a hearing process that protects safety, promotes accountability and ensures fairness. The University will communicate regular investigatory updates to the complainant and the respondent. If a respondent is found to have violated this policy, serious sanctions will be used to prevent the reoccurrence of sexual misconduct and relationship violence and address its effects. Mercer University, Campus SAVE and Title IX prohibit retaliation. Mercer University will take reasonably calculated steps to prevent retaliation, and will evaluate responsive actions, as necessary, for any retaliatory acts.

Individuals reporting an incident regarding SMRV and/or making inquiries concerning the application of Title IX at Mercer University may contact:
Rhonda Lidstone
Associate Vice President for Human Resources/Title IX Coordinator Newton Hall
1501 Mercer University Dr., Macon, GA 31207
478-301-2005
Lidstone_rw@mercer.edu

Individuals reporting an incident regarding SMRV where the Title IX Coordinator is identified as the respondent may contact:
James Calhoun
Vice President for Audit and Compliance Patterson Building
1501 Mercer University Dr., Macon, GA 31207 478-301-2300
Calhoun_j@mercer.edu

Individuals may also file a report with the Office of Civil Rights: Headquarters:

Headquarters:
Office for Civil Rights
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Room 509F HHH Bldg.
Washington, D.C. 20201

Regional Office:
Office for Civil Rights
U.S. Department of Health and Human Services
Sam Nunn Atlanta Federal Center, Suite 16T70
61 Forsyth Street, S.W.
Atlanta, GA 30303-8909 (800) 368-1019

University Definitions

Offenses

1. Sexual Harassment:
Unwelcome sexual advances, requests for sexual favors and other gender-based verbal, non-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 is objectively offensive and sufficiently severe, persistent, or pervasive that it has the effect of unreasonably interfering with an individual’s work performance or educational experience, creates an intimidating, hostile environment, or involves retaliation.
Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to unwelcome sexual attention; to punish a refusal to comply with a sexual-based request; to condition a benefit on submitting to sexual advances. Sexual harassment can occur regardless of the relationship, position or respective sex and/or gender of the parties. Same-sex harassment violates this policy, as does harassment by a student of a faculty member or a subordinate employee of his/her supervisor.

2. Sexual Assault (defined as follows):
   a. Non-Consensual Sexual Intercourse is:
      Any sexual intercourse
      • however slight,
      • with any part of a person’s body or an object,
      • by a man or woman upon a man or woman,
      • that is without consent and/or by force.

      Intercourse includes: vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; or oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.
   b. Non-Consensual Sexual Contact is:
      Any intentional sexual touching
      • however slight,
      • of any part of one person’s body with any part of another person’s body or an object,
      • by a man or a woman upon a man or a woman,
      • that is without consent and/or by force.

      Examples include: intentional sexual contact with the breasts, buttocks, groin, or genitals, or sexually touching another with any of these body parts, or making one person sexually touch another person or themselves with or on any of these body parts; or any intentional bodily contact in a sexual manner.

3. Sexual Exploitation:
   Taking non-consensual sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage another, that does not otherwise constitute one of the other sexual harassment, sexual assault and sexual misconduct offenses.

   Examples include: invasion of sexual privacy; prostituting another individual; non-consensual observation, either by direct observation or video or audio-taping of sexual activity; engaging in voyeurism; knowingly transmitting an STI (Sexually Transmitted Infection) or HIV (Human Immunodeficiency Virus) to another; exposing one’s genitals in non-consensual circumstances; or inducing another to expose his or her genitals.

4. Stalking
   Engaging in a course/pattern of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress. Such conduct includes two or more acts by which the stalker directly, or indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property.

5. Dating Violence:
   A violent act committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant’s statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

6. Domestic Violence:
   A pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim. An "intimate partner" is defined as a current or former spouse of the complainant, a person with whom the complainant shares a child in common, or a person who is cohabitating with or has cohabitated with the complainant as a spouse. It also includes any person covered under the current domestic or family violence laws applicable to the jurisdiction of the infraction. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.

7. Gender-based Harassment:
   Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
Additional Applicable definitions:

- **Complainant:** The person making an allegation or complaint of sexual misconduct or relationship violence.
- **Respondent:** The person against whom the allegation or complaint of sexual misconduct or relationship violence is made.
- **Consent:** Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable, clear permission regarding willingness to engage in sexual activity.
  - Consent to any one form or condition of sexual activity cannot automatically imply consent to any other forms or conditions of sexual activity.
  - Consent can be withdrawn at any time. In order to give effective consent, one must be of legal age, which is 16 years.
  - Someone who is incapacitated cannot give consent. Sexual activity with someone known to be – or based on the circumstances, should reasonably have known to be – mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout) constitutes a violation of this policy.
  - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).
  - This policy also covers a person whose incapacity results from mental disability, sleep, or involuntary physical restraint.
  - Coercion, force, or threat of either, invalidates consent (see Force).
- **Force:** Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.
  - Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
  - There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual.

**Sexual Misconduct and Relationship Violence Reporting and Grievance Procedures**

If an individual has knowledge of or has experienced SMRV, it is particularly important, for the protection of both the complainant and the University community, that the incident be reported to the Mercer Police Department or local law enforcement immediately. Mercer Police can assist the individual in getting medical attention and in notifying the proper local law enforcement authorities, if the complainant so chooses. The sooner an incident is reported, the easier it is to preserve and collect the evidence necessary for a criminal prosecution. Reporting the incident to the police does not mean the complainant must press charges against the accused, but it does help assure that the individual receives assistance in deciding how to proceed.

**Preserving Evidence**

Complainants are encouraged to make every effort to preserve evidence, even if he or she has not made a decision regarding whether to report the violation. A medical exam, preferably by a Certified Forensic Nurse (CFN) or Sexual Assault Nurse Examiner (SANE), is an important way for a health provider to properly collect and preserve evidence. In order to assist with this process, the complainant should not: bathe or shower, use the restroom, change clothes, comb hair, clean up the area where the incident occurred, or move anything the alleged perpetrator may have touched. While the emergency room and/or a Sexual Assault Nurse is obligated to report the alleged assault to police, the complainant may choose whether he or she wishes to press charges.

**Timely Warning**

Community members, students, faculty, staff and guests are encouraged to report all crimes and public safety related incidents to Mercer Police in an accurate and timely manner. Crime alerts are published when incidents on or near the campus could present threats to the University community. Crime alerts will not contain information regarding the complainant’s identity. The warning will be issued both through the Mercer email system and text messaging system to students, faculty and staff.

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- 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 is objectively offensive and sufficiently severe, persistent, or pervasive that it has the effect of unreasonably interfering with an individual’s work performance or educational experience, creates an intimidating, hostile environment, or involves retaliation.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to unwelcome sexual attention; to punish a refusal to comply with a sexual-based request; to condition a benefit on submitting to sexual advances. Sexual harassment can occur regardless of the relationship, position or respective sex and/or gender of the parties. Same-sex harassment violates this policy, as does harassment by a student of a faculty member or a subordinate employee of his/her supervisor.

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      Intercourse includes: vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; or oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

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      • by a man or a woman upon a man or a woman,
      • that is without consent and/or by force.
      
      Examples include: intentional sexual contact with the breasts, buttocks, groin, or genitals, or sexually touching another with any of these body parts, or making one person sexually touch another person or themselves with or on any of these body parts; or any intentional bodily contact in a sexual manner.

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   Taking non-consensual sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage another, that does not otherwise constitute one of the other sexual harassment, sexual assault and sexual misconduct offenses.

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   Engaging in a course/pattern of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress. Such conduct includes two or more acts by which the stalker directly, or indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property.

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A pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim. An “intimate partner” is defined as a current or former spouse of the complainant, a person with whom the complainant shares a child in common, or a person who is cohabitating with or has cohabitated with the complainant as a spouse. It also includes any person covered under the current domestic or family violence laws applicable to the jurisdiction of the infraction. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.

7. Gender-based Harassment:

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Additional Applicable definitions:

- **Complainant**: The person making an allegation or complaint of sexual misconduct or relationship violence.
- **Respondent**: The person against whom the allegation or complaint of sexual misconduct or relationship violence is made.
- **Consent**: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable, clear permission regarding willingness to engage in sexual activity.
  - Consent to any one form or condition of sexual activity cannot automatically imply consent to any other forms or conditions of sexual activity.
  - Current and/or previous relationships or prior consent cannot imply consent to future sexual acts.
  - Consent can be withdrawn at any time. In order to give effective consent, one must be of legal age, which is 16 years.
  - Someone who is incapacitated cannot give consent. Sexual activity with someone known to be – or based on the circumstances, should reasonably have known to be – mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout) constitutes a violation of this policy.
  - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).
  - This policy also covers a person whose incapacity results from mental disability, sleep, or involuntary physical restraint.
  - Coercion, force, or threat of either, invalidates consent (see Force).

- **Force**: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.
  - Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
  - There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual.

Sexual Misconduct and Relationship Violence Reporting and Grievance Procedures

If an individual has knowledge of or has experienced SMRV, it is particularly important, for the protection of both the complainant and the University community, that the incident be reported to the Mercer Police Department or local law enforcement immediately. Mercer Police can assist the individual in getting medical attention and in notifying the proper local law enforcement authorities, if the complainant so chooses. The sooner an incident is reported, the easier it is to preserve and collect the evidence necessary for a criminal prosecution. Reporting the incident to the police does not mean the complainant must press charges against the accused, but it does help assure that the individual receives assistance in deciding how to proceed.

Preserving Evidence
Complainants are encouraged to make every effort to preserve evidence, even if he or she has not made a decision regarding whether to report the violation. A medical exam, preferably by a Certified Forensic Nurse (CFN) or Sexual Assault Nurse Examiner (SANE), is an important way for a health provider to properly collect and preserve evidence. In order to assist with this process, the complainant should not: bathe or shower, use the restroom, change clothes, comb hair, clean up the area where the incident occurred, or move anything the alleged perpetrator may have touched. While the emergency room and/or a Sexual Assault Nurse is obligated to report the alleged assault to police, the complainant may choose whether he or she wishes to press charges.

Timely Warning
Community members, students, faculty, staff and guests are encouraged to report all crimes and public safety related incidents to Mercer Police in an accurate and timely manner. Crime alerts are published when incidents on or near the campus could present threats to the University community. Crime alerts will not contain information regarding the complainant’s identity. The warning will be issued both through the Mercer email system and text messaging system to students, faculty and staff.

In addition to Mercer Police, the following services and resources are available for both the complainant and respondent in the local community:

**Macon (Bibb County)**
- Counseling and Psychological Services, Macon (478) 301-2862 (Confidential)
- Crisis Line and Safe House of Central Georgia, Inc. • (478) 745-9292 (Crisis Line)
- website: http://cl-sh.org
- Counties: Bibb, Crawford
- Coliseum Hospital Emergency Room (Certified Sexual Assault Nurse Examiner [SANE] available) • 400 Charter Blvd., Macon • (478) 757-8200
- Bibb County District Attorney’s Office: (478) 621-6427
- Macon Circuit Public Defender Office: (478) 621-5950

**Columbus (Muscogee)**
- Counseling and Psychological Services, Macon (478) 301-2862 (Confidential)
- Sexual Assault Support Center, Inc., Columbus
  - (706) 571-6010 (Crisis Line)
  - email: cncrccenter@aol.com
- Columbus Regional Midtown Medical Center (SANE Nurse available)
  - 710 Center Street, Columbus
  - (706) 571-1000
  - Counties: Chattahoochee, Harris, Marion, Muscogee, Talbot, Taylor
- Columbus District Attorney’s Office: (706) 653-4336
- Chattahoochee Circuit Public Defender Office: (706) 653-4301

**Newnan (Coweta)**
- Counseling and Psychological Services, Atlanta (678) 547-6060 (Confidential)
- West Georgia Rape Crisis Center, Carrollton • (770) 834-7273 (Crisis Line)
  - website: www.westga.edu/~crcc/
  - email: crcc@westga.edu
  - Counties: Carroll, Coweta, Haralson, Heard
- Piedmont Newnan Hospital (SANE Nurse available)
  - 745 Poplar Rd., Newnan
  - (770) 400-1000
- Coweta County District Attorney’s Office: (770) 254-7300
- Coweta Circuit Public Defender Offices: (770) 830-1323

**Atlanta (DeKalb County)**
- Counseling and Psychological Services, Atlanta (678) 547-6060 (Confidential)
- Day League Crisis Center, Decatur
  - (404) 377-1428 (Crisis Line)
  - website: http://www.dayleague.org
  - email: info@dayleague.org
  - Counties: DeKalb, Newton, Rockdale
• DeKalb Medical Center (SANE Nurse available)
  • 2701 N. Decatur Rd., Decatur
  • (404) 501-1000
  • DeKalb Medical Hillandale (SANE Nurse available)
  • 2801 DeKalb Medical Parkway, Lithonia
  • (404) 501-8000
• DeKalb County District Attorney’s Office: (404) 371-2561
• Stone Mountain Circuit Public Defender Office: (404) 371-2222

**McDonough (Henry County)**
- Counseling and Psychological Services, Atlanta (678) 547-6060 (Confidential)
- Southern Crescent Sexual Assault Center, Jonesboro (All sexual assault examinations are done by a SANE nurse here instead of at the hospital)
  - (770) 477-2177 (Crisis Line)
  - website: http://scsacinc.wix.com/scsac
  - email: support@scsac.org
  - Counties: Butts, Clayton, Fayette, Henry, Lamar, Pike, Spalding

- Henry County District Attorney’s Office: (770) 288-6400
- Flint Circuit Public Defender Office: (770) 288-7460

**Douglasville (Douglas County)**
- Counseling and Psychological Services, Atlanta (678) 547-6060 (Confidential)
- Douglas County Task Force (SANE Program), Douglasville
  - (678) 715-1196 (Crisis Line)
  - website: http://www.douglastaskforce.com
  - email: dctaskforce@yahoo.com
  - Counties: Douglas

- Wellstar Douglas Hospital (SANE Nurse available)
  • 8954 Hospital Dr., Douglasville
  • (770) 949-1500
- Douglas County District Attorney’s Office: (770) 920-7292
- Douglas County Public Defender’s Office: (770) 949-1096

**Savannah (Chatham County)**
- Counseling and Psychological Services, Macon (478) 301-2862 (Confidential)
- Rape Crisis Center of the Coastal Empire, Inc., Savannah
  - (912) 233-7273 (Crisis Line)
  - (888) 241-7273 (Tollfree)
  - website: http://www.rccsav.org/
  - email: advocate@rccsav.org
- Counties: Bryan, Chatham, Effingham, Evans, Liberty, Long, Tattnall

- Candler Hospital (SANE Nurse available)
  • 5353 Reynolds St., Savannah
  • (912) 819-6000
- Chatham County District Attorney’s Office: (478) 621-6427
- Eastern Circuit Public Defender Office: (912) 447-4901

**The following resources are also available to the complainant and respondent:**
- Domestic Violence National Hotline (800) 334-2836
- Georgia Crisis & Access Line (800) 715-4225
- Financial Planning Assistance, AVP of Financial Planning (478) 301-2226
- Immigration and Visa Assistance, Director of International Programs (678) 547-6151

The University will take appropriate interim measures to minimize contact and/or potential retribution from a respondent (or any associated group related to the case) to individuals making a complaint of alleged sexual harassment, sexual assault, sexual
exploitation, stalking, dating violence, and domestic violence. These actions will be assessed and/or coordinated by the Student Affairs or Human Resources professional in consultation with the Title IX Coordinator (See Interim Measures below).

**Reporting Procedures**

Complaints may be reported to any of the following:

**Atlanta:**
- Mercer Police (678) 547-6358
- Associate Vice President for Human Resources/Title IX Coordinator (478) 301-2005
- Dean of Students (678) 547-6821
- Residence Life Staff (678) 547-6823
- Law School Dean of Students (478) 301-2602
- Medical School Dean of Students (478) 301-5570
- Counseling and Psychological Services (678) 547-6060 (Confidential)

**Centers:**
- Eastman Police Department (478) 974-7788*
- Henry, Douglas, and Newnan students call Atlanta Mercer Police (678) 547-6358
- Associate Vice President for Human Resources/Title IX Coordinator (478) 301-2005
- Director of Operations for the Centers (678) 547-6370
- Center Coordinator for that location

*As these law enforcement agencies are not affiliated with Mercer University, a complainant must either report the incident to one of the University agencies listed above or request that the police report be forwarded directly to Mercer Police to ensure proper review by the University.

Licensed and Pastoral counselors are not obligated to report any information to the University. Non-professional counselors may talk to a victim without revealing any personally identifiable information to the University. However, these individuals, with the exception of counselors, pastors and local police, must report the nature, date, time and general location of the incident to the Title IX Coordinator. Responsible employees must report all relevant details to the Title IX Coordinator. If a student requests confidentiality, the University will consider the request, but cannot guarantee that it will be honored.

**Grievance Procedures**

**STEP 1: Report is Made**

Once an individual complainant reports an alleged incident of Sexual Misconduct and Relationship Violence (SMRV) to a University employee, that University employee must immediately notify his or her supervisor, and/or contact the Associate Vice President for Human Resources or designee (herein after referred to simply as the AVP-HR) if the accused individual (respondent) is an employee, or the Dean of Students or designee (herein after referred to simply as the Dean of Students) if the accused individual (respondent) is a student. The Dean of Students or the AVP-HR will then notify the Title IX Coordinator of the complaint. If both the complainant and the respondent are employees, grievance procedures are outlined in the Non-Faculty Employee Handbook and in Section 2.10 of the University Faculty Handbook.

The complainant will be encouraged to seek out immediate medical care, offered counseling support, and provided the opportunity to file an official report with either campus or local police. However, the complainant has the right to decline to notify the police at this time. Whether the complainant wishes to speak with the police or not, an intake meeting with the AVP-HR or the Dean of Students will be scheduled as soon as possible. If a complainant is under the age of 18, the circumstances surrounding the report will be evaluated in order to determine whether contact will be made with the parents, legal guardian, and/or emergency contact person.

**STEP 2: Intake Meeting**

Meeting with the Complainant. Upon receipt of notice of any allegation of SMRV, the Dean and/or AVP-HR will schedule an individual intake meeting with the complainant in order to provide to the complainant a general overview of this Policy. This intake meeting should involve the following:

The complainant is advised in writing of his or her rights and options under Title IX and offered the opportunity to report the case to law enforcement (with assistance from the University). The complainant is notified that by doing so, the complainant is not obligated to pursue charges against the respondent.

The complainant is advised of the importance of preserving and collecting evidence for a criminal prosecution.
A discussion of the interim measures that can be taken to protect the complainant from contact and/or potential retaliation from the respondent or any related organization (see Interim Measures) including his or her right to seek a protective order, a restraining order, a no contact order, or similar lawful order from a criminal, civil or tribal court, and the University’s obligation to help enforce any protective order.

The complainant is advised of his or her right to have the case investigated by a trained non-law enforcement investigator, and of the University’s obligation to actively investigate the complaint to the extent made possible by the complainant (see Investigation). The complainant is advised of his or her option to have the case evaluated for possible student judiciary charges against the respondent.

If the complainant does not wish to share any information involving the case at this time, a follow-up meeting should be scheduled after the complainant has had adequate time to process the intake meeting information and their options by the Dean of Students and/or AVP-HR to obtain written verification of this decision.

**Interim Measures.** The University will undertake effective action as is reasonably practical under the circumstances to support and protect the complainant from retaliation and/or contact with the respondent or related organizations. Accordingly, Mercer Police, the Dean and/or AVP-HR may impose a "no-contact" order, which typically will include a directive that the parties refrain from having any contact with one another, directly or through third parties, whether in person or via electronic means, pending the investigation and, if applicable, the hearing. The Dean and/or AVP-HR, in consultation with the Title IX Coordinator, may take further protective action that he or she deems appropriate concerning the interaction of the individuals, including, but not limited to, directing appropriate University officials to alter the student’s academic schedule, University housing, and/or University employment arrangements. When taking steps to separate the complainant and the respondent, the Dean and/or AVP-HR will seek to minimize unnecessary or unreasonable burdens on either party. Note, however, that this obligation does not preclude the University from evaluating and implementing an interim suspension, if deemed warranted. When appropriate interim measures are determined, and a respondent is identified, the Dean of Students or AVP-HR will schedule an initial intake meeting with the respondent to provide a general overview of this policy, as well as details regarding applicable respondent rights at this stage.

**STEP 3: The Investigation**

If the University determines that there is sufficient information on which to conduct an investigation and the complainant wishes to proceed with the grievance procedure, the Dean and/or AVP-HR will notify both parties on the status of proceeding with the investigation. Upon following up with the complainant and respondent, the Dean and/or AVP-HR will reiterate the University’s obligation under Title IX and explain the investigative options being utilized. The investigative options include the following:

- **Law Enforcement Related Investigation.** If the complainant requests or the University determines to have the case investigated for criminal violations, the case will be immediately forwarded to the appropriate law enforcement agency for review. However, a trained investigator will be assigned to the case by the University to monitor, evaluate, and/or conduct a separate investigation, as necessary, for student or employee violations based on the “preponderance of the evidence” standard set forth by the University.

  The investigator will write up a summary presented in a written report to the Dean of Students for cases involving student respondents, and the AVP-HR for cases involving employee respondents. Investigations will be completed as quickly as possible, and reasonable attempts will be made to comply with the Title IX timeline of a 60-day resolution. The length of the process may vary depending on the complexity of the case and the number of witnesses. A copy of the investigative report will be sent to the Title IX Coordinator.

- **Non-Law Enforcement Related Investigation.** If the complainant declines to have the case investigated by law enforcement for criminal violations, the University is still obligated under Title IX to investigate the case based on the “preponderance of the evidence” standard set forth by the University. In such circumstances, a trained investigator will be assigned to the case. The trained investigator will notify both parties of the investigation and will conduct a full review of the allegations, including interviewing all available relevant witnesses and evidence presented by both the complainant and the respondent. If the complainant wishes to have the case investigated without his/her identity disclosed, the investigator will discuss the parameters of the investigation and limits for institutional response with the complainant before proceeding. In either case, the investigator will write up a summary presented in a written report to the Dean of Students for student cases, and the Associate VP for Human Resources for cases involving employees. Typical investigations will be completed within 60-90 days, but may vary depending on the complexity of the investigation. A copy of the investigative report will be sent to the Title IX Coordinator.

**STEP 4: Resolution**

Based on the information available from the investigation (either directly from law enforcement and/or via the trained investigator), the Dean of Students in consultation with the Title IX Coordinator for student cases, and the VP for Human Resources for employee cases, will review the summary and make a decision on how to proceed. A request may be made by the Dean of Students or AVP-HR for further information or clarification by law enforcement or the trained investigator before making this determination. This may include additional interviews or statements. The following options are available at this stage for the Dean of Students or AVP for Human Resources:

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A. No Further Action. Based on the entirety of the circumstances, the University may choose to take no further action. If no action is taken, both the complainant and respondent (except in cases where the respondent is unknown, is not covered by this policy, or the complainant has asked to remain anonymous) will be notified in writing and a copy of the investigation and documentation supporting this decision will be sent to the Title IX Coordinator.

B. Informal Resolution. A complainant who wishes to file a complaint, but does not wish to pursue Formal Resolution, may request a less formal proceeding, known as “Informal Resolution.” Whether this request for an informal instead of formal resolution is granted is at the discretion of the Dean of Students/AVP-HR. Mediation is not an option for SMRV cases. Informal Resolution will be handled by the Dean of Students for student cases, and by the AVP-HR for employee cases, and may include a formal warning about the respondent’s behavior, stipulations on contact, educational activities, or other actions as determined by the Dean of Students/AVP-HR. Informal Resolutions will be held as part of the student’s or employee’s disciplinary record, subject to student and employee confidentiality laws.

Any Informal Resolution must be reviewed by the Title IX Coordinator before being finalized. The terms of the Informal Resolution will be communicated to both the complainant and the respondent in writing; and, if either party does not agree with the outcome and/or stipulations during the Informal Resolution process, the case may be referred for review under the Formal Resolution process.

C. Formal Resolution. A review is conducted by the appropriate disciplinary process applicable to the respondent(s) (student or employee):

- For Employees: Within 30 days of receipt of the report of the investigation, the AVP-HR will implement appropriate disciplinary action, up to and including termination, for the employee. The AVP-HR retains the right to request additional information deemed necessary to clarify any questions or issues, and to determine responsibility. The decision of the AVP-HR will be shared simultaneously with both the complainant and respondent. A copy will be sent to the Title IX Coordinator for review. If dismissal of a faculty member is recommended by the AVP-HR, faculty members may exercise their rights as outlined in section 2.08 of the Faculty Handbook.

- For Student Respondents: The case is forwarded for charges and processing under the Student Code of Conduct procedures. For detailed information on how to file charges, options for adjudication, procedures, and complainant and respondent rights, consult the Student Code of Conduct.

In the Formal Resolution process for students, both the complainant and respondent should be offered the opportunity to be present during the hearing; to make any statements they wish to make prior to concluding the hearing; to have an advisor of their choice present at the hearing or any related meetings; and to submit impact statements. The complainant and the respondent will be given similar and timely notice of meetings and access to materials that will be used in meetings or proceedings.

The hearing body retains the right to request additional information deemed necessary to clarify any questions or issues, and to determine responsibility. The final results of this hearing body will be shared simultaneously with both the complainant and respondent. A copy will be sent to the Title IX Coordinator for review.

If a violation of this SMRV Policy is found, the determination of sanctions is made in light of the unique facts and circumstances surrounding each individual case and the previous conduct history of the student. Students found responsible for violations(s) of the Student Code of Conduct will be subject to sanctions that include, but are not limited to, one or more of the following:

- **Warning:** Formal written notice to the student and official recognition that a violation has occurred.
- **Counseling Assessment:** A recommendation to be evaluated by psychological services to help the student deal more effectively with his/her conduct issue.
- **Community Service:** Performance of a preapproved service location for a prescribed number of hours to the local or University community.
- **Creative/Educational Sanctions:** Attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, research papers and other educational activities related to the violation.
- **Restriction:** The withdrawal of specified privilege(s) for a definite period of time. Restrictions may include, but are not limited to, requirements such as: not entering certain areas of housing or the campus, not contacting a certain individual or group, or not operating a motor vehicle on campus.
- **Fines:** Not to exceed $150 per individual or $150 per individual member of an organization.
- **Restitution:** A payment of financial injury in cases involving theft, destruction of property or deception.
- **Probation:** A period of time during which any further violations of the Student Code of Conduct may impact or jeopardize the student's status in a specific manner. The four types of probation that can be imposed are as follows:
  - **Conduct Probation.** A specified period of time in which any future violations of the Student Code of Conduct can result in increased sanctions being imposed that exceed those of a student who is not on conduct probation.
  - **Housing Probation.** A specified period of time in which any future violations of the Student Code of Conduct will result in the termination of housing privileges and access to any University-owned housing facilities.
  - **Social Probation.** Notice to an organization or student that all or a portion of social functions must cease for a designated period of time.
2011, we combined Campus Health Services and Counseling Services into one, integrated department reflective of our commitment to providing medical and mental health services to all currently enrolled Mercer students.

Student Health and Counseling (SHAC) provides medical and mental health services to all currently enrolled Mercer students.

Solicitation & Distribution of Literature
Students may not solicit business of any type, including the selling of products or services, without having been invited or given permission by an official of the university. Students may distribute literature by posting on approved bulletin boards and kiosks. Distribution that includes placing literature/product samples on cars or in university mailboxes is strictly prohibited. Postings are approved through the Campus Life Office located on the 2nd floor of Sheffield Student Center (Suite 212). Any unauthorized persons soliciting or distributing on campus are to be immediately reported to Mercer Police (678) 547-6358.

Student Health and Counseling
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help students meet both physical and mental needs. We strive to think of health holistically, rather than drawing a distinction between mental and physical well-being. Our department has a new name: Student Health and Counseling. Please visit our website at www.mercer.edu/atlstuaffairs/SHAC for details regarding our services.

The Student Health Clinic (Located in 206 Sheffield) is staffed by a part-time family nurse practitioner, one part-time registered nurse, and one administrative assistant, all supported by underwritten protocols of a physician consultant. Our physician is onsite for ½ day three times a month for visits and consultations via appointment. A variety of services, treatments, and medications are made available to students. The Student Health center is open Monday, Tuesday, Thursday, & Friday 8:00 AM – 4:00 PM; Wednesday 10:00 AM – 6:00 PM. They are closed daily for lunch from 1:00 – 1:30 PM. The Student Health center can be reached at (678) 547-6130.

Counseling Services (Located in 215 Sheffield) serves as a comprehensive resource for the personal growth and life skills development of students. It is staffed by several part-time licensed professional counselors (LPC’s) who are prepared to assist students in a variety of areas including, but not limited to, the following:

- Anxiety
- Depression
- Stress Reduction
- Study Skills
- Interpersonal Relationships
- Family Conflicts
- Vocational and Career Issues

Counseling services are also offered at the Henry County Regional Academic Center on Thursdays. Counseling Services is open Monday, Tuesday, Thursday, & Friday 8:00 AM – 4:00 PM; Wednesday 10:00 AM – 6:00 PM. You can reach Counseling services at (678) 547-6060.

Reminder: All Atlanta enrolled students must have and maintain current health care insurance. If a student fails to submit proof of private insurance, the university will purchase health insurance for that student. These costs will be added to the student’s tuition bill.

Student Organizations & Campus Activities

There are a variety of clubs and organizations on campus specific to your college or school. There are a growing number of campus-wide groups that you can also join, which include the Baptist Collegiate Ministry (BCM), Delta Sigma Theta and Alpha Kappa Alpha sororities, Habitat for Humanity, and the Mercer Board Game Club. To get involved, share a program idea, or if you are interested in starting a new club or organization that would be open to the campus community, contact Richard Stilley, Assistant Dean for Campus Life, 212 Sheffield Student Center at 678-547-6823. We will work with you to establish your group.

The Baptist Collegiate Ministry has membership representing most of the schools and colleges. You do not have to be Baptist to join. The group is interdenominational and provides many opportunities for good fellowship. Please contact the campus chaplain at (678) 547-6722.

Delta Sigma Theta is a University recognized sorority. Established in 1913 at Howard University, Delta has clearly established itself as a public service organization that strives to confront the problems of African Americans and hence, all Americans. This organization invites any undergraduate woman to apply for membership. For more information, contact Dr. Heather Scott at scott_hi@mercer.edu.

Alpha Kappa Alpha Sorority, Inc. was founded January 15, 1908 at Howard University and is deeply rooted in service, sisterhood, and scholarship. Open to all women, AKA has initiated such prominent individuals as Coretta Scott King, Maya Angelou, and Toni Morrison. Alpha Kappa Alpha has enhanced the quality of collegiate life on every campus it has graced. For more information, contact Elaina Chance at chance_rc@mercer.edu.

Sigma Alpha Pi, a leadership honor society of the National Society of Leadership and Success, is an organization that helps people discover and achieve goals. The Society offers lectures from the nation’s prominent presenters and a community where like-minded success oriented individuals come together and help one another succeed. The Atlanta Chapter is composed of undergraduate students on the Atlanta Campus and the Henry and Douglas Regional Academic Centers. Leadership training and leadership participation are important components of membership. Success Networking Team formation solidify long-term friendships as each team member sets and achieves their individual short and long-term career goals. For more information about the Sigma Alpha Pi Chapter, contact Dr. Betsy Johnson at johnson_em@mercer.edu.
Wellness & Recreation Classes can be taken at the Sheffield Student Center where you will find a basketball court, pool, and weight room with many exercise and weight-lifting machines. A variety of fitness classes are also offered each semester to help students maintain a healthy lifestyle. For more information, please contact Karen Reynolds, Assistant Director for Wellness & Recreation, by email at reynolds_kr@mercer.edu. You may also call her at 678-547-6815.

The Jesse Mercer Stewards program, initiated in 2009, recognizes students who are examples of Jesse Mercer’s belief in the power of education to change lives, commitment to the altruistic spirit of volunteerism and missionary work, dedication to building consensus and community, as well as advancing the ideals of stewardship. Students who have demonstrated a commitment to these ideals through their pursuit of academic excellence, conscientious and selfless devotion to meeting the needs of fellow human beings, and a willingness to embody the role of community builder through volunteerism will serve as ambassadors for the Atlanta campus.

- Stewards must be nominated by the Dean of their College or School, attend classes on the Atlanta campus, have a minimum of two remaining semesters of study, document a history of volunteerism, have a 3.0 overall GPA, and make application that provides a personal statement of interest. Stewards must be willing to give of their time in service to Mercer University and the greater Atlanta community and to meet throughout the academic year to discuss and plan ways of building a greater sense of community on the Cecil B. Day Campus through participating in a variety of service projects. Stewards are often invited to attend special campus events as the guests of the university or to greet visitors coming to the campus.

- Students who have an interest in becoming a Jesse Mercer Steward should communicate with the dean of their program for possible nomination.

If you have experience in planning activities or have ideas of what you think would be fun and interesting, contact your school's student governance group or contact the Campus Life Office, 212 Sheffield Student Center at 678-547-6823 or you can email stilley_r@mercer.edu.

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

1. The right to inspect and review a student’s educational records within 45 days of the day the Office of the Registrar receives a written request for access. The student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student shall be advised of the correct official at the University to whom the request should be addressed.

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

3. The right to consent to disclosures of personally identifiable information contained in the student’s educational record, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A “school official” is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a “legitimate educational interest” if the official needs to review an educational record in order to fulfill his or her professional responsibility. Another exception which permits disclosure without student consent is disclosure to officials of another school, school system, or institution of post-secondary education where a student seeks or intends to enroll. Upon the request of an institution in which a student seeks or intends to enroll, the University will forward the student’s education records to the requesting institution. Upon request, the student may obtain a copy of the record that was disclosed and have an opportunity for a hearing as provided above. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an...
education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

**Tobacco-Free Policy**

Mercer University is committed to the health and well-being of the members of its student body, faculty, and staff. The University not only has a vested interest in the vitality of its students and those who administer and operate the University’s programs of education, research, and service, but also wishes to promote the advancement of health in general and the maintenance of a healthful environment. The University and its medical, nursing, and pharmacy schools, moreover, have substantial commitments to health-related research and teaching.

The Surgeon General of the United States has determined that cigarette smoking is the largest preventable cause of illness and premature death in the United States; it is associated annually with the unnecessary deaths of thousands of Americans. Research findings now indicate that users of smokeless tobacco and non-smokers who are regularly exposed to tobacco smoke are also at increased risk.

In response to these considerations, the University has adopted as its goal that of achieving an environment as close to tobacco-free as possible. The following guidelines are designed to achieve a relatively tobacco-free environment on the Mercer campuses:

- Smoking is prohibited in all indoor locations. All buildings on all campuses are tobacco-free.
- Smoking is prohibited within 25 feet of all building entrances, air intakes, and windows.
- Residence hall public spaces (lobbies, hallways, lounges, recreation areas, restrooms) and rooms are tobacco-free.
- Use of smokeless tobacco products is prohibited in all university facilities, except residence halls.

It is the responsibility of each member of the Mercer community to observe this Tobacco-Free Policy and these guidelines. This policy relies on the thoughtfulness, consideration, and cooperation of smokers and non-smokers for its success. Individuals who are smoking inside building should be directed to the outdoors. Visitors must observe this Tobacco-Free Policy. Department heads, building stewards, and sponsors/hosts of University events are responsible for visitors’ compliance with the University’s Tobacco-Free Policy. The University expects a good faith, common sense, and courteous approach by students and employees in resolving smoking conflicts within the requirements of this policy.

**Traffic Regulations and Parking**

Mercer Police is responsible for parking enforcement at Mercer University. All vehicles on the Macon and Atlanta campuses as well as Regional Academic Centers must be registered each year and each vehicle must display a parking decal. The decals are free. Vehicles should be registered before the first day of class. Vehicles can be registered 24 hours a day, 7 days a week at Mercer Police. The tag number is necessary to obtain a decal. If the vehicle or the tag number changes, notify Mercer Police the next business day.

Mercer does not issue handicap access parking decals. Permanently or temporarily disabled persons who require handicap access must see their doctor about getting a permit issued by the State of Georgia. Application forms are available at the Mercer Police station. Only a law enforcement officer can authorize a handicap access space without a decal. Vehicles must be registered with Mercer Police even if the driver possesses a handicapped permit.

**ALL DECALS MUST BE PLACED ON THE LOWER FRONT WINDSHIELD ON THE DRIVER’S SIDE.** Possession of a decal does not guarantee a parking space. The responsibility for locating a proper space rests with the driver, not the University. The lack of a parking space (i.e., being late for class or work, parking illegally for a short time, leaving flashers on) are not valid excuses for parking illegally. The absence of a sign prohibiting parking does not mean drivers can park illegally.
More information on the parking system, tickets, and appeals is available from the departmental website at [http://police.mercer.edu/parking/](http://police.mercer.edu/parking/). Special parking brochures are available at Mercer Police.

**Traffic Ticket Appeal Process**

Students who feel they have been wrongfully ticketed may appeal to the Traffic Committee.

The Traffic Committee is composed of a faculty member, a staff member, a student, a student alternate, and the Associate Director of Mercer Police on the Atlanta campus. Each will be asked by the Senior Vice-President of the Atlanta campus to serve a 1 year term, with the exception of the Assoc. Director of MERPO, who will be a standing member. All will be voting members, except for the Associate Director of MERPO, who will vote only in the case of a tie. Two of the three voting members must be present to establish a quorum. The committee will convene no later than the second week of the fall semester to select a chair. Meetings to “hear” appeals will be scheduled as needed.

If you receive a Mercer ticket, you have 5 days to appeal. Appeal forms can be printed from the Mercer Police Website or picked up at the Police Station on Winship St. Completed appeal forms must be in the possession of Mercer Police within 5 days of the ticket being written. The ticket being appealed must accompany the form.

The completed ticket appeal form will be delivered to the Ticket Appeal Committee. It consists of representatives of students, staff, and faculty. The committee will meet to discuss several appeals at one time. You will also be invited to the meeting to discuss your appeal. It is your responsibility to make changes to your schedule that will allow you to attend the meeting. Failure to attend the meeting may result in the automatic denial of your appeal.

**Voter Registration Requirements of the Higher Education Amendments**

Mercer provides each enrolled student the opportunity to apply to register to vote or to update his or her voter registration records at least once a year. Voter registration information is available at the following locations:

- Macon Campus: Tarver Library, the Office of the Vice President and Dean of Students, and the Disability Support Services Office.
- Atlanta Campus: Swilley Library
- Regional Academic Centers: Program Coordinators’ offices

For further information on this amendment, contact Student Affairs at (478) 301-2685 (Macon campus), (678) 547-6821 (Atlanta campus), or (678) 547-6370 (Regional Academic Centers). Students with disabilities may obtain information and assistance in filling out the cards from ACCESS & Accommodation or (678) 547-6823 (Atlanta campus). Students may also obtain voter registration applications at [http://www.statelocalgov.net/50states-secretary-state.cfm](http://www.statelocalgov.net/50states-secretary-state.cfm). Notice regarding this information will be sent to each student during the fall semester of each academic year.

**Withdrawals, Administrative or Medical**

The mental and physical welfare of a student can have a significant impact on his or her academic and developmental success in college. Mercer University provides qualified medical and mental health services for students through Mercer Student Health and counseling services on the Macon and Atlanta main campuses. Under normal circumstances students may withdraw from classes through the eleventh week of fall or spring semester; course withdrawals are not permissible after this deadline. However, medical or psychological situations may arise that jeopardize a student’s ability to continue enrollment at the University. In such instances the student may request to be administratively withdrawn from the University. This request should be directed to the appropriate Student Affairs Designee on the campus or program at which the student is enrolled. The Student Affairs Designee will make a judgment about the need for an administrative medical withdrawal and once properly evaluated and approved, will implement the appropriate procedures for the withdrawal. Each course in which the student was enrolled will be assigned the grade of “W”. Appropriate medical documentation may be required to evaluate a request for withdrawal.

Once a student has been administratively withdrawn from the University, he or she must present clear evidence of the remediation of the difficulties before he or she may be granted readmission to the University. This evidence may include documentation from an appropriate physical or mental health professional about the treatment the student has received. For more information about administrative or medical withdrawals, contact the Office of Student Affairs at (678) 547-6821.