



GEORGIA BAPTIST
COLLEGE OF NURSING
2009-2010 CATALOG

As a currently enrolled student in the above named program, my signature below indicates that I have received the *2009-2010 Academic Catalog*. I acknowledge that this *Catalog* will be a resource to me throughout my program of study. It is my responsibility to keep abreast of any changes within the program. This *Catalog* is effective for students entering after July 2009 and contains information and regulations pertaining to programs offered by the Georgia Baptist College of Nursing of Mercer University.

Signature of Student

Print Name

Date

2009-2010 Academic Catalog

Georgia Baptist College of Nursing of Mercer University

3001 Mercer University Drive

Atlanta, GA 30341

Telephone: (678) 547-6700

Internet: www.mercer.edu/nursing

Mercer University is:

Accredited by the Commission on Colleges of the
Southern Association of Colleges and Schools

1866 Southern Lane, Decatur, Georgia 30033-4097

Telephone: (404) 679-4501

to award bachelor's, master's, and doctorate degrees.

*Note: Inquiries to the Commission on Colleges of the
Southern Association of Colleges and Schools should relate
only to the accreditation status of the institution and
not to general admission information.*

The Bachelor of Science in Nursing program and the
Master of Science in Nursing program at
Georgia Baptist College of Nursing of Mercer University
are accredited by the Commission on Collegiate Nursing Education,

One Dupont Circle, NW, Suite 530,

Washington, DC 20036,

Telephone: (202) 887-6791

Approved by the Georgia Board of Nursing
237 Coliseum Drive, Macon, Georgia 31217-3858

Telephone: (478) 207-1640

Table of Contents

| | |
|--|----|
| Academic Calendar | 4 |
| The University | 5 |
| GBCN Creed and GBCN Honor System | 8 |
| Student Rights Pertaining to Educational Privacy | 9 |
| Drug-Free Workplace and Campus Program | 10 |
| Health Insurance Portability and Accountability Act Statement | 10 |
| Atlanta Regional Council for Higher Education | 10 |
| Immunization Policy | 11 |
| Students with Disabilities | 13 |
| Legal Offenses | 13 |
| Honor Societies | 14 |
| History of the College of Nursing | 15 |
| Types of Programs | 15 |
| Vision Statement | 16 |
| Mission Statement | 16 |
| Core Values | 16 |
| Goals of the College | 17 |
| Philosophy Statement of the College | 17 |
| Student Financial Assistance | 18 |
| How to Apply for Financial Assistance | 18 |
| General Regulations | 19 |
| Standards of Satisfactory Progress | 19 |
| Costs of Attendance | 20 |
| Veterans | 20 |
| Additional Information | 20 |
| Types of Financial Assistance | 21 |
| Student Life | 27 |
| Living Accommodations | 27 |
| Orientation | 27 |
| Campus Health Services | 27 |
| Counseling Center | 28 |
| Undergraduate Admission Policies | 29 |
| Selective Admissions Criteria | 29 |
| Entrance Test (TEAS) | 29 |
| College Transcripts | 30 |
| Transfer Credit | 30 |
| Exams for Credit | 31 |
| International Student Applicants | 31 |
| Auditors | 32 |
| Non-Degree Students | 32 |
| Enrollment Policies | 32 |
| Application Deadlines | 32 |
| Undergraduate Academic Regulations | 33 |
| Registration Requirements | 33 |
| Full-Time Enrollment | 33 |

| | |
|--|-----------|
| Schedule Changes, Course Withdrawal, and Term Withdrawal | 33 |
| General Progression | 34 |
| Readmission | 35 |
| Undergraduate Grading and Grade Point Average (GPA) | 35 |
| Dean's List | 37 |
| President's List | 37 |
| Graduation with Honors | 37 |
| College Honors | 37 |
| Academic Status | 38 |
| Midterm Warning | 38 |
| Academic Warning | 38 |
| Academic Probation | 38 |
| Academic Suspension..... | 38 |
| Dismissal..... | 39 |
| Graduation Requirements..... | 40 |
| Undergraduate Tuition and Fees | 41 |
| Undergraduate Student Activities | 48 |
| Undergraduate Program Outcomes..... | 49 |
| Organizational Framework for the Undergraduate Program..... | 49 |
| The Undergraduate Curriculum Prelicensure Track | 50 |
| RN-BSN Advanced Track | 52 |
| Curriculum Plan for the Advanced Track | 53 |
| Required Undergraduate Nursing Courses | 56 |
| Elective Undergraduate Nursing Courses..... | 61 |
| Graduate Program | 63 |
| Program Description | 63 |
| Graduate Program Outcomes | 63 |
| Doctor of Philosophy in Nursing Program Description..... | 64 |
| Residency Requirement | 66 |
| Enrollment Requirements..... | 67 |
| Grading and Grade Point Average (GPA) | 68 |
| Advisement and Course Scheduling..... | 69 |
| Progression and Retention Policies and Procedures | 69 |
| Reentry and Readmission | 71 |
| Withdrawals | 72 |
| Dismissal for Nonacademic Violations | 72 |
| Tuition and Fees | 73 |
| Sample Curriculum Plans | 75 |
| Course Descriptions | 77 |
| The Register..... | 82 |

2009-2010 Academic Calendar

Fall Semester, 2009

| | |
|-----------------------|--------------------------------------|
| August 24 | Tuition and Fees Due for Fall 2009 |
| August 24 | Classes Begin |
| August 24-31 | Late Registration and Drop/Add |
| September 7 | Labor Day Holiday |
| September 25 | Dedication |
| October 19, 20 | Fall Break |
| October 22 | Last Day to Withdraw and Receive "W" |
| November 3 | Spring 2010 Advisement/Registration |
| November 25, 26, 27 | Thanksgiving Holiday |
| December 10 | Pinning and Commencement |
| December 11 | Last Day of Classes |
| December 14-19 | Final Examinations |
| December 19 | Last Day of Semester |
| December 21-January 8 | Holiday Break |

Spring Semester, 2010

| | |
|---------------|--|
| January 11 | Tuition and Fees Due for Spring 2010 |
| January 11 | Classes Begin |
| January 11-19 | Late Registration and Drop/Add |
| January 18 | Martin Luther King, Jr. Holiday |
| March 8-12 | Spring Break |
| March 17 | Last Day to Withdraw and Receive "W" |
| April 2 | Good Friday Holiday |
| April 6 | Summer/Fall 2010 Advisement/Registration |
| April 30 | Last Day of Classes |
| May 1-7 | Final Examinations |
| May 7 | Last Day of Semester |
| May 7 | Pinning |
| May 8 | Commencement |

Summer Semester, 2010 (Tentative)

| | |
|-----------|--------------------------------------|
| May 17 | Tuition and Fees Due for Summer 2010 |
| May 17 | Classes Begin for Session One |
| May 17-19 | Late Registration and Drop/Add |
| May 31 | Memorial Day Holiday |
| June 18 | Last Day of Session One |
| June 28 | Classes Begin for Session Two |
| July 4 | Independence Day Holiday |
| July 30 | Last Day of Semester |

The University

Founded in 1833 in Penfield, Georgia, Mercer University has grown into one of the South's premier universities. With more than 7,700 students and 1,300 faculty members on campuses in Macon, Atlanta and Savannah, and at regional academic centers in suburban Atlanta and in Eastman, Mercer is one of the only independent university of its size in the nation to offer programs in liberal arts, business, engineering, education, medicine, music, pharmacy, law, theology and nursing. Mercer has been ranked among the leading regional colleges and universities in the South by *U.S. News & World Report* for 17 consecutive years.

In a faith-based environment where practical wisdom and compassion prevail, Mercer is motivated by the best in Baptist tradition—embracing the principles of intellectual and religious freedom and respect for religious diversity. For almost 175 years, young men and women have left Mercer to become leaders of great deeds and influence. Their heritage and legacy promote true promise for the future.

Students benefit from Mercer's welcoming atmosphere and small-class learning environment. They learn from a prestigious, yet caring, faculty—not teaching assistants as found at many universities. Faculty members, whose credentials represent some of the world's finest academic institutions, are distinguished for both teaching and research. More than 90 percent of the faculty hold doctorates or the highest attainable degree in their respective fields.

Mercer's reputation is built on its rigorous academic programs, outstanding faculty and state-of-the-art facilities. Yet, tradition plays a key role in the University's unique identity as an institution committed to Judeo-Christian principles.

University Mission Statement

Mercer University is a faith-based institution of higher learning that seeks to achieve excellence and scholarly discipline in the fields of liberal learning and professional knowledge. The institution is guided by the historic principles of religious and intellectual freedom, while affirming religious and moral values that arise from the Judeo-Christian understanding of the world.

Adopted by the Board of Trustees of Mercer University, April 21, 2006.

University Vision Statement

One of the finest private universities in the Southeast, Mercer University will be nationally renowned for providing a dynamic, diverse, and rigorous education where every student matters and learns to make a difference.

Mercer is held together in conversation by a love of learning, our respect for each other, and excellence within our disciplines. We celebrate our Baptist heritage, a tradition that insists on an open search for truth, ensures religious freedom, and encourages service to others.

Achieving this vision will take widespread collaboration and responsible stewardship as we:

- Foster a lively and inclusive intellectual, social, and spiritual community;
- Engage students in challenging, holistic, and transformational learning throughout the University;
- Infuse liberal learning in professional programs and connect undergraduate students to graduate and professional programs;

- Cultivate the virtues of practical wisdom, reflective judgment, moral integrity, ethical leadership, compassionate service, and civic engagement;
- Emerge as the premier source of professional leadership in the Southeast;
- Attract and nurture outstanding staff and creative educators who are also first-rate scholars and practitioners;
- Make contributions on the frontiers of knowledge through distinctive research agendas;
- Transform communities locally and globally through University-community partnerships, service-learning, and volunteerism; and
- Become an international center for dialogue and inquiry about faith perspectives.

University-Wide Assessment

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

University History

In 1833, a group of Baptist ministers and lay leaders established a manual labor school for boys in the rural area of Greene County, Georgia, about 80 miles east of Atlanta. The school was named for one of Georgia's most prominent Baptist statesmen, Jesse Mercer. The school's assets consisted of a red clay farm and two hewed log cabins. The first enrollment was 39 students; tuition was \$35 for the year. The mission of the school was to educate young men to go into the ministry.

Mercer's enrollment quickly grew, and in 1838, the institute became a university, offering college classes the following year. The area around the University became a community named Penfield, in recognition of Josiah Penfield of Savannah, who gave a major gift that enabled the Baptists to purchase the land for the school.

In the 1870s, University leaders decided to move the institution closer to a city. With an offer of land and a \$125,000 grant, Mercer relocated in 1871 to Macon. In 1873, the University established a law school in addition to its College of Liberal Arts.

A School of Medicine was founded in 1982 with a mission to prepare primary care physicians for rural and underserved areas of Georgia. In 2008, the Macon-based School of Medicine opened a second four-year campus in Savannah at Memorial University Medical Center to increase the number of physicians for the State of Georgia.

Mercer's School of Engineering opened on the Macon campus in 1985, and today it ranks among the top 50 undergraduate engineering schools in the country, according to *U.S. News & World Report*.

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

In 2001, the Tift College of Education was formed to consolidate all of the University's teacher education programs and today prepares more teachers than any other private college or university in Georgia. It is named for Tift College, the Baptist women's college in Forsyth that merged with Mercer in the late 1980s. The Tift College

of Education – the University’s largest academic unit by enrollment – offers degree programs on all Mercer campuses.

The Music Department in the College of Liberal arts was separated into its own academic unit in 2006 with the establishment of the Townsend School of Music, which was made possible by a founding gift from longtime Mercer benefactor Carolyn McAfee and her family.

Today, the Macon campus is home to eight of the university’s 11 schools and colleges.

Mercer’s First Atlanta Program

In the 1950s, the national accrediting organization for pharmacy education began to require independent pharmacy colleges to be associated with universities. In 1958, Southern College of Pharmacy, an independent college that had been founded in 1903 in downtown Atlanta, approached Mercer University, and the following year merged with Mercer, the third academic unit of the University at the time.

The Founding of the Atlanta Campus

Atlanta Baptist College was founded in 1964 and began classes in 1968 with an enrollment of 286 students. In 1972, the college asked to merge with Mercer University, giving the University two schools in Atlanta in addition to the College of Liberal Arts and the Walter F. George School of Law in Macon. Atlanta Baptist College became known as the College of Arts and Sciences, which offered 29 undergraduate majors and graduate programs in education and business.

The all-commuter campus was later named the Cecil B. Day Campus in honor of one of Mercer’s most distinguished alumni and benefactors, and one of the founders of Atlanta Baptist College. He was also the founder of the motel chain, Day’s Inn.

The 1990s were marked with continued growth in students and facilities on the Cecil B. Day Campus. In 1991, after being located for 88 years in downtown Atlanta, the School of Pharmacy moved to the Atlanta campus. The additional space allowed the School to expand its research programs and establish a Ph.D. program in pharmaceutical sciences. In 2006, the School changed its name to the College of Pharmacy and Health Sciences, to better identify the national scope of its programs and the addition of other health science programs. In January 2008, the College began offering a Physician Assistant program.

In 1996, the James and Carolyn McAfee School of Theology was established on the Atlanta campus, offering the master of divinity degree. In 1999, the first class of 10 students graduated. A doctor of ministry degree program was introduced in 2003.

After 32 years as a commuter campus, the University added on-campus housing in 2000. The apartments quickly filled, transforming the campus to a residential center.

In 2001, the Georgia Baptist College of Nursing, the state’s oldest nursing program, merged with the University. Georgia Baptist College of Nursing began its rich heritage just after the turn of the century, when the Tabernacle Infirmary and Training School for Christian Nurses opened in a five-room cottage in downtown Atlanta. It began with four nursing students and a vision of educating students to “heal the needy sick.” The school later became known as Georgia Baptist School of Nursing. In 1989, the school became a college, offering a baccalaureate nursing degree program, which has shaped a nationally-recognized model for nursing education.

After its merger with Mercer in 2001 and after 99 years of being located in downtown Atlanta, the college moved to Mercer's Atlanta campus into a new state-of-the-art nursing education facility. In 2002, while celebrating its centennial year, the college began a master of science in nursing degree program, with four graduate students.

In 2003, the University established the College of Continuing and Professional Studies, which offers undergraduate and graduate programs.

The College of Continuing and Professional Studies was established in 2003 and offers undergraduate and graduate degree programs tailored to the needs of working adults. Significant parts of its programs are based on the Atlanta campus.

The GBCN Creed

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

The GBCN Honor System

Honesty, integrity, and high ethical standards are central to the purpose of educating students to take their place within society, as well as the profession of nursing. The College community voted in 1993 to establish an all inclusive Honor System that would empower students to take personal responsibility for their behavior.

The Honor System, in its entirety, had its inauguration during the 1995-1996 academic year. This system, which is unique for college campuses today, is governed by students. In order for such a system to succeed, each student at the College of Nursing must be committed to upholding the high standards that are inherent in our Honor System, which includes a student's obligation to report violations of the honor code.

Student Rights Pertaining to Educational Privacy

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

1. The right to inspect and review a student's education record within 45 days of the day the Office of the Registrar receives a 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 education records that the student believes is 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 other 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 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 that FERPA authorizes disclosure without consent.

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

A school official has a "legitimate educational interest" if the official needs to review an education 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 postsecondary 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.

4. The right of a currently enrolled student to request 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, telephone number, date and place of birth, academic program, dates of attendance, degrees and honors received, most recent previous institution attended, and participation in officially recognized activities and sports.

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.

Academic Transcripts

In accordance with FERPA, transcripts are issued only at the **written** request of the student. Although fax requests which bear the student's signature are accepted, **telephone requests cannot be accepted. A minimum of 24 hours' advance request time is required.** Students should request transcripts well in advance of their need for them in order to allow time for mailed transcripts to reach their destinations. Official transcripts are issued on security paper in sealed envelopes. Transcripts will not be issued for those who are delinquent in their financial obligations.

Drug-Free Workplace and Campus Program

The unlawful possession, use, distribution, dispensing, or manufacture of illegal drugs or alcohol at any time on any University property or as part of any University-sponsored (or college-sponsored) activity is absolutely prohibited. As a condition of employment or enrollment at Mercer, all employees and students must abide by these standards of conduct, and disciplinary sanctions will be imposed for violations.

Any College of Nursing student or employee convicted of any drug-related criminal statute must notify the Dean of College of Nursing and the Associate V.P. for Human Resources (for employees) in writing, no later than five (5) days after such a conviction regardless of where the offense occurred. Conviction for a drug-related felony may result in a student being denied financial assistance such as a Pell Grant and/or Georgia Tuition Equalization Grant. Also, a drug-related conviction of any employee must be reported to designated Federal agencies and may result in sanctions by the University. See the following policies and related sanctions for violations:

www.mercer.edu/humanresources/Drug-Free.htm

Health Insurance Portability and Accountability Act Statement

It is the policy of Georgia Baptist College of Nursing of Mercer University to adhere to all Health Insurance Portability and Accountability Act (HIPAA) guidelines. All discussions and/or documents related to confidential patient/client health information shall be held in strict confidence. Information will only be written or electronically transmitted using client/patient initials. Further, this information will only be shared with faculty involved in the student's educational process. Client/patient discussions will only be held in designated areas of the university or clinical facility.

Atlanta Regional Council for Higher Education

Mercer University is a member of the Atlanta Regional Council for Higher Education (ARCHE), a consortium of institutions in higher education in the Atlanta-Athens area. The member institutions are Agnes Scott College, Brenau University, Clark Atlanta University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Paper and

Technology, Interdenominational Theological Center, Kennesaw State University, Mercer University Atlanta, Morehouse College, Morehouse School of Medicine, Oglethorpe University, Savannah College of Art and Design, Southern Polytechnic State University, Spelman College, the State University of West Georgia®, and University of Georgia.

The Council conducts inter-institutional programs in education, research, and administrative support. A major emphasis is on inter-library cooperation for sharing library resources and services. Interdepartmental groups provide support for cooperative academic programs and visiting scholar program. A Cross Registration Program permits a student at any member institution to register for an approved course at any ARCHE school and receive credit which may be applied to his/her degree program. Tuition costs are paid to the student's home institution. The aim of the program is to enable students to enrich their undergraduate programs by pursuing course-work in an area of study that is not available on their own campuses. To be eligible to participate, the student must be concurrently enrolled at Mercer, and have the recommendation of their advisor and the Registrar. In order to register, a student should visit www.atlantahighered.org. Requests are honored on a space available basis.

Mercer University 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. No other immunization forms or physicians records will be accepted. Students are encouraged to keep a photocopy of this completed form for their personal records. The Student Health Form is a Mercer document and will not be forwarded to other institutions.

All students must provide a statement of immunization against Measles, Mumps and Rubella (MMR), giving the month and year of immunization. A statement of "up to date" is not sufficient. Two doses of Measles, (Rubeola) vaccine are required. You must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of the disease is proof of immunity against Measles and Mumps (a physician's statement is required) but not proof of Rubella. Students born before 1957 do not *need* to show proof of immunity to Measles, Mumps or Rubella. If a student is unable to provide dates of immunization to Measles, Mumps and Rubella he or she may document immunity to blood test at the student's expense. If the testing shows no immunity to Measles, Mumps or Rubella, the student may register following the documentation of the first dose of MMR, with a second to follow in 30 days, if required.

Tuberculosis screening (within the past year) is required of **all new students**. Students at the 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 healthcare 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, and signed by 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 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 ten years. Immunization against meningococcal meningitis is recommended for college students.

GBCN Immunization Policy

Upon admission to the College, students are required to submit a completed health history and list of immunizations. Immunizations must be current. This includes a Tetanus booster every ten years, Hepatitis B vaccine series of three injections, and Measles, Mumps, and Rubella (MMR). The statement of immunization must include month and year of immunization. A statement of “up-to-date” is not sufficient.

MMR: Students must have been at least 12 months old when the first Measles dose was received. Students born prior to 1957 need proof of 1 MMR or positive lab titers for Rubella and Rubeola; students born after 1957 must submit proof of two MMR doses—an infant dose and a booster dose administered since 1980. Physician-diagnosed disease is proof of immunization against measles, but not rubella. If a student is unable to provide dates of immunization to MMR, he or she may document immunity by blood test at the student’s expense. If this testing shows no immunity to MMR, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days.

Hepatitis B: The Student Health Services Program will reimburse Campus Health Care Services for the Hepatitis B Series as follows: **1.** The student should begin the Hepatitis B series of three injections prior to admission to Mercer, and submit documentation to Campus Health Care Services. **2.** Campus Health Care Services can administer the remaining doses for a fee payable to Campus Health. **3.** If the student allows more than the recommended time to elapse between injections, the student will be responsible for the cost of the injection at the rate at which is set forth by Mercer Health Systems. **4.** Eight to twelve weeks after receiving the 3rd Hepatitis immunization, a Hep B titer must be done to show proof that immunity to Hep B has occurred. This can be done at Campus Health for a set fee.

Chickenpox: If a student is uncertain of immunity to chickenpox, a lab test to confirm this immunity is required. If non-immune, students are encouraged, but not required, to take the series of two chickenpox vaccines.

Tuberculosis: **1.** Each student should have a PPD within the last year prior to admission into Mercer and submit documentation to Campus Health Care Services. Once enrolled in a clinical course PPD must be current. **2.** Each year after, during the month of April, the student should get an annual PPD. **3.** A six month PPD will be needed only for those students whose rotations require an every six months screening. **4.** Any student failing to return for the reading of the PPD will be required to have another PPD and will be responsible for the cost. **5.** Any student with a positive PPD will be required to have

a Chest X-ray and provide a copy of the report to Campus Health Care Services.

6. The student with a positive PPD will also be referred to the Health Department for evaluation and treatment.

Other vaccines: All students are encouraged to take the meningococcal meningitis vaccine, Menomune, and vaccines for Hepatitis A and polio.

Students are required to be in compliance with Campus Health guidelines. Immunizations must be updated as needed in order for the student to meet the requirements of clinical agencies. The student is responsible for submitting proof of these updates to the Campus Health Office and for any cost incurred for immunizations and/or lab test that may be required. The above policy can be amended in the cases of medical need with a written note from a health care provider. Additional information related to health policies may be found in the *Student Handbook*. Failure to comply with the Immunization Policy may result in dropping a student from enrollment.

Students with Disabilities

It is Mercer University's goal to address students' special needs to ensure that opportunities for academic success are made available.

All students are encouraged to contact the Office for Disability Services as soon after notification of admission as possible. The Coordinator for Disability Services is better able to help students if they provide the most recent (within the past five years is required) documentation of their disability.

For more information on how a student with a disability can make the most of his or her college experience, contact the Campus Coordinator for Disability Services at (678) 547-6823.

Legal Offenses

Any prospective student is bound to declare any previous criminal activity, regardless of when occurrence(s) took place and what the outcome was, on the application form prior to acceptance to the College of Nursing. Failure to comply with this mandate, once enrolled, may result in an Honor Code violation or an administrative dismissal.

If a student is charged with any legal offense while enrolled in the College of Nursing a declaration in writing, no later than two (2) business days after such a charge has been made, to the Dean or designated agent is mandatory. Failure to comply with this mandate will result in Honor Council and/or administrative action.

Prelicensure students with a criminal history must comply with the Georgia Board of Nursing and other Boards of Nursing requests for documentation. It is the decision of the Board of Nursing, not the College that a student is eligible for NCLEX-RN. Students with a criminal background should be advised that clinical agencies requiring criminal background checks have the authority to refuse placement for students with a history of offenses. If a student is prohibited from the clinical learning site, meeting clinical course objectives cannot be achieved and might prevent program completion. Additionally, it is the Board of Nursing's decision to approve testing for licensure for those candidates with a criminal history.

Faculty Position Statement on BSN Pre-Licensure Student Employment

The College of Nursing faculty recognizes that economic responsibilities confronting students may require their maintaining some level of employment while attending college. However, it is the nurse educator's responsibility to encourage students to view their nursing education as a priority. Therefore, students in the BSN pre-licensure program are encouraged to seek a realistic balance between employment and attainment of education goals.

The profession of nursing is a critical and demanding one. Likewise, educational preparation for the profession of nursing is critical and demanding. Striking a balance between employment and school is a critical variable for the working student to be successful in the BSN pre-licensure program

Based on the research literature on student employment and academic success, the College of Nursing faculty strongly suggests that students who must work consider only part-time work (less than 20 hours per week). When possible, that employment should be in a healthcare related field as these two variables correlated highest with academic success.

Additionally, the student should be aware that the Georgia Board of Nursing states that unlicensed students shall be employed only as unlicensed nursing personnel. They shall not represent themselves, or practice, as nursing students except as part of a learning activity in a practice setting that is a part of the nursing curriculum.

Honor Societies

Sigma Theta Tau International Nursing Honor Society

Georgia Baptist College of Nursing hosts the Pi Gamma Chapter of Sigma Theta Tau International, a prestigious nursing honor society with chapters around the globe. Student members continue their membership beyond graduation (see *Student Handbook* for additional information). In order to be considered for membership, undergraduate students must be ranked in the top 35% of their class and hold a 3.0 (or higher) GPA when they have completed half of their nursing curriculum. Graduate students must have completed one quarter of the graduate nursing curriculum, hold a 3.5 (or higher) GPA. All prospective inductees must meet the Society's expectation of academic integrity. Pi Gamma offers several awards and grants to members and non-members. The Pi Gamma web site is <http://nursing.mercer.edu/pigamma/>.

Phi Kappa Phi

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

percent of their class, or who have reached the final period of their junior year, have achieved a GPA of 3.8 and are in the upper 7.5 percent of their class; graduate students in the upper ten percent of the number of candidates for graduate degrees during the year; and faculty, staff members and alumni who have achieved scholarly distinction.

A History of the College of Nursing

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

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

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

The considerable experience of the College’s first century of educational excellence strengthens the program as professors, administrators, and students boldly embrace a future filled with promise.

When you become a student of nursing at Georgia Baptist College of Nursing of Mercer University, you become a part of a living legacy. The vision still in sight, the College of Nursing invites today’s students to enjoy the rewards of a career in nursing that kicks into full gear with your acceptance to a College with a rich heritage and a future bright with promise.

Mercer University was founded in 1833 under the leadership of prominent Georgia Baptist Jesse Mercer. The second largest Baptist-affiliated institution in the world, Mercer is the only independent university of its size in the country to offer comprehensive programs in liberal arts, business, engineering, education, medicine, nursing, pharmacy, theology, physician assistant, and law. Approximately 7,700 students are enrolled at the University’s Macon, Atlanta, and Savannah campuses and four regional academic centers. Mercer also operates the Mercer Engineering Center (MERC) in Warner Robins and the Mercer University Press in Macon. *U.S. News & World Report* has consistently ranked Mercer among the top ranked colleges and universities in the South.

Types of Programs

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

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

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

Graduate programs in nursing at Mercer University include the Master of Science in Nursing (M.S.N.) program and the Doctor of Philosophy in Nursing (Ph.D.) program. The M.S.N. program offers two areas of concentration: nursing education and acute/critical care clinical nurse specialist. The Ph.D. program develops nurse scholars for careers in education, practice, and research. See page 63 for further information.

The College of Nursing utilizes various settings for clinical experiences, including Atlanta area hospitals and community-based facilities. It endeavors to provide sound instruction by a qualified faculty in both theory and clinical areas.

Vision Statement

Georgia Baptist College of Nursing of Mercer University will be known as a center of academic excellence which fosters the development of nurses committed to practice in evolving global environments.

Mission Statement

The mission of Georgia Baptist College of Nursing is to promote excellence in scholarship, leadership, and clinical practice, founded upon Judeo-Christian principles and the core values of the College that prepare the student to meet global health care needs.

Core Values

Georgia Baptist College of Nursing of Mercer University bases its educational programs and position in the community upon certain core values and expects members of the College community to display those values.

The core values of the College are: Christian Caring; Civility, Honor, and Integrity; Excellence in Scholarship, Leadership, and Clinical Practice; Global Community Commitment; and Collaboration.

Goals of the College

1. Recruit and retain diverse and qualified students who evidence high standards of scholarship, outstanding personal character, and serious educational aims.
2. Provide a milieu which promotes scholarship, critical reasoning, leadership, and responsiveness to community needs.
3. Foster an environment in which students of varying age and diverse culture may develop an academic and social network that supports their uniqueness and in which professionalism and personal growth can flourish.
4. Encourage students' participation in a variety of student life and student development programs.
5. Foster the integration of liberal arts, sciences, and professional nursing education so graduates may make positive contributions to society.
6. Educate graduates who are competent in the application of knowledge and skills and who possess values and attitudes consistent with the nursing profession.
7. Educate graduates to contribute to the advancement of professional nursing practice, improvement of healthcare system, and generation of new knowledge.
8. Motivate graduates to pursue opportunities for lifelong personal and professional development.
9. Recruit qualified nurse educators and professional staff from a local, regional, and national pool who are committed to the mission and philosophy of the College.

Philosophy Statement of the College

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

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

The Faculty is committed to the ideals and values of professional practice and believes that the entry level to practice demands baccalaureate preparation. The Faculty further views the baccalaureate generalist education as the foundation upon which additional

nursing education programs should be built. The Faculty has embraced a vision of nursing education to include the generalist, advanced generalist, and advanced specialty nursing education. The Faculty is further committed to graduate education that prepares scholars and leaders who advance knowledge through research, education, and practice. The Faculty is obligated to make sure that the baccalaureate, master's, and doctoral nursing programs build on one another as appropriate and are derived from the discipline of nursing.

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

Student Financial Assistance

Scholarship, grant, loan, and work-study funds at the Mercer University Cecil B. Day Campus are administered in conjunction with a nationally established philosophy of distributing financial assistance. The basis of this philosophy is the belief that the student and his or her family have primary responsibility for paying the cost of education and that financial assistance is available only for meeting the difference between the cost of the education and the amount students and parents can reasonably be expected to contribute.

The purpose of Mercer's financial assistance program is to provide assistance to students who would be unable to attend college without such aid. Financial Assistance may include scholarships, grants, loans, and part-time employment. These types of assistance are extended either singly or in combination. The financial assistance award, or "package," offered depends upon the student's academic record and need for assistance. It is understandable that most students would prefer assistance through a full scholarship or gift program, but our packaging concept enables the University to assist more students, thereby making it possible for more students to attend. Each aid applicant will automatically be considered for all aid programs administered by the Student Financial Planning Officers.

May 1 is the "priority filing date" for applicants for the subsequent fall term. Completed applications received after this date will be considered based upon availability of funds. Applicants must complete a Mercer Application and the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA on the web at www.fafsa.ed.gov and print the Mercer University Application for Financial Assistance online at atlanta.merceraid.com.

How to Apply for Financial Assistance

1. Apply for admission to the College of Nursing of Mercer University. Only students who have been accepted for admission may receive a financial assistance award.

2. Submit the **Free Application for Federal Student Aid (FAFSA)** to the federal Processors. Apply online at *www.fafsa.ed.gov*. Processing of this application takes approximately one week.
3. Complete a **Mercer Application for Financial Assistance** and return it to the Office of Student Financial Planning.
4. Undergraduate residents of the state of Georgia should complete the Application for the Georgia **Tuition Equalization Grant/HOPE Grant**. The GTEG form is available online at *gacollege411.org*.
5. Students receiving financial assistance from any source other than Mercer University are required to advise the Office of Student Financial Planning. An adjustment to your award may be required.
6. Students attending summer school must complete a separate application for assistance for summer session during the preceding spring semester. Awards are made contingent upon availability of funds.
7. Applications for assistance must be renewed annually.

General Regulations

1. The College of Nursing must accept an applicant before financial assistance can be awarded.
2. Financial assistance is ordinarily awarded for the two semesters of an academic year with one half of the award payable each semester. The exception to this rule would be work-study earnings. Summer school requires a separate Mercer Financial Aid Application.
3. Payments of funds will be made only to students who maintain satisfactory academic progress in the course of study being pursued and who are not in default on any student loans made, insured, or guaranteed under the Stafford Loan Program or Perkins Loan Program for attendance at any previous institution. Further, students must not owe a refund on grants previously received for attendance at any institution under the PELL Grant, or Supplemental Educational Opportunity Grant.
4. The award of financial assistance is based on an estimate of the cost of attendance, combined with a measurement of need.
5. Veteran's benefits must be considered part of the student's financial assistance package.
6. This institution is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and does not discriminate against the disabled or on the basis of race, creed, color, sex, age, or national origin.

Standard of Satisfactory Progress

To maintain eligibility for financial assistance, a student must progress from one class level to the next within a specified number of semesters, as defined below:

| | Full Time | 3/4 Time | 1/2Time |
|---------------|-----------|----------|---------|
| Undergraduate | 3 | 5 | 6 |
| Graduate | 3 | — | 6 |

In order to meet this standard, students should successfully complete at least the following minimum credit hours per semester:

| | Full Time | 3/4 Time | 1/2Time |
|---------------|-----------|----------|---------|
| Undergraduate | 12 | 9 | 6 |
| Graduate | 9 | — | 5 |

A cumulative grade point average of at least 2.5 (3.0 for graduates) is required by the completion of each grade level in attendance. Students who do not meet this standard due either to the failure to complete the minimum hours per semester to progress to a higher class level within the specified number of semesters, or failure to meet and maintain the required cumulative grade point average will be placed in a “warning” status.

Students will be notified in writing of this warning and of any required actions necessary to meet the standard of satisfactory progress. Students placed on warning due to grade point average will be required to achieve at least 2.5 for each subsequent semester of enrollment until at least a 2.5 cumulative average is achieved. Graduate students must achieve a 3.0 cumulative average.

If a student is not meeting the standard of satisfactory progress due to incomplete course work then all incompletes must be successfully completed during the semester of warning.

Any student not performing as required during the warning semester will be placed in suspension, which means the denial of any aid for at least one semester or until evidence is provided to document that any required credit has been received or that a prescribed grade point average has been achieved. Students placed in suspension may appeal in writing to the Director of Student Financial Planning. Appeals should specify exactly how or why the student did not meet the standards prescribed in the warning notification.

Supporting documentation may be required to support the request for appeal; i.e., doctor’s verification of illness, etc. The student will be notified in writing of the decision of the appeal. If the appeal is successful and aid was withheld, then it may be disbursed if the student meets all other eligibility requirements. However, no new aid will be offered or certified for a student in suspension for not meeting satisfactory progress. Students are encouraged to seek academic counseling or to see a Student Financial Planning Officer at the first sign of academic difficulty.

Costs of Attendance

The award of financial assistance is based on an estimate of the costs of attendance, combined with a measurement of need. Financial assistance may include a combination of grants, scholarships, loans, and part-time employment.

Veterans

Any veteran who wishes to attend the College of Nursing at Mercer University under one of the veterans’ benefits programs should make application in the normal manner by contacting the nearest Veteran’s Administration office to make application. The administration of Veterans’ Benefits is handled through the Office of the Registrar in Macon. Once accepted for admission, the student should contact the Registrar’s Office for further instruction.

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

Additional Information

The Office of Student Financial Planning staff is available during normal administrative working hours of the institution to provide additional assistance regarding the

financial assistance program of the College of Nursing as required by the Student Information Requirements as stated in Title I of the Educational Amendments of 1976. Appointments are not necessary, but may be made by calling (678) 547-6444.

Types of Financial Assistance

The following financial assistance programs are available to students who enroll at the College of Nursing. Eligibility criteria, application procedures, and other information are published in the *Student Guide*, which is available through the Office of Student Financial Planning.

Grants

Federal PELL Grant—The PELL Grant is a federal assistance program designed to help undergraduates defray the cost of their education. The PELL award is based on the student's resources and/or the resources of the family, along with the cost of education and is considered the base line upon which financial assistance is awarded. Students apply directly by completing the FAFSA. The maximum Federal PELL Grant is currently \$4,731 per academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)—FSEOG is a federal grant program for undergraduates who show exceptional financial need with priority given to PELL recipients. Awards range from \$200 to \$2,000 per year and are contingent upon availability of funds.

Georgia Tuition Equalization Grant (GTEG)—The state of Georgia has made available to qualified Georgia residents an annual tuition grant for attendance at approved private colleges in the state. To be eligible for this grant, the student must be a United States citizen who has resided in Georgia for at least one full year prior to the date of registration for a particular term. The student must be an undergraduate enrolled for a minimum of 12 hours per semester. Students who have either earned a bachelors's degree or completed more than 127 semester hours are not eligible for the GTEG.

Georgia HOPE Scholarship—The HOPE Scholarship is made available through funding from the Georgia Lottery to certain qualified residents of Georgia. To qualify, students must be undergraduate residents of the state of Georgia who have neither earned a bachelor's degree nor completed more than 127 semester hours of coursework. In addition, students must maintain a **cumulative** GPA of 3.00. (Please note: when calculating a student's cumulative GPA, the state of Georgia does not include any "plus" grades—e.g., B+, C+, etc. — in the calculation.) Additional information may be requested by the Office of Student Financial Planning in order to determine student eligibility or residency requirements. At private institutions, the Georgia HOPE Scholarship is currently \$3,500 per year.

To be considered for the GTEG and the Georgia HOPE Scholarship, the student must complete the grant application, which is available at www.gacollege411.org.

Loan Programs for Undergraduate and Graduate Students

Federal Direct Stafford Student Loan Program

This program allows students to borrow funds directly from the Federal Government. Laws which govern the student loan program generally permit the guarantee of student loans in the following amounts: \$3,500 per academic year for freshman; \$4,500 for sophomores; \$5,500 for juniors and seniors; and up to \$8,500 for graduate students. Repayment begins six months after leaving college.

Federal Direct Unsubsidized Stafford Student Loan Program

Graduate students or independent undergraduates may borrow regardless of income up to the following amounts per academic year: \$6,000 for freshman and sophomores; \$7,000 for juniors and seniors; \$12,000 for graduate students. The loan principal may be deferred during at least half-time enrollment. Interest rates are variable. Repayment of principal begins within 60 days of last attendance.

A **dependent** undergraduate student can borrow up to the following limits:

\$6,500 for the second year (sophomore status); \$2,000 of this amount being unsubsidized

\$7,500 a year for the remainder of the program; \$2,000 of this amount being unsubsidized.

An **independent** undergraduate can borrow up to the following limits:

\$10,500 for the sophomore status, with at least \$4,000 of this amount being unsubsidized;

\$12,500 for the remaining years in the program, with at least \$7,000 a year as unsubsidized funds.

NOTE: The above are the annual MAXIMUMS that can be borrowed. The total Federal Stafford Loan debt a student can have outstanding as a **dependent** undergraduate is **\$31,000**; as an **independent** undergraduate, **\$57,500**.

Students apply for a Federal Direct Stafford Loan using the Master Promissory Note (MPN). Under this method, students will sign only one promissory note for Stafford Loan funds while in attendance at this institution. Students must confirm in writing to the Office of Student Financial Planning that they desire loan funds based on their eligibility.

All first-time borrowers at Mercer are required to complete entrance counseling before funds can be disbursed. Students are encouraged to complete this requirement process electronically (www.dlsonline.com) to expedite receipt of loan funds.

It is the responsibility of all loan recipients to repay loans promptly, together with accrued interest, thereby maintaining the good faith established between the student, the lender, and the University.

Federal Direct Parent's Loan for Undergraduate Students (PLUS)

Parents may borrow up to the cost of attendance minus any other financial aid for an undergraduate student. The interest rate is fixed at 7.9%. Applications are printable at atlanta.merceraid.com.

Federal Perkins Loan

A Perkins Loan is a low-interest loan for both undergraduate and graduate students who show exceptional financial need. The loan is made with government funds with a share contributed by the school. These loans are repayable to the institution nine months after the student ceases to be at least a half-time student. Complete information regarding borrower rights and responsibilities, including a sample repayment schedule, may be obtained from the Student Loan Office in Macon, Georgia. Nursing students may qualify for cancellation of Perkins Loans.

Service Cancellation Loans

Service Cancellation Loans are Stafford Loans offered to students enrolled in certain critical fields of study as defined by the Georgia General Assembly. Nursing is one so designated; therefore, a portion of loan eligibility can be used as service cancelable by working as an RN in the state of Georgia for one year after graduation for each year

funds were received. The College of Nursing is given an allocation to be used for service loans. Sophomore-, junior-, and senior-level students will be considered for this loan if they are residents of Georgia and have completed the FAFSA and the Application for Student Financial Aid. Graduate students can receive a service cancellation loan in the amount of \$4,500 per year if there are funds available.

Students must meet all requirements of the Stafford Loan Program and can receive need-based and non-need-based loans. The same rate of interest applies.

Employment Programs for Undergraduate and Graduate Students

Federal Work-Study is a federally-funded program designed to provide jobs to qualified students. In order to be employed under this program, the student must (1) be enrolled or accepted for enrollment; (2) show evidence of financial need through the FAFSA; and (3) be capable of maintaining good academic standing while employed under this program. When possible, a student is placed in a job related to his/her chosen field of study. Students are paid bi-weekly. A student's earnings combined with other financial assistance cannot exceed his/her total financial need for the academic year.

On-Campus Employment for Undergraduate and Graduate Students

The University makes employment available on a part-time basis to currently enrolled students. Jobs are posted in the Office of Student Financial Planning.

Faculty Position Statement on BSN Pre-Licensure Student Employment

The College of Nursing faculty recognizes that economic responsibilities confronting students may require their maintaining some level of employment while attending college. However, it is the nurse educator's responsibility to encourage students to view their nursing education as a priority. Therefore, students in the BSN pre-licensure program are encouraged to seek a realistic balance between employment and attainment of education goals.

The profession of nursing is a critical and demanding one. Likewise, educational preparation for the profession of nursing is critical and demanding. Striking a balance between employment and school is a critical variable for the working student to be successful in the BSN pre-licensure program

Based on the research literature on student employment and academic success, the College of Nursing faculty strongly suggests that students who must work consider only part-time work (less than 20 hours per week). When possible, that employment should be in a healthcare related field as these two variables correlated highest with academic success.

Additionally, the student should be aware that the Georgia Board of Nursing states that unlicensed students shall be employed only as unlicensed nursing personnel. They shall not represent themselves, or practice, as nursing students except as part of a learning activity in a practice setting that is a part of the nursing curriculum.

Scholarship Funds

Private funds are available from endowment funds, which are awarded through the College of Nursing's Scholarship Committee. Sources of private funds include:

An annual academic scholarship is awarded from the **Faculty/Staff Fund** to a junior-level student.

In 1984, the Georgia Baptist Medical Guild established the **Brenda Powell Smith Memorial Scholarship** to honor Brenda Powell Smith, a graduate of Georgia Baptist School of Nursing and a member of the GBMC Medical Guild. Each year several scholarships are awarded to senior-level students.

The **Jack B. Campbell Memorial Scholarship** was established in 1983 in memory of Jack B. Campbell of Decatur, GA. This scholarship is awarded on a yearly basis to an outstanding student selected by the Scholarship Committee. This was the first scholarship endowment established for the School/College of Nursing.

The **Eunice Fuller Hallman Scholarship** was established in 1984 in memory of Miss Hallman, a life-long resident of Douglas County, GA. Candidates for scholarships are selected first from students who reside in Douglas County.

The **Essie Bates Memorial Scholarship Fund** was begun in 1984 by the children of Mrs. Bates. Each year an award will be given to a student who is a Hall County, GA resident.

The **Elizabeth Stanley Hendrix Memorial Scholarship** was established in memory of Beth, a 1977 graduate from the School of Nursing. A scholarship is given each year to an outstanding student who has completed at least one year of nursing courses.

The **Frank E. and Millie C. Blankenship Memorial Scholarship** was initially established in the fall of 1987 and has since been increased by additional gifts from family members.

The **Sarah Dykes Scholarship Fund** was established in 1988 by Mr. and Mrs. Hugh Dykes in honor of their daughter Sarah, who graduated from the School of Nursing in 1974. It is an annual scholarship based upon academic achievement and need.

An award is made by the **Lettie Pate Whitehead Foundation** to the College of Nursing for use as need-based grants to Christian young women who are from a specified area of the South.

In 1990, the family of Virginia L. Thompson established the **Virginia L. Thompson Memorial Scholarship**. "Mrs. T" was a housemother for many years in the Sewell Dormitory of the School of Nursing. An annual award is made in Mrs. Thompson's memory.

The **Rainbow Park Baptist Church/Vaughn Scholarship** fund was established in 1994. One or more scholarships are awarded annually to a student or students who have demonstrated Christian love, service, and academic ability and who have financial need. First preference will be given to any student who is a member of Rainbow Park Baptist Church; next preference will be given to any student who is a member of any church within the Atlanta Baptist Association.

The **Elizabeth Perry Scholarship** was established in 1997 by the Scholarship Committee to honor Lib Perry, who graduated from the School of Nursing, taught on its

faculty for many years, served as director of Alumnae Affairs, and was a founding member of the Scholarship Committee. Her demonstrated love and devotion to the institution and its students led the Scholarship Committee to honor her by naming 10 “Perry Scholars” each year. The recipients are nominated by the College of Nursing Admissions Department for their academic achievement and leadership potential. Mrs. Perry was so honored by the establishment of the “Perry Scholarship” that she personally enhanced the scholarship.

The **Martha Sappenfield Scholarship** was initially endowed by Mr. and Mrs. J. David Dyar to perpetuate the Christian educational process. One or more scholarships may be awarded annually for a student or students who have demonstrated Christian love, service, and academic ability and who have financial need. Mr. and Mrs. Dyar hope that recipients will commit themselves to Christian values, education, and service within the nursing profession.

The **Rainbow Park Baptist Church/Cunningham Scholarship Fund** was established in 1994. One or more scholarships are awarded annually to a student or students who have demonstrated Christian love, service, and academic ability and who have financial need. First preference will be given to any student who is a member of Rainbow Park Baptist Church; next preference will be given to any student who is a member of any church within the Atlanta Baptist Association.

The **Selwyn Walker Foundation** was established in 1992 by Dr. Ferrol A. Sams. Awards from this Foundation pay for a portion of the tuition fees of recipients. Candidates for awards are selected from students who reside in Fayette County, GA.

The **Blanche E. and Curtis B. Avery Scholarship** was established in 1996. One or more scholarships are awarded annually to a student or students who demonstrate Christian love, academic ability, professionalism, and financial need.

The **T'Lene Brinson Anderer Scholarship** was established in 1995 by Mr. & Mrs. Joseph H. Anderer. T'Lene Brinson Anderer is a 1947 graduate of Georgia Baptist School of Nursing and served as a member of the Cadet Nurse Corps. Mrs. Anderer desires to perpetuate the excellence in nursing education which she believes she received as a student. Recipients of this scholarship should evidence a strong commitment to the nursing profession, academic ability, and financial need.

The **Ellie L. Stokes Bailey Scholarship** was endowed by Mr. Charles H. Bailey in honor of his wife. Mrs. Bailey graduated from Georgia Baptist School of Nursing in 1939. Mr. Bailey desired to perpetuate the Christian educational process, and it is hoped that those persons receiving a scholarship will commit themselves to Christian values, education, and service within the nursing profession. Funds from this scholarship may be used for qualified tuition fees and related expenses. All scholarship recipients shall be encouraged to make contributions to this Fund consistent with financial success and resources, so that other worthy students may receive future scholarship assistance.

The **Atlanta Baptist Tabernacle Scholarship** funds were given by the trustees of the Atlanta Baptist Tabernacle from the sale proceeds of Atlanta Baptist Tabernacle Church. The College of Nursing was first established as the Baptist Tabernacle Infirmary Training School for Nurses in 1902, as a result of the vision and actions of Dr. Len Broughton, minister at Baptist Tabernacle.

The **Emilie Stone Barnette Scholarship** was established by Andrew A. Barnette to honor his wife who graduated from the School of Nursing in 1970.

The **Cecil B. Day, Sr. Scholarship** was established and funded by the Cecil B. Day Foundation, Inc. and Mrs. Deen Day Smith in honor of Cecil B. Day, Sr.

The **John W. Hyatt Scholarship** was established by John and Patsy Hyatt. Mr. Hyatt serves as a member of the Board of Visitors of the College of Nursing.

The **Dorothy Pryor Scholarship** was established by Dr. Pryor, who served as chair of the College Governing Board for a number of years and is now a member of the Board of Visitors.

The **Kathryn Ransbotham Scholarship** was established in honor of Kathryn Dupree Ransbotham, who was a graduate of the School of Nursing and served as its director from 1963 until 1986.

The **Linda B. Rutland Scholarship** was established by Linda and Guy Rutland in 1998.

The **Betty Phillips Waldrop Scholarship** was established in 1998 by Judy Waldrop Wilson, a 1976 alumna, to honor her mother. First consideration shall be given to students from Douglas County, GA.

The **Linda Chambliss Carson Scholarship** was established December 8, 2000 by friends, family, and coworkers to honor the service and life of Linda Chambliss Carson, R.N., a 1967 graduate of Georgia Baptist School of Nursing. One or more scholarships may be awarded annually to students who demonstrate the value of the Christian nurse who is committed to making positive contributions to society and the healthcare profession.

The **Paula Selph Mayo Scholarship** was established in 2000 to pay tribute to Mrs. Mayo for the many years of dedicated service and the commitment to student success given to Georgia Baptist School/College of Nursing during her 21 years of employment.

The **Susan S. Gunby Scholarship for Leadership Studies in Graduate Nursing** was established in 2002 by the Georgia Baptist College of Nursing Alumni Association. Scholarships are awarded annually to graduate students in honor of Dr. Susan Gunby, Dean of the College of Nursing.

Many other groups and organizations actively sponsor student nurses.

Other Scholarships and Grant Assistance

The Application for Financial Assistance is a general application and all applicants will be considered for every scholarship coordinated through the Office of Student Financial Planning. Funds are provided by many sources and made available as restricted and unrestricted scholarships or grants.

Students should independently pursue scholarships offered by local or national foundations, organizations, and individuals. A list of websites is available at www.mercer.edu/finaid.

Disbursements

All financial assistance, with the exception of student employment, is disbursed in equal amounts each semester.

By May 1 of each year all complete applications are reviewed. The types and amounts of assistance offered are dependent upon the financial situations of the student as determined through need analysis and the availability of funds. Notification will be sent to all applicants. Awards must be acknowledged by the student within two weeks. Files are processed in order of completion.

Graduate Nurse Faculty Loan Program

Mercer University has received a generous allocation of funds from the Nurse Faculty Loan Program. Students who receive NFLP loans may be **enrolled full-time** or **part-time** in the graduate nursing program course of study, which includes the education component(s) to prepare them as **qualified nurse faculty**. The borrower must agree to serve as **full-time faculty** in a school of nursing following graduation. Up to 85% of the loan may be cancelled with four years of employment. Loans may be requested to cover tuition, fees, books, and other reasonable education expenses (not including living expenses). Funds are made available by the U.S. Department of Health and Human Services. Nurse Educator service cancellable loans are also available as annually allocated by the Georgia General Assembly. Students may obtain further information and apply directly at gacollege411.org.

Student Life

Living Accommodations

Atlanta Campus

Housing on the Atlanta campus consists of apartment-style units that are fully furnished. One, two and four bedroom apartments are available, each offering private bedrooms. Two bedroom units have two bathrooms; four bedroom units share two bathrooms.

The kitchen is all electric: refrigerator with ice maker, oven/range, dishwasher, microwave and garbage disposal. There is also a shared living room. Common area laundry facilities are available in each building. All utilities (including local telephone, Internet access and basic cable) are included in the rent (a monthly payment schedule is available through the Bursar's Office).

Housing is close to the College of Nursing, the Library and the Sheffield Student Center. Located in the Student Center are a gym, pool, and fitness facility, as well as offices for Counseling, Student Health, and Disability Services.

Orientation

Orientation is an important time for College of Nursing students, and it is expected that all students will attend. A good beginning is the foundation of a productive college experience, and orientation is designed to give students information they need to be successful.

Fall orientation, which is held prior to classes beginning for all new students, is a fast-paced and highly concentrated one day experience that provides an abundance of information.

Campus Health Services

The Campus Health program is designed to focus on holistic, Christian caring and strives to meet the ever-changing health care needs of its diverse College population

by promoting wellness and self-care, enabling individuals to make informed decisions about health related concerns, and empowering individuals to be self-directed and well-informed consumers of health care services. Education is an important part of the health service and is accomplished by direct teaching by the health nurses, handouts on a variety of health care topics, and presentations of on-campus programs.

Mercer University maintains a Campus Health Office. The Office is staffed by a registered nurse, a nurse practitioner and one doctor. A variety of services, treatments, and medications are made available to students. Georgia Baptist College of Nursing reserves the right to require the withdrawal of a student when physical or emotional problems occur which pose a threat to the student's own health or the health of others.

To protect students and faculty from contracting and spreading infectious diseases while in the classroom and clinical areas, students and faculty are required to update their measles, mumps, and rubella (MMR) vaccines so that they have had one since 1980 (unless they were born before 1957) and to complete a series of three vaccines for Hepatitis B. Tetanus boosters are also required. TB skin tests must be done prior to enrollment and in April of each year.

Enrolled students are **required** to maintain health insurance. Proof of continued health coverage may be verified at registration. Coverage can be in the form of student's family insurance. Additional information regarding health policies is available through Campus Health. The University has made arrangements with Pearce & Pearce, Inc. to provide student health insurance. Specific information can be obtained at www.studentinsurance.com or by calling 1-888-622-6001.

Counseling Center

The Counseling Center staff wants to help students achieve their highest potential and thrive in their lives and learning. The Center serves as a comprehensive resource for the personal growth and life skills development of students. Mercer counselors are prepared to assist students in a variety of personal development areas. Issues addressed include, but are not limited to, the following:

- Stress reduction
- Study skills and test anxiety
- Interpersonal relationships
- Anxiety
- Depression
- Personal awareness and growth
- Vocational and career issues

Counseling services are available to Mercer students upon request and at no additional charge. Confidential counseling sessions are scheduled with one of the licensed mental health professionals, and there is usually no extended waiting period. Appointments are encouraged; however, a student may be seen on a drop-in basis when a counselor is available. Referrals to off-campus mental health services will be made when necessary and upon request.

The Counseling Center is located in the Sheffield Student Center (Room 208). Please call 678-547-6060 for an appointment.

Undergraduate Admission Policies

Admission to the College of Nursing is based on a number of factors depending upon one's previous educational experience. The admission requirements have been developed based on factors that indicate a reasonable probability of successful completion of academic work at the College of Nursing. Our focus is educating students as generalist nurses who will possess a well-rounded knowledge of the liberal arts and general sciences, as well as the specific art and science of nursing.

Admission is a selective process and every facet of the student's application and academic record will be reviewed in making an admission decision. The policies and procedures as set forth are for informational purposes only and should not be construed as the basis of a contract between a student and this institution. This institution does not obligate itself to admit all students who meet the academic requirements. Consideration is given to the compatibility of the student's purpose with the basic philosophy of the College and the student's ability to contribute positively to the academic community. Mercer University and the College of Nursing reserve the right to revise policies and procedures as deemed necessary. Every effort will be made to advise applicants and students of changes.

The University does not discriminate against qualified disabled individuals in the recruitment and admission of students and the operation of any of its federally funded programs and activities, as specified by applicable federal laws and regulations. It is the policy to provide program accessibility and reasonable accommodations for persons defined as disabled in the Americans with Disabilities Act, 1992.

Applicants are considered for admission without regard to gender, race, color, religion, age, marital status, or national origin, including qualified disabled students.

Selective Admissions Criteria

Admissions standards are high because GBCN is committed to providing students with the highest quality nursing education. Selective admissions criteria ensure that only those students academically prepared and ready to begin a career in nursing are accepted into the College. All students interested in applying to the nursing program should submit a Georgia Baptist College of Nursing application for admission and a \$50 nonrefundable application fee (check or money order) in addition to the specific academic credentials listed below.

Test of Essential Academic Skills (TEAS)

Georgia Baptist College of Nursing of Mercer University requires all applicants, excluding those who hold the registered nursing license RN, to submit scores from the Test of Essential Academic Skills (TEAS). Applicants transferring from Mercer University in Macon, international students, and students with prior degrees are required to submit the TEAS score.

The admission standard for the Test of Essential Skills (TEAS) is the National BSN Program Mean for the test version taken at the time of testing. Applicants may attempt the TEAS two times within one academic year to meet the minimum standard.

The TEAS score will be utilized in conjunction with the evaluation of transfer, cumulative, and science grade point averages in evaluation of applicants. Other factors, including the essay, community involvement, as well as clinical and volunteer

experiences will be considered in selection of applicants for admission. Achieving the required score on the TEAS does not guarantee admission to the College of Nursing.

Students who have taken the TEAS at another college may submit scores from another site, provided the scores are in a sealed, stamped “letterhead” envelope with a signature of an official at the institution or a seal from the college of university across the flap of the envelope.

College Transcripts

College transfer students should provide transcripts from **all** post-secondary institutions attended. Admission will be based on overall academic performance, successful completion of general education courses required for our degree, and science grades earned in prerequisite science courses. Prerequisites are subject to change, and other general education courses not listed below may also transfer. Current prerequisites for transfer students include:

- Human Anatomy and Physiology I (lecture + lab)
- Human Anatomy and Physiology II (lecture + lab)
- English Composition I
- English Composition II
- Introduction to Psychology
- Human Growth and Development
- Political Science or Economics
- Introduction to Sociology or Anthropology
- Abnormal Psychology/Human Psychopathology
- Statistics
- Cultural Appreciation (Elective)
- Fundamental Microbiology (lecture + lab)
- Nutrition
- Speech or Communication
- Philosophy or Ethics
- Religion (Elective)
- General Education (Elective)
- Fine Arts/Humanities (Elective)

Transfer Credit

- Only **official** transcripts will be evaluated for transfer credit.
- General education courses with a grade of **C** or better from a regionally accredited college or university may be considered for transfer credit provided they meet degree requirements in the College’s curriculum.
- Courses may be considered for credit, regardless of the age of the course, however, the age of coursework is a factor in the admission decision.
- Science courses completed more than five (5) years ago may require validation by faculty before credit can be granted.
- Applicants may only receive transfer credit for nursing courses on a limited basis. Applicants requesting nursing transfer credit must submit a copy of the specific course syllabus for nursing elective courses to be considered for transfer. Nursing courses from a bachelor’s degree program in which the applicant has received a letter grade of “B” or better will be considered for transfer credit.

- Total hours earned include transfer credits and hours earned at Mercer, but only Mercer hours are used to calculate the cumulative grade point average.

Exams for Credit

College Level Examination Program (CLEP)

Students may receive credit for certain courses that have been approved for credit by the College based on scores received on the College Level Examination Program (CLEP).

For credit to be granted after enrollment, an official CLEP Score Report must be submitted to the Registrar's Office prior to enrollment into the course requiring the prerequisite. A score of 50 or higher is required for credit to be granted.

The College of Nursing does not accept CLEP credit for Human Growth and Development.

The College Board Advanced Placement Test

Georgia Baptist College of Nursing awards credit for The College Board Advanced Placement Test for those general education courses reflective of the curriculum plan. Official score reports from the Educational Testing Service are required. This credit must be approved by the Registrar's Office.

International Student Applicants

Applicants whose prior education is from a country other than the United States and/or whose native language is not English must meet the following requirements in addition to meeting general admission requirements:

1. Submit official transcripts of all academic documents directly from the college or university attended to the Admissions Office.
2. Provide the Admissions Office with an official evaluation of official transcripts by one of the international credential evaluation services listed below:

| | |
|--|---|
| Josef Silny & Associates, Inc. www.jsilny.com | Educational Credentials Evaluators, Inc. www.ece.org |
| World Education Services www.wes.org | |
3. Submit an official score report from the Test of English as a Foreign Language (TOEFL). A total score of 80 is required on the TOEFL, with a minimum score of 18 in each of the subtests.
4. Provide a recommendation from a teacher, employer, or professional acquaintance addressing the *applicant's ability to converse in, write, and understand the English language.*
5. Participate in an interview, if requested, with a nursing faculty member who is a member of the Admissions, Progression, and Readmission Committee.
6. Provide the following items, if required to process a visa:
 - Proof of immigration status prior to enrollment
 - Proof of financial ability
 - Visa clearance form from the last college attended verifying that the student has remained in status.

Auditors

Candidates may apply for auditor status and enroll in a course(s) as an auditor. Permission of the instructor is required.

A student who wishes to audit a course must submit an Audit Request Form, approved by the Course Coordinator, to the Registrar at least three weeks prior to the beginning of the semester during which the student plans to audit a course.

Students pay one half tuition for clinical nursing courses and full tuition for non-clinical nursing courses. Students are not allowed to audit the clinical portion of a nursing course.

Audited courses do not count as part of a normal course load, and no credit will be awarded. A student may not transfer from credit to audit, or vice versa, after registering for a course. Auditing a course does not prevent a student from taking the course for credit at a later time.

Non-Degree Students

Students who have successfully passed NCLEX-RN and are licensed to practice in the state of Georgia may be admitted to enroll in non-clinical courses. These courses may be used toward degree credit if the student is later admitted as a degree-seeking student. If the student chooses to pursue a degree, it is the student's responsibility to contact the Office of Admissions and complete the official admission process. Admission to the program is not guaranteed.

Enrollment Policies

Once a student has been accepted for admission to Georgia Baptist College of Nursing, the following requirements for enrollment must be completed:

1. Submit a nonrefundable reservation deposit of \$200 to reserve a place in the class.
2. Complete the Health Information and Immunization Form as required by Campus Health and the College of Nursing.
3. Provide proof of health insurance or purchase health insurance through Mercer University.
4. Provide updated official college transcripts reflecting grades of C or better in all courses completed prior to the date specified in the acceptance letter.
5. Complete online training for HIPAA (Health Insurance Portability and Accountability Act of 1996) and OSHA (Occupational Safety and Health Administration) and submit certificates of completion.

Application Deadlines for Undergraduate Program

The admission process must be completed by the following deadlines.

Prelicensure applicants (Fall Semester admission only):

April 1 for international applicants

May 15 priority deadline for students who are not international students

RN-BSN (licensed professional RNs; multiple entry semesters):

Fall semester entry April 1, international student deadline

June 1, priority deadline

Spring semester entry September 1, international student deadline

November 1, priority deadline

Summer semester entry February 1, international student deadline

April 1, priority deadline

Undergraduate Academic Regulations

Academic Advisement

Academic advisement is an important component of faculty-student relationships at Georgia Baptist College of Nursing. Each student is assigned a faculty advisor.

Each semester prior to registration, all students are required to meet with their academic advisors to review curriculum progression and select courses for the next term. Although this guidance is provided with the greatest care, completion of program requirements is ultimately the responsibility of the student.

Faculty advisors are notified when an advisee has received a mid-term warning. These students are urged to plan conferences with their advisors to discuss ways in which they can improve their academic performance.

Class Organization

Junior: Students in 300-level nursing courses.

Senior: Students in 400-level nursing courses.

Registration Requirements

1. Required immunization records and health history prior to initial enrollment, then PPD is required each spring.
2. Proof of current health insurance prior to initial enrollment and during the spring semester of each year. Prior to initial enrollment, accepted students should send a copy of their insurance card to the Admissions Office. After enrollment, insurance data should be provided each spring.
3. Current CPR certification (BLS-C) prior to and during enrollment in all clinical nursing courses. Proof of certification must be provided yearly during spring semester.
4. Liability insurance is required for all students in nursing courses. The College purchases coverage for each student and includes the charge as a student fee during the spring semester each year.

Full-Time Enrollment

A student is classified as full-time when enrolled in a minimum of 12 semester hours during a term. Audited courses do not count toward full time enrollment.

Schedule Changes, Course Withdrawal, and Term Withdrawal

Schedule Changes

Course changes may be made during the drop/add period. Students must process requests through the Office of the Registrar or online.

Course Withdrawal

A student may withdraw from a course up to the mid-term of the semester, receiving the grade of **W**; the withdrawal must be formally declared in the Office of the Registrar by the announced deadline. A student who withdraws after the deadline will receive an **F**, except

that in extreme personal circumstances and with appropriate documentation, a **W** may be assigned by the Associate Dean for the Undergraduate Program.

Because financial aid can be reduced by changes in enrollment status, students should contact the Financial Planning Office before officially withdrawing from a course.

Term Withdrawal

Term withdrawal from the College occurs when the student officially withdraws from all enrolled courses. A student may withdraw up to the mid-point in the semester, receiving the grade of **W**. The student must complete a Term Withdrawal Form and submit it to the Office of the Registrar by the announced deadline. A student withdrawing after the deadline will receive an **F**, except that in extreme personal circumstances and with appropriate documentation, a **W** may be approved after the Provost, Dean, and Associate Dean for the Undergraduate Program review and concur.

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.

Interruption of Progression

A student in good academic standing who either withdraws from a nursing course prior to midterm or fails a nursing course is eligible to repeat the course the next time it is taught. To assure space availability, the student must submit an “Intent to Enroll Form” to the office of the Associate Dean of the Undergraduate Program by midterm of Fall Semester for a course that is offered in the Spring Semester or midterm of the Spring Semester for a course that is taught in either Summer or Fall Semester. The “Intent to Enroll form” may be obtained from either the College of Nursing Admission Office or the Mercer-Atlanta Registrar’s office.

General Progression

1. All clinical nursing courses are designed to be sequential.
2. The usual full-time load per semester is 15-17 semester hours. The maximum full-time load is 18 hours. More than that requires special permission of a faculty advisor.
3. A minimum grade of C is mandatory in all courses required for the BSN degree; however, a cumulative GPA of 2.5 is required for graduation.
4. Only one nursing course is allowed to be repeated. In addition, only one withdrawal from a nursing course due to failing midterm status is allowed. A second withdrawal from a nursing course due to failing midterm status will require reapplication to the College (see Readmission).
5. All courses in a level must be completed prior to progressing to the next level in the curriculum.
6. Upon beginning the nursing course sequence, prelicensure students must complete the program within four years. RN-BSN students must complete the Advanced Track within three years.
7. Prelicensure students must complete all nursing courses at this College. RN-BSN advanced track students must complete NURN 307, 308, 404, and 407 at this College.
8. Any exceptions to progression are made by the Associate Dean for the Undergraduate Program.

Readmission

A student who has not enrolled in coursework for a year or longer due to nonacademic reasons must apply for readmission. A student who was academically dismissed is not eligible for readmission for three (3) calendar years. Readmission applications are processed through the Registrar's Office. The readmission applicant must meet all admission requirements stated in the academic Catalog that is current when the application is submitted. In addition to the readmission application, the applicant must submit current TEAS scores and documentation that supports the applicant's potential for success if readmitted. All readmission applications are reviewed by the College of Nursing's Admission, Progression, and Readmission (APR) Committee. Readmission is a highly selective process. Committee decisions may include requirements for remediation as a condition of readmission to the nursing program. In instances where the applicant is applying for readmission after having been out of the program for an extended time period, the APR Committee will stipulate that the readmission is to the beginning level of the nursing curriculum. Readmission decisions of the APR Committee are final. Students who have been readmitted after academic dismissal must pass all nursing courses attempted. Subsequent failure of a course will result in permanent dismissal from the college.

Undergraduate Grading and Grade Point Average (GPA)

GPA Calculation

A student's GPA is determined by dividing the number of grade points earned by the number of hours attempted, including any attempted hours in which the student earned a grade of F.

Grading Scale:

| | Nursing Courses | Quality Points Per Hour of Credit |
|-----|---|--------------------------------------|
| A | 90 - 100 | 4.0 |
| B+ | 87 - 89 | 3.5 |
| B | 80 - 86 | 3.0 |
| C | 75 - 79 | 2.0 |
| D | 70 - 74 | 1.0 |
| F | below 70 | None |
| S | Satisfactory | * |
| U | Unsatisfactory | * |
| ABX | Absent from final examination (excused) | * |
| IC | Incomplete in some requirement other than the final examination (excused) | * |
| IP | In Progress | * |
| AU | Audit | * |
| W | Withdrawal (Course or Term) | * |
| Z | Grade Not Reported | * |

*These grades are not calculated in the GPA.

Minimum Passing Grade: Only grades of C and above are considered passing. Any grade less than a C is not considered passing and may, therefore, affect a student's progression in the program. Grades are not rounded: 74.9 would be considered a D; 78.9 would be a C and 89.9 would be a B+.

Satisfactory/Unsatisfactory (S/U) Grading Option: Some general education courses may be offered only on the basis of S/U grading, while other courses may offer the student a choice. Course syllabi will state the grading scale for each course.

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

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

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

Repeat Policy: Only courses in which a student has received a grade D, F, or W may be repeated. All course grades will remain on the transcript and count toward the cumulative GPA. See GBCN progression rules related to course failures on page 35.

Second Degree: Students who wish to have two separate degrees conferred simultaneously must complete all requirements for both degrees as outlined by each program. In some cases students need to qualify to enroll in a specific dual degree program. All requirements for the dual degree program must be completed.

Individuals who seek a second degree after graduation are subject to all admissions, academic and residence requirements appropriate to the degree being sought.

Satisfactory Clinical or Laboratory Performance: Satisfactory clinical or laboratory performance, when applicable, is required for successful course completion. If the clinical or laboratory component is unsatisfactory, a **failing** grade will be given in the course regardless of the lecture average. *A student cannot withdraw from a course once a clinical failure has been issued, even if this notification occurs prior to the last day for course withdrawal listed in the College Calendar.*

Clinical Termination Policy: A student may be terminated from a clinical nursing course at any time during the semester, if, in the judgment of the student's clinical faculty, the student's clinical practice jeopardizes either the physical or emotional safety of a client. A grade of F will be assigned regardless of the time during the term in which the termination occurred. **A student may not withdraw from a course when a clinical termination has been issued.**

Breach of Academic Integrity: A student who has been assigned the sanction of suspension or dismissal for breach of academic integrity will receive a grade of F for the course in which the breach occurred. The student will receive a grade of W in other courses, depending on academic standing at the time of withdrawal.

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

All IC grades must be removed before the degree will be awarded.

In Progress: The grade of **IP** is assigned only in courses which require completion of the assigned work beyond the end of the semester. An **IP** grade may not be given in place of a grade of incomplete (**IC**). To qualify for an **IP** grade, courses must be approved by the appropriate dean's office.

All grades of **IP** will be converted to **F** (failure) if the work is not completed in one calendar year from the time the **IP** grade is assigned.

ABX: ABX (Absence-Final Exam) denotes that the student was absent from the regular final examination because of illness or another valid and compelling reason. A special examination to take the place of the one missed must be taken prior to the end of the next semester of enrollment or the **ABX** grade will be changed to the grade of **F**. If the student does not re-enroll, the **ABX** will be changed to the grade of **F** unless it is removed by special examination within 12 months from the date it is assigned.

All grades of **ABX** must be removed before the degree will be rewarded.

Dean's List

The Dean's List shall include students who complete 12 semester hours or more and achieve a minimum term grade point average of 3.55; all work must be letter graded with no grade below a **C**. Full-time or part-time students who earn a minimum term grade point average of 3.66 will also be included if they complete at least 8 hours on a letter graded basis and earn no grade below a **Satisfactory** or **C**. Part-time students achieve Dean's List status if they complete 8 to 11 hours that are letter graded with no grade below **C** and attain a 3.66 grade point average for the term. Students will not be eligible for the Dean's List by virtue of repeated courses.

President's List

A student who completes a minimum of 12 semester hours with a 4.0 GPA will be named to the President's List, provided no grades of **IC** may have been earned for that term.

Graduation with Honors

Candidates for Bachelor's degrees with a grade-point average of 3.50 will receive their degrees *cum laude*; those with an average of 3.70, *magna cum laude*; those with 3.85, *summa cum laude*. To be eligible for honors, a student must have earned a minimum of 30 semester hours at Mercer. In determining the average of students with any transfer credit, the total average and the Mercer average separately will be taken, and the student will be given the standing of the lower of these two averages. All college work attempted, including **Ds** and **Fs** for which transfer credit has not been awarded, will be included in the calculation of the cumulative GPA for graduation with honors.

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

A student who has been convicted of an Honor Code violation is not eligible to graduate with honors.

College Honors

College Honors may be conferred independently of all other distinctions. They are designed to recognize students who have distinguished themselves in their major. They will not be announced at graduation, but a notation of honors will be entered on the student's permanent record.

Academic Status

Midterm Warning

If a student has less than a C average at midpoint of the semester and/or is unsatisfactory in clinical performance, a midterm warning is issued to the student by the coordinator of the course in which the student is enrolled. Copies of the warning will be placed in the student file and sent to the academic advisor and the Associate Dean for the Undergraduate Program. The student is responsible for seeking advisement from the appropriate course faculty and the academic advisor.

Academic Warning

A student is placed on academic warning when his or her GPA falls below 2.5 for any term. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic warning status. A copy of the warning will be placed in the student's file and sent to the academic advisor.

Academic Probation

A student is placed on academic probation when his or her **cumulative** grade point average is less than 2.5. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic probation status. A copy of the notification of probation is placed in the student's file and sent to the academic advisor. A student on academic probation must achieve a cumulative GPA of 2.5 in the subsequent semester of enrollment or be placed on academic suspension. The Registrar's Office is responsible for monitoring the student's progress and reporting this progress to the Associate Dean for the Undergraduate Program.

Academic Suspension

A student is placed on academic suspension when the student fails to bring his or her cumulative GPA to 2.5 after one semester of academic probation. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic suspension status. Copies of the notification of suspension are placed in the student's file and sent to the academic advisor.

A suspended student may not enroll during the term immediately following an academic suspension, but may petition for reentry for the following term.

Suspension for Nonacademic Violations

A student may be suspended for the following reasons:

1. Violation of the Drug Free Campus Policy.
2. Failure to cooperate with College policies.
3. Violations of the Honor System.
4. Failure to meet minimum College standards as stated in the *Student Handbook*.

Each incoming student receives a copy of the *Student Handbook*. Currently enrolled students are responsible for viewing current updates on the College website. This document contains all policies and procedures regarding the Honor System, Standards of Conduct, and Nonacademic Violations.

The Honor Council is responsible for hearing evidence concerning alleged violations of the Standards of Conduct and determining and imposing sanctions for nonacademic violations.

Students on nonacademic suspension will not be issued transient letters nor will any credit earned during the period of suspension be accepted toward degree requirements at Georgia Baptist College of Nursing. Any student who wishes to resume course work after nonacademic suspension must petition the Admissions, Progression, and Reentry (APR) Committee to resume course work. Any student may petition for reentry as indicated in the prescribed sanction. The petition must be submitted by the date specified by the APR Committee for the term in which the student is seeking reentry.

Dismissal

Dismissal is a serious matter that requires separation of the student from the College for a minimum of three (3) calendar years. If the student can provide adequate reason why he or she should be readmitted to the College by clearly describing the changes that have occurred in the student's life that would ensure success if allowed to return, then the student can seek readmission. An Application for Readmission must be filed with the Registrar by the deadlines on the application. The Admission, Progression and Readmission Committee will evaluate the application for readmission and make the final decision on whether to allow the student to return to the College. Readmission is a highly selective process and all decisions of the APR Committee are final.

The College of Nursing reserves the right to dismiss a student from the program for reasons that include (but are not limited to) the following:

Dismissal for Academic Violations

1. Students earning grades of **D** or **F** in a course may repeat the course one time. Earning a grade of **D** or **F** on the second attempt of a course will result in dismissal for academic reasons.
2. Earning a second grade of **D** or **F** in a nursing course concurrent or subsequent to a nursing course in which a **D** or **F** is received will result in academic dismissal.
3. A student dismissed for academic reasons may not enroll for three (3) calendar years immediately following an academic dismissal, but may apply for readmission for the following term.
4. Students who have been readmitted must pass all nursing courses attempted. Subsequent failure of a course will result in permanent dismissal from the College.

Dismissal for Nonacademic Violations

1. Violations of the Drug Free Campus Policy.
2. Failure to adhere to College policies.
3. Violations of the Honor System.
4. Failure to meet minimum College standards as stated in the *Student Handbook*.
5. A student dismissed for nonacademic reasons may not enroll during the two semesters immediately following a nonacademic dismissal, but may apply for reentry for the following term.

Administrative Suspension and Dismissal

The Dean or designated agent reserves the right to suspend or dismiss any student(s) who pose(s) a threat to the student's own health or to the safety of the College community. Furthermore, administrative action (suspension or dismissal) can be taken for any nonacademic violation described without the consultation of the Honor Council. The administrative decision is permanent. Those students who are dismissed will not be eligible for readmission.

Graduation Requirements

Students who enrolled Fall of 2006 are required to complete 126 semester hours, including a course in religion, with a minimum 2.5 GPA. Additionally, students must satisfy degree residency and curriculum requirements and file a graduation application with the Registrar.

- **Degree Residency Requirements:**

- Prelicensure students must complete all nursing courses, except nursing electives, at the College of Nursing.
- RN/BSN advanced track students must complete 25% of total degree requirement hours through Mercer University.

- **Curriculum Requirements:** Students who began the two year curriculum in Fall 2009 must complete 57 semester hours in general education and 64 semester hours in nursing. This is a total of 121 semester hours required for graduation. Students enrolled in Fall 2007 and 2008 must successfully complete 68 semester hours in nursing and 58 semester hours in general education courses. All courses must be completed with a C or better to meet curriculum requirements. (Although the Registrar will audit program completion, it remains the student's responsibility to complete all requirements and to carefully review of their progress with their advisor each semester.)

- **Graduation Application and Clearance:** All students must apply for graduation. It is the student's responsibility to be aware of all College and University degree requirements as published in the College Catalog and to insure that such requirements have been met or that the appropriate waivers, if applicable, have been secured and filed in the Registrar's Office. All debts to Mercer University must be cleared prior to graduation.

Undergraduate Tuition and Fees 2009-2010

| | |
|------------------------------|--|
| Tuition Rate | \$9,607.50 per semester for 12-20 hours; enrollment in less than 12 semester hours or more than 20 semester hours will be at a rate of \$801.00/hr. |
| Late Registration Fee | \$25 |
| Late Payment Fee | \$35 |
| Monthly Payment Plan Fee | \$35 |
| Related Fees | |
| Liability Insurance | \$25 per year (charged to students spring semester) |
| Activities Fees | \$125 per semester |
| Facilities & Technology Fee | Undergrad Students: For 1-11 hours: \$8.50/credit hour; For 12 or more hours: flat rate of \$100/semester |
| Skills Module Fee | \$75 one time only for NUR 303 |
| Lab Course Fees | \$50 for NUR 302; \$25 for NUR 304, NUR 310, NUR 330, NUR 331, NUR 410, and NURN 211. Purchase of a lab Nurse Pak is required for the following courses: NUR 302, NUR 304, and NUR 310 (Nurse Pak prices vary depending on course; these may be purchased from the campus bookstore). |
| Nursing Central Software Fee | \$144 upon initial enrollment into NUR 303. |
| ERI Standardized Testing Fee | \$80 annual fee (charged in Fall semester) for NUR 310 or NUR 312 students. |
| ATI Standardized Testing Fee | \$212 annual fee (charged in Fall semester) for NUR 303. |
| Special Events | Dedication and Rededication Fee: \$40 (charged Fall semester to students in NUR 310 and RN-BSN NUR 410 students) Pinning/Graduation Fee: \$125 Orientation Fee (new students): \$35 |
| Miscellaneous Fees | Transcripts: No charge Make-up Exams: \$25 Reinstatement Fee \$50 (This fee is charged to a student who is dropped for non-payment and must re-register). |

Additional fees assessed for graduation pins, CPR courses, etc.

University Housing Fees 2009-2010 (Mercer University Cecil B. Day Campus)

| | |
|---------------------------------|--|
| One Bedroom (12 month contract) | \$3,875 fall; \$3,100 spring; \$2,325 summer |
| Two Bedroom (9 month contract) | \$3,037.50 fall; \$3,037.50 spring |
| Four Bedroom (9 month contract) | \$2,700 fall; \$2,700 spring |

All prices include: All utilities; basic cable; local telephone service; Internet access through University; furnished apartment.

Payment of Tuition and Fees

All tuition and fees are due and payable each semester, not later than the first official day of class. Only those students who register for a given semester during early registration will be billed for the semester in advance. Accounts may later be adjusted and rebilled based on changes in class schedules, housing arrangements and financial aid awards. Students who are not early registered and billed prior to the beginning of the semester must be prepared to pay tuition and fees at the time they register. **A fee of \$25 will be charged for late payment.**

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

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

Payment of fees is the responsibility of the student, regardless of sponsorship by a third party or by his or her employer.

Contractual Obligations

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

Method of Payment

Tuition, special fees, housing, and other assessments may be paid by cash, check, money order (made payable to Mercer University), and the University also accepts VISA, MasterCard, and American Express. Credit card payments may be made online by accessing Bearport.

Students will be notified of their anticipated amounts of financial aid by way of award notifications or letters from the Office of Student Financial Planning.

In an ongoing effort to assist our students financially, Mercer offers a **Monthly Payment Plan**, which allows the student to pay tuition in monthly installments. Also, students who receive company reimbursement are eligible to participate in our **Deferred Payment Plan**. For more information concerning these payment options, please contact the Office of the Bursar on the Cecil B. Day Campus or visit their website at www.mercer.edu/bursar.

VA Benefits

Individuals who are contemplating enrollment and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs, should contact the University's Office of the Registrar regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. Unless the student is eligible to participate in the VA Chapter 31 Benefits Program (allowing schools to bill the government and receive direct payment) the benefits are paid to the student, not the university. **Therefore, students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar not later than the first day of class each semester.**

Student Insurance

All students are required to carry health insurance while enrolled at Mercer University. Each semester, an insurance premium is assessed at the time of registration. Those who do not wish to purchase the school policy **must** provide proof of insurance by signing on to BearPort and completing the Insurance Waiver Screen. This will remove the charge from the student's account. If the waiver is not entered each semester by the published deadline, the student will be held responsible for payment of the non-refundable insurance premium.

Debts

No records are released, no future registration is allowed, and the faculty considers no student as a candidate for graduation until all indebtedness to the University has been settled. The Bursar's Office is authorized to withhold and apply to the student's debt any funds needed from the student's payroll check, stipend, scholarships, loans, State Grants, or any other student financial aid. Students with outstanding indebtedness will not be eligible to register for subsequent semesters, and may be subject to late penalties and interest charges. Unpaid student accounts, which are deemed delinquent, may be placed with a collection agency. If such action is required, the student will be liable for any cost associated with such action, and should understand that collection costs will be a minimum of 33½% and up to 67% of the outstanding balance.

Audit Fees

Under certain conditions students may register for a course on an audit basis. Undergraduates enrolled for twelve semester credits or more and graduates enrolled for nine semester credits or more may register for one audit course without charge. For students carrying less than the minimum credits specified above, the audit fee is one-half the tuition for the course being audited.

Refund Policy

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 all classes for the semester.

A student who FORMALLY RESIGNS from school prior to the last day of the drop/add period for any term of enrollment will be entitled to a 100% credit of tuition and fees charged for the current term. A student who FORMALLY RESIGNS from school after this date may be entitled to a prorated credit of the tuition and fee charges if certain criteria are met as described in this policy. The criteria for the Mercer Institutional Refund Policy are based upon federal mandates established by the Federal Return Policy which took effect at all of the Mercer campuses on August 15, 2000, replacing all existing refund policies throughout the University.

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

To FORMALLY RESIGN a student must drop or withdraw from **all courses** for the term by 1.) personally completing and returning an official Term Withdrawal form obtained from their school's Registrar's Office, or 2.) phoning their school's Registrar's Office and having an official Term Withdrawal form completed for them. The completed form must be received in the Registrar's Office before the resignation process can be

finalized. Resignation calculations will be based upon the date the Term Withdrawal form is received in the Registrar's Office.

No charges are assessed for housing when a student resigns prior to the first day of class for the term. When a student resigns after the end of the official drop/add period, housing refunds are calculated based on the percentages allowable under the Federal Return Policy Refund Schedule. Additional charges for housing will be assessed on a prorated basis from the time of withdrawal until the student vacates the room and returns her/his keys and keycard. Once all calculations are complete, the Office of the Bursar will bill the student for any outstanding balance. When the University has assessed charges in error, a full credit and/or refund of the charges will be made. Financial Aid awards and disbursements for students who formally resign from the University after the last day of drop/add each term will be returned to the original source of funds in accordance with the Federal Return Policy.

Any exception to this policy will require a written appeal by the student to the Refund Appeals Committee. Letters of appeal, along with any pertinent documentation, must be submitted to the Office of the Bursar by the beginning of the following semester. **Decisions of the Refund Appeals Committee are final.**

If a student ceases attendance without notifying the University, a federal statutory provision allows the University to use the midpoint of the payment period as the withdrawal date for calculating the return of financial aid funds. Otherwise, the University may use the student's last verifiable day of academically related activity if it can document the student's attendance. A calculation for the return of federal funds will be completed within 30 days of the school's determination that a student has ceased attendance without proper notification. Any financial assistance disbursements that must be returned to their original source of funding will then become immediately due and payable by the student to the University and in some cases to the U.S. Department of Education.

The following resignation calculation will be used to determine the prorated amount of tuition and fees to be credited to the student's account and the amount of financial aid to be returned to their source programs:

$$\frac{\text{The total number of calendar days attended by the student}}{\text{The total number of calendar days in the term of enrollment}} = \text{Percentage to be retained}$$

The total number of calendar days includes all days beginning with the first day of classes and ending with the last day of exams for the student's official program of study, excluding scheduled breaks of at least five consecutive days or more.

When the percentage to be retained is equal to or greater than 60% NO tuition credit or refund of Title IV funds is required by the Mercer Institutional Refund Policy or the Federal Return Policy.

Total tuition and fees for the term of enrollment X (100 - percentage to be retained) = Total tuition and fees to be credited to the student's account

Total amount of Title IV Financial Aid disbursed X (100 - percentage to be retained) = Total Title IV Financial Aid to be returned**

*** In most cases the University is required to return only the portion of Federal Financial Aid that has been paid toward institutional charges. Any funds refunded to the student prior to resignation could be repayable by the student to the University or the U.S. Dept of Education. Should the University be required to return federal financial aid funds*

in excess of those retained for tuition and fees then the student would be immediately responsible for payment back to the University for the full amount of this excess refund.

Total amount to be returned to Non-Title IV funds = Total tuition and fees to be credited to the student's account less the total Title IV Financial Aid to be returned.

Federal Title IV financial aid funds must be returned in the following order:

1. Loans:
 - Federal Unsubsidized
 - Federal Subsidized
 - Federal Perkins
 - Federal PLUS
2. Grants (& Other):
 - Federal Pell
 - FSEOG
 - Other Title IV (excluding College Work Study earnings).

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

1. Mercer Institutionally funded Loans
Mercer Institutionally funded Grants/Scholarships
2. Mercer Endowment funded Loans
Mercer Endowment funded Grants/Scholarships
3. State and Other Loans
State and Other Grants/Scholarships
4. Student/Parent Payments

Sample Refund Calculations:

First Day of Class = August 22nd
 Last Day of Exams = December 18th
 Holidays = Labor Day, September 3rd; Fall Break, October 8th and 9th;
 Thanksgiving Break, November 21st-23rd

Number of calendar days between August 22 and December 18 = **119 days**
 Number of scheduled breaks lasting five consecutive calendar days or longer = **5 days**
Total calendar days in this enrollment period = 114 days

Resignation Scenario #1:

A graduate student formally resigns in the Registrar's Office on September 17th

Typical Charges: \$1,959 Graduate Tuition

Financial Aid Disbursed: \$3,000 Federal Subsidized Direct Loan of which \$1,041 has been refunded to the student.

Calculation: Number of Calendar Days between August 22 (First Day of Class) and September 17 (the date of Formal Resignation) = **27 days**

Percentage of charges to be retained* $\frac{27 \text{ days}}{114 \text{ days}} = .2368$ or 23.7%

**Note: this is the same calculation used for the percentage of Title IV Aid Earned.*

| | |
|--|------------------------------------|
| Amount of Tuition earned by the Institution: | \$1,959 x 23.7% = \$464.28 |
| Amount of Tuition to be Credited to the Student's Account: | \$1,959 - \$464.28 = \$1,494.72 |
| Amount of Title IV funds earned by Student: | \$3,000 x 23.7% = \$711 |
| Amount of Title IV fund to be Returned to the Direct Loan Program: | \$3,000 - \$711.00 = \$2,289 |
| Amount of Title IV funds to be Returned by the University: | \$1,959 x (100-23.7%) = \$1,494.72 |

Amount of Title IV funds to be Returned by the Student: *Since the student received a Direct Loan the student will be responsible for the repayment of the amount borrowed less the amount Returned by the University in accordance with the promissory note signed by the student.

Snapshot of Student Account:

| | |
|--|----------------------------|
| Tuition | \$1,959.00 |
| Direct Loan | (\$3,000.00) |
| Refund to Student | <u>\$1,041.00</u> |
| Account Balance | -0- At time of resignation |
| Tuition Credit | (\$1,494.72) |
| University Refund to Direct Loan Program | <u>\$1,494.72</u> |
| Account Balance | -0- After resignation |

Resignation Scenario #2:

An undergraduate student formally resigns in the Registrar's Office on September 17th and turns in their dorm room keys and key card the same day.

Typical Charges:

| | |
|----------------|------------------|
| \$9,145 | Tuition |
| \$1,750 | Dorm Room |
| <u>\$1,480</u> | <u>Meal Plan</u> |
| \$12,373 | Total Charges |

Financial Aid Disbursed:

| | |
|----------------|--------------------------------|
| \$5,000 | Federal Subsidized Direct Loan |
| <u>\$2,000</u> | <u>FSEOG Award</u> |
| \$7,000 | Total Title IV Financial Aid |
| \$3,000 | Institutional Scholarship |
| <u>\$2,000</u> | <u>Outside Scholarship</u> |
| \$12,000 | Total Financial Aid Disbursed |

Calculation: Based on the same calculations used in Scenario #1 = 23.7%

| | |
|---|--|
| Amount of Charges earned by the Institution: | $\$12,375 \times 23.7\% = \$2,932.87$ |
| Amount of Charges to be Credited to the Student's Account: | $\$12,375 - 2,932.87 = \$9,442.13$ |
| Amount of Title IV funds earned by Student: | $\$7,000 \times 23.7\% = \$1,659.00$ |
| Amount of Title IV funds to be Returned to the Title IV Programs: | $\$7,000 - \$1,659 = \$5,341$ |
| Amount of Title IV funds to be Returned by the University: | the lesser of \$5,341 or $\$12,375 \times (100-23.7\%) = \$9,442.12$ |

The University will refund \$5,341 as follows: \$5,000 to Federal Subsidized Direct Loan
\$341 to FSEOG Award

Amount of Title IV funds to be returned by the Student: *Since the University returned the full amount due to the Title IV programs then there are no funds to be returned to the Title IV programs by the student.

Calculation of Remaining Credit for University Charges and Distribution towards Non-Title IV funds:

| | |
|---|-------------------|
| Total Charges Credited: | \$9,442.12 |
| Less Title IV funds returned by the University: | <u>\$5,341.00</u> |
| Funds to be Returned to Non-Title IV Funds: | <u>\$4,101.12</u> |

These funds are distributed as follows: \$3,000 to Institutional Scholarship
\$1,101.12 to Outside Scholarship

Snapshot of Student Account:

| | |
|---|-----------------------------------|
| Charges | \$12,375.00 |
| Direct Loan | (5,000.00) |
| FSEOG Award | (2,000.00) |
| Institutional Scholarship | (3,000.00) |
| Outside Scholarship | (2,000.00) |
| Student Payment | (375.00) |
| Account Balance | <u>-0- At time of resignation</u> |
| Charges Credited | (9,442.12) |
| University Refund to Direct Loan | 5,000.00 |
| University Refund to FSEOG | 341.00 |
| Funds Returned to Institutional Scholarship | 3,000.00 |
| Funds Returned to Outside Scholarship | 1,101.12 |
| Account Balance | <u>-0- After resignation</u> |

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 regulation 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.

Overpayment

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

Undergraduate Student Activities

Students are encouraged to become involved in the College of Nursing and the University community through a variety of activities. Several student organizations are active on campus. Students serve on a number of student related committees, giving students a voice within the College.

Student organizations provide opportunities for both participation and leadership. Current organizations include:

Student Ambassadors

Student Ambassadors comprise a group of students who are selected to represent the College of Nursing in a variety of recruitment and public relations activities throughout the academic year. Students must apply for the position of Ambassador and are selected on the basis of scholarship, level of maturity, stated commitment to the total program, and positive interpersonal skills.

Baptist Collegiate Ministries (BCM)

BCM invites participation of students, faculty, and staff, regardless of religious affiliation. This organization provides programs for holistic personal growth with an emphasis on Christian spiritual development. Opportunities for Bible study, celebration of special holy days, recreation, fellowship, and community service are offered.

Culturally Diverse Organization

The mission of the Culturally Diverse Student Organization is to provide an opportunity for students of diverse cultural backgrounds to be active in the community, to develop leadership skills and to provide a peer support system. It further strives to promote cultural awareness within Georgia Baptist College of Nursing and the professional field of Nursing. The organization is composed of dedicated students striving to surpass cultural boundaries. The organization partners with Breakthrough to Nursing (BTN) of Georgia Baptist Association of Nursing Students (GBANS) to fulfill BTN initiatives.

Georgia Baptist Association of Nursing Students (GBANS)

GBANS is the local chapter of the professional organization for nursing students. The College of Nursing is proud of the participation of its students and encourages all students to become active members. Currently, College of Nursing students are active in the state organization (GANS) as well as the national organization (NSNA).

Undergraduate Program Outcomes

At the completion of the program, the student will effectively demonstrate the following outcomes from a baccalaureate perspective.

1. Synthesize knowledge from liberal arts and sciences with nursing theory as a basis for professional nursing practice within the context of a diverse global population.
2. Practice professional nursing within the dynamic healthcare system based on principles of quality assurance, safety, and leadership.
3. Integrate principles of the research process in the provision of care based on best evidence, sound clinical judgment, interprofessional perspectives, and patience.
4. Design nursing care which is informed by the integration of clinical data from all relevant sources of technology.
5. Articulate how economic trends and policies currently influence health care delivery.
6. Collaborate effectively as a member of interprofessional team to provide evidence-based and patient-centered care.
7. Analyze evidence based practice which promotes health and prevents disease to diverse populations.
8. Function as a nurse generalist by integrating Judeo-Christian principles of holism, caring, and professional values.
9. Practice comprehensive, holistic, knowledge-based professional nursing care with individuals, families, groups, and communities..

Organizational Framework for the Two Year Undergraduate Program: Essentials of Baccalaureate Nursing for Professional Nursing Practice (AACN 2008)

As the national voice for baccalaureate and graduate nursing education, the American Association of Colleges of Nursing (AACN) identified curricular and framework elements in *The Essentials of Baccalaureate Education* (2008). These nine *Essentials* provide the underpinnings of the College of Nursing's undergraduate two year curriculum plan. The nine *Essentials* are:

Essential 1: Liberal Education for Baccalaureate Generalist Nursing Practice

Essential 2: Basic Organizational and Systems Leadership for Quality Care

Essential 3: Beginning Scholarship for Evidence-Based Practice

Essential 4: Information Management and Patient Care Technology within the Practice of Baccalaureate Generalist

Essential 5: Healthcare Policy, Finance, and Regulatory Environments

Essential 6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Essential 7: Clinical Prevention and Population Health for Optimizing Health

Essential 8: Professionalism and Professional Values

Essential 9: Baccalaureate Generalist Nursing Practice

The Undergraduate Curriculum

Prelicensure Track

An eight semester prelicensure curriculum plan requires fifty-seven hours of general education core. This required core should be completed prior to enrollment into the nursing program. The prerequisite courses are designed to create and support a foundation for professional nursing practice. The curriculum plan for the general education component includes: two sequential anatomy and physiology lab courses; a microbiology lab course; nutrition; introduction to psychology; pathopsychology; statistics; two English composition courses; human growth and development across the lifespan; political science or economics; a cultural appreciation course; philosophy or ethics; speech or communication; introduction to sociology or anthropology; religion; and six hours of electives (must include a fine arts/humanities course). Once the general education core has been successfully completed the student is ready to enroll into the four semester nursing curriculum.

The nursing curriculum is divided into two levels and organized by the American Association of Colleges of Nursing (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). Level I, the first semester of the junior year, a student begins their socialization into the professional role. NUR 301, *Essentials of Professional Nursing Practice (EPNP): The Discipline of Professional Nursing* introduces the new nursing student to the profession. Concurrently, the student is enrolled in the first theory and practice course NUR 302, *EPNP: Foundations and Assessment*; NUR 302, *The Well Community*; and NUR 306, *Human Pathophysiology and Pharmacological Principles*. These beginning courses are the cornerstones of professional practice development.

During the second semester of the junior year, the student is enrolled in NUR 304, *EPNP: Adult Health* and NUR 305, *EPNP: Mental Health Nursing*. Both of these courses include clinical practice and classroom theory. During this semester the student also has the opportunity to enroll in a nursing elective of interest.

At the start of Level II, the senior year, first semester, students are enrolled in NUR 401, *EPNP: Infants and Children*; and NUR 402, *EPNP: Maternal-Child Health*. NUR 403, *EPNP: Nursing Research* is also required providing students a basis for assessing research studies and applying findings to nursing practice.

During the final semester of the curriculum students are in three courses which assist them to make the transition into the role of the professional nurse and prepare them for successfully passing the NCLEX-RN licensure exam. The courses include NUR 404, *EPNP: Leadership and Role Practicum*; NUR 405, *EPNP: The Adult with High Acuity Needs*; and NUR 406, *EPNP: The Community at Risk*.

First Year

| | | Semester Hours |
|---------|--------------------------------|-----------------------|
| ENGL | English Composition I | 3 |
| PSYC | Introduction to Psychology | 3 |
| BIO | Anatomy & Physiology I | 4 |
| POLS/EC | Political Science or Economics | 3 |
| | | <hr/> 13 |

| | | Semester Hours |
|--|---|-----------------------|
| ENGL | English Composition II | 3 |
| PSYC | Human Growth and Development across the Lifespan | 3 |
| BIO | Anatomy and Physiology II | 4 |
| SOCI/ANT | Introduction to Sociology or Anthropology | 3 |
| RELG | Religion | 3 |
| | | <hr/> 16 |
| Second Year | | |
| PSYC | Abnormal Psychology/Psychopathology | 3 |
| MATH | Statistics | 3 |
| FINE ARTS | Cultural Appreciation* | 3 |
| BIO | Fundamentals of Microbiology | 4 |
| *Can be Foreign Language, Gender Studies, etc. | | <hr/> 13 |
| NTR | Nutrition | 3 |
| GEN ELEC | General Education Elective | 3 |
| FINE ARTS | Speech or Communication | 3 |
| PHIL | Philosophy or Ethics | 3 |
| FINE ARTS/ HUM | General Education Elective | 3 |
| | | <hr/> 15 |
| Third Year | | |
| NUR 301* | ENPN: Discipline of Prof Nursing | 2 |
| NUR 302 | ENPN: Foundations and Health Assessment | 7 |
| NUR 303 | ENPN: The Well Community | 2 |
| NUR 306 | ENPN: Human Pathophysiology & Pharmacological Principles | 5 |
| | | <hr/> 16 |
| NUR 304 | ENPN: Adult Health | 8 |
| NUR xxx | Nursing Elective | 2 |
| NUR 305 | ENPN: Mental Health | 6 |
| *Essentials of Professional Nursing Practice | | <hr/> 16 |
| Fourth Year | | |
| NUR 401 | ENPN: Infants & Children | 6 |
| NUR 402 | ENPN: Maternal-Child | 6 |
| NUR 403 | ENPN: Nursing Research | 3 |
| | | <hr/> 15 |
| NUR 404 | ENPN: Leadership and Role Practicum | 6 |
| NUR 405 | ENPN: Adult with High Acuity Needs | 8 |
| NUR 406 | ENPN: Community at Risk | 3 |
| | | <hr/> 17 |

RN-BSN Advanced Track

The Faculty of Georgia Baptist College of Nursing of Mercer University endorses baccalaureate education as the entry level preparation for the practice of professional nursing. The RN-BSN Advanced Track is a special accelerated course of study for registered nurses who hold a Diploma or Associate Degree in Nursing and are currently licensed to practice in the state of Georgia. Qualified RN students may complete the Advanced Track through full time or part time study. Courses are designed for the adult student with course times to accommodate most working RNs without duplication of prelicensure experiences. Most courses are offered one day per week. Courses extend 8 weeks, 10 weeks or 16 weeks.

Requirements for the 2009-2010 Advanced Track program are as follows (a revised curriculum beginning Summer term 2010 is detailed on page 59):

| General Education Core | | Sem. Hrs. |
|--|---|------------------|
| BIOL 111 | Human Anatomy & Physiology I (must include lab) | 4 |
| BIOL 112 | Human Anatomy & Physiology II (must include lab) | 4 |
| BIOL 255 | Microbiology (must include lab) | 4 |
| ENGL 105 | English Composition I | 3 |
| ENGL 106 | English Composition II | 3 |
| ELECT | General Education Electives (must include one course in religion) | 22 |
| MATH 220 | Introduction to Statistics | 3 |
| MGT 363 | Principles of Management | 3 |
| POLS 100 | Introduction to American Government | 3 |
| PSYC 111 | Introduction to Psychology | 3 |
| PSYC 227 | Human Growth & Development | 3 |
| SOCI 111 | Introduction to Sociology | 3 |
| Nursing Course Requirements | | |
| NURN 211 | Health Assessment for RNs | 2 |
| NURN 307 | Issues and Ideas in American Nursing | 2/3 |
| NURN 308 | Professional Seminar for RNs | 5 |
| NUR 321 | Nursing Research | 3 |
| NUR 410 | Community Focused Nursing | 6 |
| NUR 420 | Leadership Practicum and Role Transition | 8 |
| NELECT | Nursing Electives | 8 |
| NRPRE | Prelicensure transfer credit | 34 |

Students must complete a minimum of 25% of the credit hours required for the Bachelor of Science in Nursing (BSN) degree while attending Mercer University. Academic advisement is required for all part-time and full-time students. Prelicensure nursing course credit will automatically be awarded as an additional 34 semester hours toward the BSN upon completion of NURN 308.

The Application Process

RN-BSN students may apply for enrollment for spring, summer, or fall. Applicants should submit the following for consideration of their eligibility for the Advanced Track:

- 1) **Application for Admissions of RNs, with a non-refundable application fee**, payable to Georgia Baptist College of Nursing of Mercer University by check or money order.
- 2) **A copy of a current unencumbered Georgia Registered Professional Nursing License** to be placed on file at the College. Submit a front and back copy of your Georgia RN license.
- 3) **Two professional letters of reference** that attest to the applicant's current professional practice and potential for academic success.
- 4) **Official college transcripts from all colleges previously attended verifying completion of prelicensure general education and nursing courses and award of associate degree in nursing or diploma in nursing.** Selected general education courses with grade **C** or better, and selected nursing courses with grade **B** or better may be transferrable. *Students should contact the Admissions Office of the College of Nursing before taking any prerequisite general education courses to ensure transfer requirements are met.*

The Enrollment Process

- 1) Interview-advisement with RN-BSN coordinator.
- 2) RN-BSN orientation.
- 3) Registration for courses. Proof of health insurance, health record, and required immunizations required for all courses. Liability insurance through the College and Basic Life Support Course C for health professionals required for clinical courses.

Curriculum Plan for the Advanced Track

The Advanced Track Curriculum Plan for Registered Nurse students requires 58 semester hours of general studies courses. The nursing component consists of eight nursing courses (34 semester hours).

Health Assessment for RNs (NURN 211) offers the registered nursing student a systems approach for holistic appraisal of health care recipients. Issues and Ideas in American Nursing (NURN 307) provides an historical context for the baccalaureate degree and is a prerequisite for the bridge course, NURN 308 Professional Seminar for RNs. NURN 308 integrates the College's organizational framework of baccalaureate nursing through study of high risk populations and acute and chronic illness. Nursing Research (NUR 321) focuses on the critique and application of research. NUR 410 Community Focused Nursing, NUR 420 Leadership Practicum and Role Transition, and Nursing Electives are identical to the prelicensure track.

Proposed RN-BSN Advanced Track for RNs

Curriculum Plan Revision (beginning Summer 2010)

RN-BSN Core (transfer in most or all)

| | | | |
|----|-----------------------------------|---|----------------------------------|
| 3 | English Comp I | 3 | Political Science or Economics |
| 3 | English Comp II | 3 | Intro Sociology or anthropology |
| 4 | Bio/A&P I & lab | 3 | Religion |
| 4 | Bio/A&P II & lab | 3 | Intro to Statistics |
| 4 | Microbiology & lab | 3 | Speech/Communication |
| 3 | Intro to Psychology | 3 | Cultural Appreciation (various)* |
| 3 | Growth & Development (life span) | 3 | Intro Philosophy or Ethics |
| 12 | General education elective credit | | |

57 cr Gen ed (expected total Gen Ed)
 -45 cr Gen ed core (above)
 12 Gen Ed electives (4 courses)

*Cultural Appreciation areas: gender studies, foreign language, ethnic studies, etc.

3 Semester Sequence (begins Summer 2010)

| Summer | Fall | Spring |
|---|---|---|
| NURN 307 Issues and Ideas in American Nursing x 8wks (3cr) | NURN 308 Social and Cultural Issues in Health and Illness x 8wks (3cr) | NUR 404 Leadership and Role Practicum x 8wks (6cr) |
| | NUR 403 Nursing Research x16 wks (3cr) | |
| NURN 311 Health Assessment for RNs x 10wks (3cr) | NUR Elective (4cr) | NURN 407 Community Health Nursing (RN) x 8wks (clinical) (6cr) |
| | NUR Elective (2cr) | |
| 6 | 12 | 12 |

6 Semester Sequence (begins Summer 2010)

| Summer | Fall | Spring | Summer | Fall | Spring |
|--|--|--|-------------------|---------------------|---|
| NURN 307 RN Issues and Ideas in American Nursing x 8wks (3cr) | NURN 308 RN Social and Cultural Issues in Health and Illness x 8wks (3cr) | NURN 407 RN Community Health Nursing x 8wks (6cr) | No Courses | NUR. Elective (4cr) | NUR 404 Leadership and Role Practicum x 8wks (6cr) |
| NURN 311 Health Assessment for RNs x 10wks (3cr) | NUR 403 Nursing Research x16 wks (3cr) | | | NUR. Elective (2cr) | |
| 6 | 6 | 6 | 0 | 6 | 6 |

Total RN-BSN Courses

| | | |
|---|---|--------------|
| *NURN 307 | RN Issues and Ideas in American Nursing | 3 cr |
| *NURN 308 | RN Social and Cultural Issues in Health and Illness | 3 cr |
| *NURN 311 | Health Assessment for RNs | 3 cr |
| NUR 403 | Nursing Research | 3 cr |
| *NURN 407 | Community Nursing for RNs | 6 cr |
| NUR 404 | Leadership and Role Practicum | 6 cr |
| NUR elective | | 4 cr |
| NUR elective | | 2 cr |
| Total RN-BSN Mercer courses | | 30 cr |
| NRPRE (transfer credit for prelicensure clinical courses) | | 34 cr |
| Total Nursing credit for BSN | | 64 cr |
| Total General Education credit for BSN (transfer in) | | 57 |

*RN-only courses

Required Undergraduate Nursing Courses

In the parentheses following each course are two sets of information. First are the prerequisites for the given course. Second is a three-digit code indicating the weekly class hours, the weekly clinical or lab hours, and the course semester hours.

Note: Corequisites may be taken prior to identified placement in the curriculum plan.

NUR 301: The Essentials of Professional Nursing Practice: Discipline of Professional Nursing

The focus of this course is on foundational concepts, core values, and theory of nursing as a discipline and a profession. Nursing research and theory will provide a basis for understanding comprehensive holistic nursing care. The student will also develop an appreciation of the ethical, legal, advocacy, and economic issues that impact health care delivery systems. The student will achieve an understanding of contemporary nursing in today's global health environment. (Prerequisite: Core completion) (2-0-2).

NUR 302: The Essentials of Professional Nursing Practice: Foundations and Health Assessment

The purpose of this course is to provide the beginning student with an integrated framework of nursing practice which incorporates foundational concepts, processes, and nursing skills. This course introduces beginning level nursing care and creates the underpinnings for professional practice. Concurrent practicum and learning resource center experiences allow the novice an opportunity for "hands-on" learning for health assessment and core nursing skills. Nursing practice will be supervised in acute care and community settings. (Co-requisites: NUR 302, NUR 303, BIO/N 306) (5-6-7).

NUR 303: The Essentials of Professional Nursing Practice: The Well Community

This course focuses on promoting health in communities and introduces the body of knowledge from the public health services. Emphasis is on wellness, health promotion, and disease prevention with individuals, families, groups, and communities. Theoretical models basic to health promotion are detailed and applied to the design of caring strategies with groups in the community setting. The student will learn how community health nursing is practiced according to contemporary nursing standards within an ethical and culturally competent framework for the purpose of making positive contributions in a global society. (Prerequisite: NUR 301; Co-requisite: NUR 302) (2-02).

NUR 304: The Essentials of Professional Nursing Practice: Adult Health

This course focuses on nursing care for adult clients in the acute care setting. Students will examine factors that influence health and illness and design care based upon an understanding of pathophysiology, pharmacology, and medical therapeutic interventions. The student will learn to deliver culturally competent nursing care in an ethical, equitable, and respectful manner with individuals and families experiencing health issues. Technology will be used to organize, access, retrieve, and manipulate data, as well as to generate reports, communicate electronically, and provide nursing care. The continued development of the nurse-client relationship, critical thinking processes, and evidenced-based nursing practice is emphasized. (Prerequisites: All Level 1, Semester 1 courses) (4-12-8).

NUR 305: The Essentials of Professional Nursing Practice: Mental Health

This course focuses on knowledge and theoretical foundations for the contemporary evidenced-based practice of mental health nursing. Principles of abnormal psychology, pathophysiology, and pharmacology will be integrated into the design of appropriate nursing interventions for mental health clients. Self-awareness, self-care, cultural sensitivity, empathetic care of others, personal growth, and professional development are vital components of the student experience in mental health nursing. The student will learn mental health nursing skills that integrate physical, spiritual, social, intellectual, and emotional needs in the promotion of health maintenance and the nursing management of life disruptions. Mental health will be supervised in acute care and community settings. (Prerequisites: All Level 2, Semester 1 courses) (4-6-6).

BIO/N 306: The Essentials of Professional Nursing Practice: Human Pathophysiology and Pharmacological Principles

This course focuses on the pathophysiological and pharmacological concepts that will inform nursing practice across the lifespan. The student will utilize knowledge from anatomy and physiology, microbiology, nutrition, and genetics as a basis for understanding pathophysiological and pharmacological concepts. The various manifestations of disease are illustrated through the specific etiology, signs, symptoms, and diagnostics. The student will understand basic principles of pharmacotherapeutics as they relate to specific disease processes. (Prerequisites: Core completion) (5-0-5).

NUR 401: The Essentials of Professional Nursing Practice: Infants and Children

This course focuses on the nursing care of infants and children through adolescence. Theory is taught from a framework of application of general concepts, research findings, processes, and skills to nursing care of families with children in lecture, lab, and supervised clinical settings. Emphasis is placed on the integration of developmental theories when providing nursing care to well and ill infants and children during clinical experiences within the context of a diverse global population in a variety of pediatric settings. (Prerequisites: All Level 2 courses) (4-6-6).

NUR 402: The Essentials of Professional Nursing Practice: Maternal Child

This course focuses on generalist nursing practice with women across the lifespan. Emphasis is placed on provision of competent, generalist level collaborative nursing management of low and high risk antepartal, intrapartal, postpartal, and newborn populations in a variety of perinatal clinical settings. The student will explore how the childbearing experience affects individuals, families, and communities. The student will also study the impact of culture, economics, and advocacy on the childbearing experience. (Prerequisites: All Level 1 courses) (4-6-6).

NUR 403: The Essentials of Professional Nursing Practice: Nursing Research

This course provides the student with an understanding of the research process and its contributions to nursing practice. Emphasis will be on the interrelationships among theory, nursing practice, and research. Building on concepts learned in statistics and in previous nursing courses, the student will become an intelligent consumer of research and will be able to evaluate research studies for applicability to nursing practice. The skills of using technology to locate research information will be developed as the essential role of databases is explored. Ethical research practices will be evaluated and debated in the context of professional nursing practice. (Prerequisites: All Level 1 Courses) (3-0-3).

NUR 404: The Essentials of Professional Nursing Practice: Leadership and Role Practicum

This course focuses on the leadership and management responsibilities inherent in the roles of the registered nurse as designer, manager, coordinator, and provider of patient care. Content builds on prior nursing courses, with emphasis on clinical reasoning, critical thinking, communication, and evidence-based practice. Selected leadership theories will provide a framework for the student's personal growth and professional role transition. The student will identify potential and actual ethical issues, while managing personnel and resources in a selected clinical area. (Prerequisites: All Level 2, Semester 1 courses) (3-9-6).

NUR 405: The Essentials of Professional Nursing Practice: The Adult With High Acuity Needs

This course provides the opportunity for the student to analyze advanced concepts necessary to design, provide, and coordinate care for adults with critical illnesses. Emphasis will be on the application of nursing research and collaborative care for adults with critical needs in highly technical health care environments. Safe nursing will be practiced within a professional ethical framework as the student utilizes sound clinical, legal, and ethical reasoning in order to improve patient outcomes. The impact of life-threatening illnesses and injuries on individuals, families, groups, and communities will be explored as the student designs holistic and culturally competent care during times of death, dying, and bereavement. (Prerequisites: All Level 2, Semester 1 courses) (5-9-8).

NUR 406: The Essentials of Professional Nursing Practice: Community at Risk

This course focuses on clinical prevention for optimizing the health of individuals, families, and communities. The emphasis is on protecting and promoting the health of vulnerable populations. The student is involved in planning intervention strategies with diverse groups in the community. Health equity is explored in the context of current national, international, and global health initiatives. Emergent and resurgent infections are examined in relation to communicable disease prevention, control, and pharmacotherapeutics management. Tertiary care concepts are illustrated in the context of chronic illness and rehabilitation. Multidisciplinary care is presented through exploration of the role of the community health nurse in case management, emergency preparedness, and disaster response. (Prerequisites: All Level 2, Semester 1 courses; Co-requisite: NUR 405) (3-0-3).

Required Courses – RN-BSN Students

RN-BSN students currently enrolled in the four semester track must complete the following courses:

NURN 211 Health Assessment for RNs

This course is designed to complement the assessment skills of the registered nurse. The course is based on theoretical content, laboratory practice, and case study discussion. Students assess the total health status of clients by interview and physical exam. Critical analysis of health data is fostered with respect to race, culture, and gender differences, risk factors, and individual variations from normal in adult and aging populations. Students participate as examiners and examinees for

practice, and obtain clients independently for final course evaluations. (Prerequisite: Registered Nurses or by permission) (1.5-1.5-2)

**NURN 307 Issues and Ideas in American Nursing
(Registered Nurses or by permission only)**

The emphasis of this course is on the evolution of American nursing. Students explore perspectives of historians and current writers to critically analyze the position of contemporary nursing. (Prerequisites: None) (2-0-2/3)

NURN 308 Professional Seminar for RNs (Registered Nurses Only)

This course for RNs focuses on selected concepts and theories applicable to high risk patients and families experiencing acute or chronic illness. Journal writing is integral to expected critical analysis, as well as collegial discussion, debate, shared leadership, and formal presentation. Clinical practicums are preceptored and individually tailored. (Prerequisite: NURN 307; Pre- or corequisites: NURN 211, NUR 321) (5-0-5)

Once the RN-BSN student completes NURN 211, NURN 307, and NURN 308, he or she joins prelicensure students in NUR 321, NUR 410, and NUR 420.

Students enrolled in the three year curriculum plan must complete the following courses:

NUR 310 Nursing Care of the Adult Client II

Nursing Care of the Adult Client II presents advanced concepts in the care of adult clients who are experiencing complicated alterations in health status. This course builds upon the foundation of content taught in Nursing Care of the Adult Client I and all previous nursing courses. The student's knowledge of the professional role in adult health nursing is expanded through integration of concepts related to complex health alterations, technology, crisis, death and dying, and family dynamics. The student is expected to utilize the nursing process and function as a provider and coordinator of nursing care for selected individuals, families, and groups. Emphasis is placed on developing and evaluating the effectiveness of a teaching-learning plan, analyzing the value of research findings, and decision-making in the clinical setting. (Prerequisites: All Level 1 and Level 2 courses) (Pre or Corequisite: NUR 312) (4-12-8)

NUR 312 Pharmacology in Nursing

This course focuses on concepts related to the origin, nature, chemistry, effects, and use of drug therapy. Emphasis is placed on learning specific drugs/pharmacologic agents using knowledge from nursing, natural, and behavioral sciences to understand the human response to drug therapy. Safe and effective nursing administration of drugs is stressed throughout this course. (Prerequisites: All Level 1 and Level 2 courses or Credentialed/Licensed individual) (2-0-2)

NUR 321 Nursing Research

Nursing Research is designed to provide the baccalaureate nursing student with an understanding of the research process and its contribution to nursing practice. The course builds on concepts learned in statistics and in previous nursing courses which will enable students to be intelligent consumers of research findings and to evaluate these findings for their applicability to nursing practice. Further, NUR 321 will help students develop an attitude of inquiry and encourage them to read research studies and utilize relevant findings. (Prerequisites: All Level 1 and Level 2 courses and statistics) (3-0-3)

NUR 330 Nursing Care of the Childbearing Family

This course focuses on application of the nursing process with diverse childbearing women and their families, and builds on prior nursing knowledge and experience as a provider and coordinator of nursing care. Theories for understanding how the childbearing experience affects and is affected by family dynamics are analyzed. Teaching and learning considerations for childbearing families are explored. Emphasis is placed on integration and application of selected concepts, processes, and skills during clinical learning experiences with low and high-risk antepartum, intrapartum, postpartum, and neonatal populations in a variety of perinatal clinical settings. (Prerequisites: All Level 1 and Level 2 courses, NUR 310 and NUR 312) (4-6-6).

NUR 331 Nursing Care of Infants and Children

This course focuses on the nursing care of infants and children through adolescence. Theory content is taught from a framework of application of general concepts, processes, and skills to nursing care of families with children. Emphasis is placed on application of developmental theory when providing nursing care for well and ill infants and children during clinical experiences in a variety of pediatric settings. (Prerequisites: All Level 1 and 2 courses, NUR 310 and NUR 312) (4-6-6).

NUR 410 Community Focused Nursing

This course introduces the body of knowledge from the public health sciences and incorporates that knowledge with nursing theory for the purpose of improving the physical and mental health of the community. The focus of the course is on the application of the nursing process with individuals, families, groups, and communities, emphasizing health promotion and disease prevention. There will be continued opportunity for the student to utilize principles of research, integrate knowledge from the liberal arts and sciences, and integrate a professional code of behavior into a personal practice of nursing. (Prerequisites: All Level 1, 2, and 3 courses) (4-6-6)

NUR 411 Mental Health Nursing

This course focuses on providing the student with a theoretical foundation for the contemporary practice of mental health nursing. Theoretical content is taught from a framework of application of concepts taught in nursing and liberal arts courses. Utilizing a holistic view, the course teaches the student caregiving skills using the perspectives of physical, spiritual, social, intellectual and emotional needs in the promotion of health maintenance and the nursing management of life disruptions. Self-awareness, self-care, empathic care of others, personal growth, and professional development are vital components of the student experience in mental health nursing. (Prerequisites: All Level 1, 2 and 3 courses) (4-6-6)

NUR 420 Leadership Practicum and Role Transition

The focus of this course is on the leadership/management responsibilities inherent in the roles of the nurse as a provider of care, a coordinator of care, and an active participant in the nursing profession. Leadership Practicum and Role Transition builds on all prior courses in the College curriculum. Emphasis is placed on critical thinking, personal and professional growth, professional role transition, utilization of research, and the incorporation of selected theories into nursing practice. To facilitate the transition from education to practice, students are provided with opportunities to plan and implement nursing care for groups of clients while managing nursing personnel and resources. (Prerequisites: All Level 1, 2, and 3 courses, MGT 363, NUR 410 and NUR 411) (4-12-8)

Elective Nursing Courses

In order to meet graduation requirements for the two year curriculum plan, a minimum of 2 semester hours in nursing electives must be taken. Students enrolled in the three year curriculum plan must have 4 hours of nursing electives. Nursing electives may be taken any time in the curriculum if the prerequisites have been met by the student.

NUR 150/NUR 151 Stress Management for Nurses

This course is about stress, its effects on the human being, and methods for coping successfully with pressures of stress. Emphasis will be placed upon specific stressors likely to be present in the lives of professional nurses. Additionally, the course will help the student learn ways in which they can, as health professionals, assist others with the management of stress. (Prerequisites: Core Completion) (NUR 150 2-0-2) or (NUR 151 4-0-4)

NUR 152/NUR 153 Successful Aging

This course is designed to increase understanding and appreciation of normal aging processes and age-related physiological changes. Emphasis is placed on positive developmental attributes and creative approaches that enrich life processes and encourage independence and function. (Prerequisites: Core Completion) (NUR 152 2-0-2) or (NUR 153 4-0-4)

NUR 156 Leadership U

Leadership U is a course designed to increase the student's understanding and appreciation of the benefits of participation in a professional nursing organization. The course provides a supplementary learning opportunity for students to develop leadership skills while enhancing professional socialization. This course is designed to give students the opportunity to be recognized for the leadership and management skills they develop through participation in NSNA's programs and activities. (Varying credit 1-4)

NUR 250/NUR 251 Caring in Times of Death, Dying, and Bereavement

This experiential course is designed to facilitate personal growth and self-awareness as the lived experience of death, dying, and bereavement is explored. Content and activities in this seminar will facilitate each student's identification of his/her own set of values and beliefs related to death so that the student can then examine how these factors influence his/her use of the nursing process. The process of death and dying, including social roles of the dying person, the family, and health care professionals, will be analyzed. Cultural differences in the experience of dying and bereavement will be examined. (Prerequisites: Completion of at least one clinical nursing course) (NUR 250 2-0-2) or (NUR 251 4-0-4)

NUR 252/253 Nursing and Healthcare Ethics

The purpose of this course is to provide students with a framework for exploring ethical issues encountered in the healthcare environment, with a focus at the nurse-client level. Students will be introduced to a variety of ethical theories, frameworks, and principles. The emphasis of the course will be on learning how to examine common ethical issues that arise for nurses in a variety of settings. (Prerequisites: Completion of at least one clinical nursing course) (NUR 252 2-0-2) or (NUR 253 4-0-4)

NUR 255 Nursing in the Camp Setting

Nursing in the Camp Setting is a course designed to increase the student's understanding and appreciation of camp nursing and the camp experience for children with a chronic disease. Emphasis will be placed on growth and development and on psychosocial adaptation of the school age child and adolescent with chronic disease. (Prerequisite: Completion of at least one clinical course.)

NUR 256 Global Health

This course content will increase the student's knowledge base and sensitivity to people of diverse cultures and their health care needs. Students will synthesize concepts from various sources. Emphasis will be placed on the integration of social, political, cultural, religious and economic realities into health care assessment, planning, intervention and evaluation, both nationally and internationally. (2-0-2)

NUR 350/NUR 354 Emergency Nursing

Emergency Nursing is distinctive because of the broad body of knowledge required in order to assess, plan, intervene, and evaluate patients who present with emergency situations. Caring for people in crisis who are of varied ages and who have varying degrees of health alterations presents a great challenge to the nurse. Course content relates to nursing responsibilities when responding to an emergency and will include an in-depth analysis of dysrhythmia recognition and management. (Graduating three year curriculum students only.) (2-0-2) (4-0-4)

NUR 357/358 Issues in Maternal-Infant and Child Health Nursing

This elective course provides the student opportunities to gain in-depth knowledge and understanding of selected topics related to perinatal nursing. The nurses's role in contributing to the successful support and outcome of perinatal clients representing the given topic of study will be emphasized. (Prerequisite or co-requisite: NUR 330) (2-0-2) (4-0-4) (Graduating three year curriculum students only.)

NUR 499

Course outcomes and content are developed by the student in collaboration with a nursing faculty member having expertise and interest in the student's desired area of study. (NUR 499 2-0-2)

Graduate Programs

Georgia Baptist College of Nursing of Mercer University offers two graduate programs on the Cecil B. Day Campus in Atlanta. The Master of Science in Nursing (M.S.N.) program of study is offered with specialty areas in Nursing Education and Acute/Critical Care Clinical Nurse Specialist. The Doctor of Philosophy in Nursing (Ph.D.) program of study is offered with three choices of cognate specialty areas in ethics, clinical scholarship, or education. In addition to these degree programs, Georgia Baptist College of Nursing also offers coursework for a post-master's nurse educator certificate.

Graduate Level Courses – Georgia Baptist College of Nursing

600-699: Masters level courses for graduate students only
Course credit hours vary depending on the course.

800-899: Doctor of Philosophy level courses are for Ph.D. students only
Course credit hours vary depending on the course.

Master of Science in Nursing Program Description

The purpose of this program is to prepare professional nursing leaders in advanced specialty areas of nursing. Areas of concentration in the graduate program can be practiced in a variety of health care delivery systems and settings. The program builds upon baccalaureate preparation in nursing and is based on processes of advanced clinical practice; advanced theoretical application; social, economic, and political interpretation; professional role development; and legal and ethical analyses. The program provides the opportunity for students to think and write analytically and theoretically, to strengthen an area of practice, to apply theory to practice, to apply meaning and understanding in practice, and to develop skills of inquiry.

MSN Program Outcomes

At the completion of the program the graduate will:

1. Utilize research as a basis for decision-making in advanced practice and nurse educator roles.
2. Evaluate the socioeconomic and health care policy issues and trends that affect advanced practice and nursing education.
3. Provide leadership to promote effective change in health care delivery systems and nursing education through integration of advanced nursing knowledge and theories, and principles of effective outcomes.
4. Demonstrate a commitment to ethical principles of practice and decision-making.
5. Cultivate a framework for advanced nursing practice encompassing professional integrity, Christian caring, and advanced nursing knowledge.
6. Demonstrate collaborative and interdisciplinary approaches in advanced clinical practice roles, research, and nursing education.
7. Incorporate knowledge of population based global health variants in provision of health promotion, disease prevention, and comprehensive care.

Doctor of Philosophy in Nursing Program Description

The purpose of the Doctor of Philosophy in Nursing (Ph.D.) program at Mercer University is to develop nurse scholars for careers in education, practice, and research. Graduates of the program will advance nursing knowledge, improve nursing practice, and be leaders in the profession.

The Ph.D. program prepares nurse scholars to:

1. Develop advanced expertise in the application of theories and conceptual models to nursing education, practice, and research.
2. Conduct research that advances nursing knowledge.
3. Evaluate the influences of ethical, social, political, demographic, and economic issues on health care and nursing.
4. Assume leadership roles in education, practice, and research to improve health care.

Graduate Program Admission

The admission requirements for the M.S.N. and Ph.D. programs are designed to ensure scholastic success within the program. Qualified applicants are accepted until class space is filled, after which applicants are placed on an alternate list. Interested applicants are encouraged to apply well in advance of established deadlines. Due to the competitiveness for limited seats in the Ph.D. in Nursing program, individuals seeking admission to this program should adhere to the application deadlines. Acceptance to graduate programs is determined by evaluation of all application materials.

Each applicant who is offered admission to a program is expected to enroll in the term indicated on the letter of acceptance and the application. If the applicant elects to delay enrollment, the applicant is expected to correspond by letter or electronic mail indicating the change in request. This letter must be received prior to registration for that semester. Failure to communicate the intentions of enrollment may result in the need for re-submission of application materials. Application documents are kept in the Admission Office for one year following the indicated enrollment date on the application. After one year, applicants must reactivate their materials by submitting a new application.

Admission Requirements for the Master of Science in Nursing Program*

1. Graduation from a baccalaureate nursing program accredited by the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE). International students should contact the Admissions Office directly.
2. An undergraduate Grade Point Average (GPA) of 3.0 on a 4.0 scale. Applicants with an undergraduate GPA of 2.75-2.99 on a 4.0 scale in their upper division undergraduate nursing courses may be conditionally accepted. Conditionally accepted students must maintain a GPA of 3.0 or higher during either one semester of full-time course work or two semesters of part-time course work to remove their conditional status.
3. A current unencumbered license to practice as a Registered Nurse (RN) in Georgia.
4. Satisfactory score on either the Miller's Analogy Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years.
 - a. Use both codes for submission of GRE to the College of Nursing:
 - i. R5025 is the code for Mercer University Atlanta Campus
 - ii. Use major code (Nursing) #0610.
 - b. The code for the MAT is #1109

5. A 300-word essay describing professional goals and reasons for seeking graduate education.
 6. Satisfactory completion of both an undergraduate statistics and a nursing research course.
 7. Evidence of completion of a physical assessment course.
 8. A minimum of one year of work experience as a registered professional nurse or by permission of the Associate Dean for Graduate Programs.
 9. Three letters of professional reference from individuals who can address the applicant's ability to successfully complete graduate study. At least one of the letters must be from a master's degree prepared nurse. Applicants who have completed graduate level coursework within the last five (5) years in a nursing program must include a faculty reference from that program.
 10. International student applicants, or students whose prior basic education was completed in another country, must demonstrate proficiency in English in one of the following ways:
 - a. Submit an official score report of the TOEFL (Test of English as a Foreign Language) from the Educational Testing Service. A composite score of 80 is required on the TOEFL, as well as minimum scores of 18 in each of the subtests in listening, speaking, reading and writing.
 - b. Complete the Mercer University English Language Institute (MUELI). Students enrolled in the Mercer University ELI program may register for up to six (6) credit hours in graduate studies, with approval of the student's academic advisor, while completing the upper levels of the ELI program at Mercer University.
 11. An interview with the Associate Dean for Graduate Programs or faculty designee.
- *Prospective students applying for admission in January 2010 may be required to also complete an additional writing component for admission evaluation.

Application to the Nurse Educator Certificate coursework

Certificate Admission Requirements

Applicants with an earned master's degree in nursing and a minimum of 1,000 hours of nursing practice during the preceding three years (may be waived by the Associate Dean for Graduate Programs) are eligible for the program. Additional admission requirements include proof of an unencumbered license to practice as a Registered Nurse in Georgia, two letters of professional references (one from a master's degree prepared nurse) and a 300-word essay describing professional goals and reasons for seeking a certificate. Applicants are also interviewed by a faculty member in the graduate program. Students desiring the nurse educators certificate offering must begin courses in the Fall Semester and adhere to the MSN program admission deadline. Tuition is based on the current rate for academic courses in the College of Nursing at the time of enrollment. Financial aid may be available.

Admission Requirements for the Doctor of Philosophy in Nursing Program

1. Completion of a master's degree in nursing from a nationally accredited nursing program with a minimum cumulative grade point average of 3.2 on a 4.0 scale.
2. Satisfactory scores on the Graduate Record Examination (GRE) taken within the last five years.

- a. Use both codes for submission of GRE to the College of Nursing include:
 - i. R5025 is the code for Mercer University Atlanta Campus
 - ii. Use major code (Nursing) #0610.
3. Evidence of strong writing ability, potential leadership, and scholarship.
4. Unencumbered license to practice in a state or jurisdiction of the USA.
5. Preference may be given to applicants meeting one or more of the following criteria:
 - a. 3.5 cumulative grade point average in graduate coursework.
 - b. A score of 1000 on the verbal and quantitative section of the GRE, with at least 5 on the analytical writing section.
 - c. Intent to pursue fulltime study.
 - d. Distinguished leadership or scholarship.
6. International applicants must meet additional requirements for admission. Admission to the Ph.D. in Nursing program consists of a two phase process. This process is noted on the application materials.

Application Procedures for Graduate Programs

The Admissions Office prefers that applications are downloaded from the College website at www.mercer.edu/nursing. With the submission of paper applications, the applicant must submit a \$50 non-refundable application fee payable by check or money order.

A Ph.D. online application is currently available. Students completing the online application must also expect to mail additional information to the Admissions Office. Prospective Ph.D. students who complete an online application should not submit a paper application.

Application Deadlines

Applications (including official transcripts and other supporting materials) must be received by the following dates:

Master of Science in Nursing Program

| | | |
|-----------------------|------------|--|
| Fall Semester entry | April 15 | priority deadline and international student deadline |
| | July 1 | final deadline (space available) |
| Spring Semester entry | October 1 | priority deadline and international student deadline |
| | November 1 | final deadline (space available) |
| Summer Semester entry | March 1 | priority deadline and international student deadline |
| | April 1 | final deadline (space available) |

Doctor of Philosophy in Nursing

| | | |
|---------------------------------|-------------|--|
| Fall Semester entry <i>only</i> | January 30 | priority deadline and international student deadline |
| | February 28 | final deadline (space available) |

Residency Requirement

Students must complete in residence at Mercer University a minimum of 85% of the credit hours required for conferral of the Master of Science in Nursing (M.S.N.) degree. This same requirement is held for the Doctor of Philosophy in Nursing (Ph.D.) degree.

Enrollment Requirements

1. Required immunization records and health history prior to initial enrollment.
2. Proof of current health insurance prior to initial enrollment and during the spring semester of each year. Prior to initial enrollment, accepted students should send a copy of their insurance card to the Admissions Office. After enrollment, insurance data should be provided each spring to the advisor. Any changes to the insurance must be provided to the College. Students will be automatically enrolled for student insurance unless proof of existing health insurance is on file. The University has made arrangements with Pearce & Pearce, Inc. to provide student health insurance. Specific information can be obtained at www.studentinsurance.com or by calling 1-888-622-6001. Ph.D. students are waived from the health insurance requirement.
3. Current CPR certification (BLS-C) prior to and during enrollment in all clinical nursing courses. Proof of certification must be provided to the faculty advisor prior to enrollment in the first nursing course. After initial enrollment, proof of certification must be provided at advisement.
4. Liability insurance is required for all students in nursing courses. The College purchases coverage for each student and includes the charge as a student fee during the spring semester each year.
5. A copy of the student's unencumbered license to practice as a Registered Nurse (RN) in Georgia. Ph.D. students must hold an unencumbered license to practice in a state or jurisdiction of the United States of America. Professional licensure must be kept current and are maintained in the student's file during while enrolled in coursework.

Course Load

A graduate student is classified as full-time when enrolled in a minimum of 9 semester hours during a term. Part-time enrollment, for scholarships and loans, is classified when enrolled in a minimum of 6 semester hours during a term. Audited courses do not count toward full-time enrollment. Although MSN students may begin coursework in any semester, the recommended initial enrollment is Fall or Summer Semesters for proper sequencing of courses. Financial aid is available to part-time and full-time students; however, preference is given to students enrolled in full-time coursework. Ph.D. students are only admitted during the Fall Semester.

Grade Reports

Mercer University does not automatically mail grade reports to students. Students may check their semester grades on-line through BearPort as soon as the grades are posted.

Grading and Grade Point Average (GPA)

GPA Calculation

A student's GPA is determined by dividing the number of grade points earned by the number of hours attempted, including any attempted hours in which the student earned a grade of F.

Grading Scale:

| | Nursing Courses | Quality Points Per Hour of Credit |
|-----|---|--|
| A | 90 - 100 | 4 |
| B | 80 - 89 | 3 |
| C | 75 - 79 | 2 |
| D | 70 - 74 | 1 |
| F | below 70 | 0 |
| S | Satisfactory | * |
| U | Unsatisfactory | * |
| ABX | Absent from final examination (excused) | * |
| IC | Incomplete in some requirement other than the final examination (excused) | * |
| IP | In Progress | * |
| AU | Audit | * |
| W | Withdrawal (Course or Term) | * |
| Z | Grade Not Reported | * |

Quality Points Marked with an (*) can be Referenced by categories below.

Satisfactory/Unsatisfactory (S or U) Grade

Some courses may be offered only on the basis of Satisfactory/Unsatisfactory grading; this grading pattern is stated in course descriptions. Hours earned with a satisfactory grade will be added to the total required for graduation, but will not affect the cumulative grade point average; an unsatisfactory grade will carry no hours earned and will result in no penalty to the cumulative grade point average.

ABX and Incomplete (IC)

ABX (Absence-Final Exam) denotes that the student was absent from the regular final examination because of illness or another valid and compelling reason. A special examination to take the place of the one missed must be taken prior to the end of the next semester of enrollment or the "ABX" grade will be changed to the grade of "F." If the student does not re-enroll, the "ABX" will be changed to the grade of "F" unless it is removed by special examination within twelve months from the date it is assigned.

The grade of "incomplete" means that some relatively small part of the semester's work remains incomplete because of sickness or other reasons satisfactory to the instructor. This work must be completed in the semester the student re-enters the College or the "IC" will be changed to the grade of "F." If the student does not re-enroll and the work is not completed within 12 months after the "IC" was assigned, the "IC" will be changed to the grade of "F." The grade is not given to students whose work is below passing. All "ABX" and "IC" grades must be removed before a degree will be awarded.

In Progress (IP)

The “IP” (In Progress) grade is assigned only in courses that require completion of the assigned work beyond the end of the semester. An “IP” grade may not be given in place of a grade of “IC” (Incomplete). To qualify for an “IP” grade, courses must be approved by the Associate Dean for the Graduate Program. All grades of “IP” will be converted to “F” (failure) if the work is not completed in one calendar year from the time the IP grade is assigned.

Class Auditing Regulations (AU)

Auditors are assumed to be seriously interested in the courses for which they enroll. An official entry of audit on the permanent academic record shall be made only if 75 percent of the classes are attended.

Students may audit, with appropriate approval, courses for which they are eligible. Courses audited may not be established for credit-by-examination, nor may audit courses be changed to credit courses after the last day for course schedule changes (drop/add). Auditors submit no daily work, take no examinations, and receive no credit for courses audited. They may participate in the class discussion only with the permission of the instructor. Students pay full tuition and related fees for audited courses.

Advisement and Course Scheduling

Course schedules are available from the Mercer University Registrar-Atlanta web site. Academic advisement is an important component of faculty-student relationships at Georgia Baptist College of Nursing. Upon enrollment, a student is assigned a faculty advisor. Students are responsible for meeting with their advisor a minimum of once each semester to review their overall coursework and plan for program completion. Each semester prior to registration, students are required to meet with their academic advisor to review curriculum progression and select courses for the next term. Although this guidance is offered to students, completion of program requirements is ultimately the responsibility of the student. Students are urged to plan conferences with their advisors to discuss any aspects related to their curriculum of study. The College is under no obligation to grant individualized study through directed/independent study courses or special topics. Graduate students are responsible for adhering to policies and procedures located in the *Catalog* and *Graduate Student Handbook*.

Progression and Retention Policies and Procedures

Academic Honesty

Graduate students of Mercer University are expected to recognize and maintain the highest standards of academic and professional integrity. Furthermore, it is the responsibility of the student to be familiar with the College policy regarding academic honesty. Examples of academic and professional dishonesty are plagiarism, cheating on examinations, taking credit for another’s academic efforts, falsification of materials submitted for academic credit, and multiple submissions of academic material previously submitted for academic credit. The above list serves only as examples of academic dishonesty and is not to be interpreted as exhaustive.

Graduation Requirements

Students are required to submit a formal application for graduation with the Office of the Registrar at least one semester in advance of the expected date of graduation. A

degree will be awarded when the Office of Registrar determines that all academic and residency requirements commensurate with the degree of Master of Science in Nursing (M.S.N.) or Doctor of Philosophy in Nursing (Ph.D.) have been successfully completed. A student must have a minimum cumulative grade point average of 3.0 or greater to receive a graduate degree from Georgia Baptist College of Nursing of Mercer University. A student must be enrolled in coursework during the semester of graduation. All financial obligations to the University must be cleared prior to graduation.

Transfer and Transient Credit

Students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit may not exceed six (6) semester hours. Credit for transfer or transient courses may be awarded under the following conditions: (1) the courses were taken at a graduate degree granting institution accredited by a regional accrediting body; (2) the courses were at the appropriate graduate level for the program of study and applicable to a graduate degree; (3) grades of at least “B” were received in the courses; (4) the courses may not have been completed more than five years prior to enrolling in graduate studies at Georgia Baptist College of Nursing; and (5) the courses have not been applied for credit to a degree previously earned.

Transient Status

Students enrolled in a master’s in nursing program at another institution who wish to obtain graduate credit for a course taken at Georgia Baptist College of Nursing of Mercer University must provide written authorization from the home institution. The letter of authorization must be accompanied by a completed application for admission and application fee. The student must be in good standing at their home institution. Transcripts will be waived. Enrollment is on a space available basis.

Graduate Academic Standards

Students enrolled in a graduate nursing program at Mercer are required to maintain a cumulative grade point average (GPA) of 3.0 (B) in all classes taken toward the degree.

Academic Probation

Academic probation occurs when the cumulative grade point average is below 3.0 after 9 semester hours of enrollment. To improve the academic standing of a student who is making unsatisfactory academic progress, the Associate Dean for Graduate Programs or an academic advisor may specify conditions with which a student must comply to be able to register. Specifications may include courses to be taken, total semester hours, the attainment of a specific semester grade point average, and/or a suggestion of counseling.

Academic Dismissal

Any student who fails to achieve a cumulative grade point average of 3.0 at the conclusion of 18 semester hours of enrollment in graduate program studies will be dismissed from the program. The student must wait a minimum of one (1) year to apply for readmission into the graduate program. Students earning grades of “D” or “F” in a course may repeat the course one time. Earning a grade of “D” or “F” on a second attempt at a course will result in dismissal for academic reasons. Earning a second “D” or “F” in a nursing course concurrent or subsequent to a nursing course in which a “D” or “F” is received will result in academic dismissal.

Reentry and Readmission

Students in Good Standing

Students in good standing who leave the College for less than one year are eligible to return by contacting the Admissions Office. Reentry will be subject to availability and space restrictions in courses; the Associate Dean for the Graduate Program will make the determination. Students who leave the College for more than one year must apply for readmission through the Admissions Office and must meet requirements in the latest catalog. The Associate Dean or designee will review all such applications and make the final decision on student readmission. Students who withdraw from the same clinical nursing course twice are also required to apply for readmission to the College. A second withdrawal from the same course may indicate a progression issue and must therefore be reviewed by the Graduate Program Committee.

Students Not in Good Standing

Students who are not in good standing when they leave the College due to academic probation, suspension, or dismissal, or for non-academic reasons, must apply for readmission. An Application for Reentry and Readmission must be sent to the Registrar's Office. The Graduate Program Committee will review this application and decide whether or not to readmit the student.

Grades of "C" or Below

Students in the MSN program, in addition to meeting the 3.0 requirement for graduation, must have no more than two (2) grades of "C" in the entire graduate work (500 and 600 levels). Students in the Ph.D. program must have no less than a one (1) "C" in the entire graduate work (800 level). Grades below a "C" do not count toward the Master's degree. Students not meeting the minimum standards may be placed on academic probation. Students may repeat classes only once in order to increase the grade earned in that class and no student may repeat more than one (1) course in the program of study with Georgia Baptist College of Nursing of Mercer University. A student may not re-take an equivalent class at another college in order to replace a grade earned at Mercer.

Repeating a Course

Although all grades that a student earns appear on the student's record, the grade received the last time the course is taken is the only grade that is calculated into the grade point average. Only one nursing course is allowed to be repeated. In addition, a second withdrawal from the same course will require reapplication to the College.

Limitation in Completion of Requirements

A student in the M.S.N. program must complete all degree requirements within a period of ten (10) semesters. A student in the Ph.D. program must complete all degree requirements within a five year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three (3) consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

Students with Incomplete Coursework

The grade of "incomplete" means that some relatively small part of the semester's work remains incomplete because of sickness or other reasons satisfactory to the instructor. This work must be completed in the semester the student re-enters the College or the "IC" will be changed to the grade of "F." If the student does not re-enroll and the work is not completed within 12 months after the "IC" was assigned, the "IC"

will be changed to the grade of “F.” The grade is not given to students whose work is below passing. All “IC” grades must be removed before the degree is awarded.

Course Withdrawal

A student may withdraw from a course up to the mid-point of the semester, receiving a grade of “W”; the withdrawal must be formally declared in the Office of the Registrar by announced deadline. A student who withdraws after the deadline will receive a “F,” except that in extreme personal circumstances and with appropriate documentation, the Associate Dean for Graduate Programs may assign a “W.” Because financial aid can be reduced by changes in enrollment status, students should contact the Student Financial Planning Office before officially withdrawing from a course.

Term Withdrawal

Term withdrawal from the College occurs when the student officially withdraws from all enrolled courses. A student may withdraw up to the end of the ninth week for the semester, receiving the grade of “W.” The student must complete a Term Withdrawal Form and submit it to the Office of the Registrar by the announced deadline. A student withdrawing after the deadline will receive a “F,” except that in extreme personal circumstances and with appropriate documentation, a “W” may be approved after the Provost, Dean, and the Associate Dean for Graduate Programs review and concur. Students who do not formally change their schedules, withdraw from courses, or totally withdraw from the College may be assigned grades of “F.” Non-attendance does not constitute official schedule change, course withdrawal, or term withdrawal.

Administrative Withdrawals

A student may be administratively withdrawn from the program by the Associate Dean for Graduate Programs, or designated agent, when the student has a physical and/or psychological health condition that renders the student unable to complete the requirements of the academic program. Additionally an administrative withdrawal may occur when in the judgment of the Associate Dean for Graduate Programs standards of conduct have been violated. With the exception of an emergency situation, students have the right to appeal to the Graduate Program Committee prior to the final decision concerning their continued enrollment in the College. The committee will forward a recommendation to the Associate Dean for Graduate Programs for a final decision.

Dismissal for Nonacademic Violations

There are two ways in which a student may be dismissed for nonacademic violations:

Administrative

The College Dean or designated agent reserves the right to dismiss any student(s) who pose(s) a threat to the student’s own health or to the safety of the College community or who exhibits behavior(s) inconsistent with suitability for the nursing profession. This action may be taken without consultation of the Honor Council.

Judicial

The College of Nursing reserves the right to dismiss a student for reasons which include but are not limited to, the following:

1. Violation of the Drug Free Campus Policy
2. Failure to address the College policies
3. Violation of the Honor System
4. Failure to meet the minimum College standards as stated in the *Graduate Student Handbook*

The reasons for student disciplinary action must be outlined in writing to the student. The Honor Council is responsible for hearing evidence concerning alleged violations of the Standard of Conduct, as well as determining sanctions for such violations. Copies of the disciplinary action will be placed in the student's file and sent to the academic advisor. Based on sanctions prescribed by the Honor Council, the student must follow policies for progression, reentry, or admission.

Exceptions and Appeals

Error in Grade

An incorrect course grade will be revised by the Office of the Registrar upon receipt of a Change of Grade Form initiated and signed by the course coordinator and Associate Dean for Graduate Programs.

Grade Appeal

A student has the right to appeal a grade received in a graduate course. It is the responsibility of the student to follow the procedure for grade appeal stipulated in the *Graduate Student Handbook*.

Graduate Program Tuition and Fees 2009-2010

Tuition Rate

| | |
|-------------|--|
| <u>MSN:</u> | \$8,525.00 per semester for 9-16 hours; enrollment in fewer than 9 semester hours or more than 16 semester hours will be at a rate of \$947.25/hour. |
| <u>PhD:</u> | \$9,000.00 per semester for 9-16 hours; enrollment in fewer than 9 semester hours or more than 16 semester hours will be at a rate of \$1,000/hour. |

| | |
|--------------------------|------|
| Late Registration Fee | \$25 |
| Late Payment Fee | \$25 |
| Monthly Payment Plan Fee | \$35 |

Related Fees

| | |
|-----------------------------|---|
| Liability Insurance | \$25 per year (charged to students spring semester) |
| Orientation Fee | \$35 (all new students) |
| Facilities & Technology Fee | For 1-8 hours: \$12/credit hour For 9 or more hours: flat rate of \$100 per semester |
| Activities Fee | \$25 per semester |
| Lab Course Fee | \$25 per semester for NUR 602 |
| Graduation Fee | \$150 |
| Special Events: | Rededication Fee: \$40 (charged fall semester to students in NUR 601; NUR 800) |
| Make-up Exams: | \$25 |
| Transcripts | No charge |
| Reinstatement Fee | \$50 (This fee is charged to a student who is dropped for non-payment and must re-register). |

Additional fees assessed for graduation pins, CPR courses, etc.

MSN Program Courses and Current Offerings

| | | |
|----------|---|--------------|
| NUR 600 | Clinical Learning Lab Teaching Practicum | Fall |
| NUR 601 | Nursing Theory and Role Development | Fall |
| NUR 602 | Advanced Health Assessment | Fall |
| NUR 603 | Advanced Physiology/Pathophysiology (hybrid/online) | Summer |
| NUR 604 | Quantitative Methods of Inquiry in Nursing | Spring |
| NUR 605 | Qualitative Methods of Inquiry in Nursing | Summer |
| NUR 606 | Educational Theory and Curriculum Design | Fall |
| NUR 607 | Advanced Pharmacology (off campus) | Fall |
| NUR 608 | Health Care Policy Issues (hybrid/online) | Fall/Spring |
| NUR 611 | Instructional and Evaluation Strategies | Fall |
| NUR 613 | Teaching Practicum and Role Development for the Nurse Educator | Spring |
| NUR 614 | Clinical Practicum for Acute/Critical Care CNS | Spring |
| NUR 615 | Clinical Practicum and Role Development CNS | Fall |
| NUR 616 | Clinical Practicum for the Nurse Educator | Spring |
| NUR 620 | Capstone Project | Summer |
| Elective | Nursing or Non-nursing (Graduate Level) | Any semester |

Core Nursing Course

| | Semester Hours | |
|---------|--|---|
| NUR 601 | Nursing Theory and Role Development | 3 |
| NUR 602 | Advanced Health Assessment | 3 |
| NUR 603 | Advanced Physiology/Pathophysiology | 3 |
| NUR 604 | Quantitative Methods of Inquiry in Nursing | 4 |
| NUR 605 | Qualitative Methods of Inquiry in Nursing | 2 |
| NUR 608 | Health Care Policy Issues | 3 |
| NUR 620 | Capstone Project | 1 |

19 hours

Specialization Curriculum – Nursing Education

| | | |
|--------------------|---|-----|
| NUR 600 | Clinical Learning Lab Teaching Practicum | 2 |
| <i>*NUR 606</i> | <i>Educational Theory and Curriculum Design</i> | 3 |
| <i>*NUR 611</i> | <i>Instructional and Evaluation Strategies</i> | 3 |
| <i>*NUR 613</i> | <i>Teaching Practicum and Role Development for the Nurse Educator</i> | 6 |
| NUR 616 | Clinical Practicum | 3 |
| OR Elective | | 2-3 |

**Represents courses for the Nurse Educator Certificate*

16-17 hours

Specialization Curriculum – Clinical Nurse Specialist

| | | |
|---|--|---|
| NUR 607 | Advanced Pharmacology (off campus) | 3 |
| NUR 614 | Clinical Practicum for Acute/Critical Care CNS | 6 |
| NUR 615 | Clinical Practicum and Role Development CNS | 9 |
| Graduate Level Elective Course (Nursing or Non-nursing) | | 3 |

21 hours

Sample Curriculum Plan

Nursing Education – Full-time

| Fall | Spring | Summer |
|---|---|--|
| NUR 601 Theory 3 | NUR 604 Quantitative Methods of Inquiry 4 | NUR 605 Qualitative Nursing Methods of Inquiry 2 |
| NUR 602 Advanced Health Assessment 3 | NUR 608 Health Care Policy Issues 3 | NUR 603 Advanced Physiology/Pathophysiology 3 |
| NUR 606 Educational Theory and Curriculum Design 3 | NUR 613 Teaching Practicum and Role Development for the Nurse Educator 6 | NUR 616 Designated Clinical Practicum 3 OR Elective 2 or 3 |
| NUR 611 Instructional and Evaluation Strategies 3 | | NUR 620 Capstone Project 1 |
| NUR 600 Clinical Learning Lab Teaching Practicum 2 | | |
| Total semester = 14 | Total semester = 13 | Total semester = 8-9 |

Total program hours with a concentration in Nursing Education = 35-36 credit hours

Sample Curriculum Plan

Clinical Nurse Specialist – Full-time

| Fall | Spring | Summer | Fall |
|--|--|--|---|
| NUR 601 Nursing Theory 3 | NUR 604 Quantitative Methods of Inquiry 4 | NUR 605 Qualitative Methods of Inquiry 2 | NUR 615 Clinical Practicum and Role Development for Acute/Critical Care CNS 9 |
| NUR 602 Advanced Health Assessment 3 | NUR 608 Health Care Policy Issues 3 | NUR 603 Advanced Physiology/ Pathophysiology 3 | |
| NUR 607 Advanced Pharmacology 3 <i>(taken off campus)</i> | NUR 614 Clinical Practicum for Acute/ Critical Care CNS 6 | Elective 3 NUR 620 Capstone Project 1 | |
| Total semester = 9 | Total semester = 13 | Total semester = 9 | Total semester = 9 |

Total program hours with a concentration in Acute/Critical Care Clinical Nurse Specialist = 40 credit hours. This program of study continues to include 500 minimum clinical hours necessary to take the American Nurses Credentialing Center (ANCC) or clinical nurse specialist certified in acute and critical care (CCNS) credentialing examination offered through the American Association of Critical Care Nurses.

Ph.D. in Nursing Program Courses and Current Offerings

The Doctor of Philosophy in Nursing (Ph.D.) program provides a curriculum plan involving continuous semesters of online study. Synchronous and asynchronous methods of online learning are incorporated into courses within the program of study. A sample full-time curriculum plan is provided below.

Sample Curriculum Plan

Doctor of Philosophy in Nursing (Ph.D.) – Full-time

| Fall | Spring | Summer | Fall |
|--|---|---|---|
| Quantitative Research in Nursing, Education, & Health Care (3) | Qualitative Research in Nursing, Education, & Health Care (3) | Concentration Cognate (3) | Health Care System (2) |
| Philosophical Influences on Nursing Science (2) | Knowledge & Theory Development in Nursing (2) | Ethics in Health Care & Research | Concentration Cognate (3) |
| Applied Statistical Methods (4) | Principles of Measurement in Research (3) | Mixed Methods Research in Nursing, Education, and Health Care (3) | Stats Course (required if quantitative dissertation) OR Another Cognate Course (3) |
| Pathway to Scholarship (1) | Pathway to Scholarly Writing (1) | Pathway to Grant Writing (1) | Pathway to Success as a Nursing Scholar (1) |
| Total FT = 10 hrs. | Total FT = 9 hrs. | Total FT = 9 hrs. | Total FT = 9 hrs. |

Curriculum Plan (continued)

| Spring | Summer | Continue dissertation until complete |
|---------------------------|-----------------------|--|
| Dissertation (6) | Dissertation (6) | ✓ Total core courses = 40 ✓ Cognate hours = 9-12 |
| Concentration Cognate (3) | | ✓ Total dissertation hours = 12 minimum ✓ Total hours in program = 52 minimum |
| Total FT = 9 hrs. | Total = 6 hrs. | |

Course Descriptions

NUR 600 Clinical Learning Lab Teaching Practicum

The purpose of this course is to foster the development of one of the critical components of the nurse educator role. Graduate students in this course are provided with an opportunity to apply educational theory, and teaching and evaluation strategies that focus on psychomotor learning. Additionally, students will develop and critique simulation scenarios they will implement as part of the clinical learning lab practicum. Prerequisite or Co-requisite: NUR 606; NUR 611 or permission of course faculty. (1-3-2)

NUR 601 Nursing Theory and Role Development

This core course introduces the learner to an advanced view of nursing and focuses on theoretical underpinnings of contemporary nursing. Through seminar discussions, faculty facilitate the learner's ability to develop and utilize a broader philosophical and theoretical framework. Concepts, framework, and theories that shape advanced nursing roles will be emphasized. Prerequisite: none. (3-0-3)

NUR 602 Advanced Health Assessment

This course provides the theory and skills needed for comprehensive assessment of clients across the life span. Learners will be expected to build upon previous knowledge of obtaining a health history and completing a normal physical examination. Emphasis is placed on identifying and interpreting abnormal assessment findings. Clinical decision making skills, including selection and interpretation of laboratory and radiological data, are taught. In addition, health promotion, prevention, and detection of disease in culturally diverse populations are integrated. The knowledge and skills learned in this course are reinforced in the lab portion of the course, as well as in future clinical courses and practicum experiences. Prerequisite: none. (2.5-1.5-3)

NUR 603 Advanced Physiology/Pathophysiology

This course provides learners with the knowledge of normal physiology and pathophysiological processes. Knowledge of these processes provides the foundation for clinical assessment, decision-making, and management. The learner will be able to analyze alterations in normal function and related clinical manifestations indicative of illness. The client's individual response to pharmacologic treatment and other related management would be assessed by the learner. Prerequisite: none. (3-0-3)

NUR 604 Quantitative Methods of Inquiry in Nursing

This course presents the methods and processes used in quantitative investigation, critical analysis of quantitative studies, and relationships among theory, research and practice. Statistical procedures used to analyze quantitative data are also included. Emphasis is placed on the development of knowledge and skills that facilitate utilization of research to promote evidence-based nursing practice. Prerequisite: none. (4-0-4)

NUR 605 Qualitative Methods of Inquiry in Nursing

This course examines the major historical and contemporary paradigms which structure and influence qualitative inquiry. Included in the course are the analysis of qualitative research designs, including data collection, analysis, interpretation, and evaluation. The learner will examine the ethics, politics, and cultural implications of field research. Emphasis is placed on the understanding of research methodologies associated with qualitative research. Prerequisite: none. (2-0-2)

NUR 606 Educational Theory and Curriculum Design

This course examines major concepts and theories related to teaching/learning in nursing education and practice, including behaviorist, cognitive, and humanistic psychology theories; androgogy and pedagogy models; and strategies for educators. Curriculum design and evaluation procedures are introduced. The course assists the learner in applying theory, accreditation criteria, and group techniques in the design, evaluation, and revision of nursing curricula. It includes philosophy, conceptual framework, organizational framework, program outcomes, course outcomes, content selection, teaching strategies, and evaluation methods. Prerequisite: none. (3-0-3)

NUR 607 Advanced Pharmacology

The clinical application of specific categories of drugs commonly encountered in acute/critical care settings is discussed. The use of protocols, prescription writing, and the ethical/legal and economic issues surrounding the advanced nurse's role in pharmacologic therapies are explained. Factors such as age appropriate content related to pharmacokinetics, dosages, expected outcomes, and side effects of the drugs are discussed. First line versus second line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy are addressed. The nurse's role and responsibility related to data collection, problem identification, and consultation with physician is explored. Application is made through age appropriate case studies. Prerequisite: none. (3-0-3)

NUR 608 Health Care Policy Issues

This course focuses on sociopolitical and economic issues that influence health care access, quality, and cost. Emphasis is placed on the analysis of health policy, health care delivery models, and health care economic models. The legal-ethical dimensions of health policy formulation and health care delivery will also be explored. Prerequisite: none. (3-0-3)

NUR 611 Instructional and Evaluation Strategies

This course is designed to provide the learner with a foundation to develop instructional and evaluation strategies for clinical and classroom settings. The educator/learner process provides the framework for the course, which emphasizes learning as a mutual partnership between faculty and students. Prerequisite: none. (3-0-3)

NUR 613 Teaching Practicum and Role Development for the Nurse Educator

The purpose of this course is to provide the learner with a forum to critically discuss and analyze selected contemporary issues in the nursing education arena while gaining "hands-on" classroom and clinical teaching experience. Utilizing a seminar format with a faculty facilitator, the learner will have an opportunity to reflect and process aspects of the practicum within a group of peers. Concurrently, the learner will work with a faculty preceptor where clinical and classroom responsibilities will be shared. Instructional strategies, methods of evaluation, and student-faculty relationships will create the framework for scholarly exploration. Prerequisites: NUR 606 or permission of faculty; NUR 611. (2-12-6)

NUR 614 Clinical Practicum for Acute/Critical Care Clinical Nurse Specialist

This course is designed to advance the learner's clinical knowledge base through exploration of advanced nursing practice. The learner is expected to incorporate advanced theoretical and empirical knowledge in the care of the client. Emphasis is placed on the utilization of the nursing process and the incorporation of advanced

health assessment techniques and understanding the health-illness continuum while caring for a select population. Application of relevant research findings is emphasized. The faculty facilitates seminar discussion of clinical and professional issues in advanced clinical practice. Prerequisites: NUR 601; NUR 602; NUR 604; NUR 607; or permission of the Associate Dean for the Graduate Program (1-15-6)

NUR 615 Clinical Practicum and Role Development for the Acute/Critical Care Clinical Nurse Specialist

This course allows the learner to synthesize advanced practice concepts and theoretical foundations. Theory, research, and clinical practice are incorporated in the analysis of issues surrounding the acute care/critical care adult health client. The learner will collaborate with an advanced practice nurse in the clinical setting. Prerequisites: NUR 614. (2-21-9)

NUR 616 Clinical Practicum for the Nurse Educator

This course is designed to advance the learner's clinical practice expertise in a selected specialty. This precepted practicum focuses on gaining increased knowledge and skills in the selected specialty, utilizing advanced health assessment techniques and an evidence-based practice approach to patient care. Prerequisites: NUR 602 and permission of course faculty received by mid-term prior to course offering. (0-9-3)

NUR 620 Capstone Project

This course is an intensive mentored experience with a focus in either nursing education or clinical practice where students apply the knowledge and skills acquired in core courses. Development and submission of a professional presentation, manuscript, or project related to the student's specialization is a requirement of the course. An individual faculty member provides guidance throughout the process. Prerequisites: All core courses; may be taken concurrently with a course. (1-0-1)

NUR 800 Pathway to Scholarship

This course is designed to provide learners with the opportunity to engage in discussion surrounding professional development as a scholar. Learners engage in discussion regarding models of scholarship, relationships between scholarship and the profession, and the application of scholarship. Scholarly writing and presentation skills are also cultivated in this course. Prerequisite: Admission to the program (1 - hour)

NUR 801 Pathway to Scholarly Writing

This course is designed to provide learners with the opportunity to engage in scholarly writing. The emphasis is on the process of producing a manuscript for submission to a referred journal. Prerequisite: NUR 800 (1 - hour)

NUR 802 Pathway to Grant Writing

This course is designed to provide learners with the knowledge and skills necessary to develop a grant proposal. Throughout the course, learners explore the various funding opportunities for nursing research, educational training, and programmatic initiatives. The emphasis is placed on the evaluation of grant proposals and learning the stages of grant writing. The course culminates with the development of a grant proposal related to the learner's area of scholarly inquiry. Prerequisite: NUR 801 (1 - hour)

NUR 803 Pathway to Success as a Nursing Scholar

This course is designed for analysis and evaluation of strategies that facilitate knowledge dissemination. The course culminates in the development of a proposed plan for dissemination of dissertation research and successive scholarly endeavors. Prerequisite: NUR 802 (1 - hour)

NUR 805 Quantitative Research in Nursing, Education, and Health Care

This course builds on a master's level knowledge of the quantitative research process by providing an in-depth analysis of quantitative research methodology. The course includes formulation of research questions and hypotheses that are supported by an in-depth critical review of the literature and a conceptual or theoretical framework and analysis of quantitative research designs, sampling strategies and sample size estimation, data collection methods and planning for data analysis. Emphasis is also placed on the design and critique of nursing clinical trials and epidemiologic, educational, and social science studies. Co-requisite: NUR 807 (3 - hours)

NUR 806 Qualitative Research in Nursing, Health Care, and Education

The purpose of this course is to examine the philosophical, historical, and theoretical foundations and epistemological perspectives of qualitative research. The course focuses on engaging the learner in activities that enhance the practical application of a wide range of methodological and analytical research techniques. Learners examine ethical and scientific issues related to the research process. Integral to this course is the emphasis upon the collection, management, analysis, and interpretation of qualitative data. Prominence is given to the use of qualitative approaches in theory development and the contribution of qualitative research to expanding nursing knowledge. Prerequisite: Admission to the program; Co-requisite recommended: NUR 812 (3 - hours)

NUR 807 Applied Statistical Methods

This course is designed to provide students with a graduate-level foundation in statistical design and analysis of data. Students learn to use a statistical software program for data entry and analysis. The focus is on bivariate and multivariate regression and correlations, principles of variance and covariance, univariate ANOVA, multiple ANOVA, ANCOVA, and repeated measures ANOVA. Throughout the course, the emphasis is on the application of these methods in the analysis of healthcare and educational related data. Prerequisite: Admission to the program (4 - hours)

NUR 808 Principles of Measurement in Research

This course provides knowledge base and experience in the inductive and deductive process for constructing and evaluating instruments to measure psychosocial, behavioral, biophysiological, and clinical phenomena in nursing. Students have the opportunity to locate, select, and evaluate instruments for use in research. Key aspects of measuring reliability and validity are examined. Prerequisites: NUR 805, NUR 807 (3 - hours)

NUR 809 Mixed Methods Research in Nursing, Education, and Health Care

This course provides a foundation in mixed methods research with an emphasis on applicability to nursing, health care and higher education. Building on knowledge acquired from the quantitative and qualitative research courses, learners explore

select phenomena of interest from a mixed methods research approach. Attention is directed to mixed methods design selection, data collection, analyses, and discussion of findings. Implications and opportunities for interdisciplinary collaboration on research projects utilizing mixed methods research are also addressed. Prerequisites: NUR 805, NUR 806 (3 - hours)

NUR 810 Ethics in Health care and Research

This course is designed to provide students with the opportunity to critically examine ethical issues and dilemmas encountered in health care delivery and research. Students will explore intersections of personal convictions, professional responsibilities, legal obligations, and situational dilemmas utilizing a variety of interdisciplinary approaches. Classic and current bioethics literature will be referenced throughout the course. Prerequisite: Admission to the program (2 - hours)

NUR 811 Philosophical Influences on Nursing Science

The purpose of this course is to explore the structure of science by analyzing historical and contemporary ways of knowing. An examination of the epistemological and ontological underpinnings of science enables the student to consider the strengths and limitations of science. The course provides an opportunity to explore challenges and controversies in developing nursing knowledge and nursing. Prerequisite: Admission to the program (2 - hours)

NUR 812 Knowledge and Theory Development in Nursing

The purpose of this course is to explore the scholarly development of the discipline of nursing. Historical, contemporary, educational, scientific, and professional influences on the development of theoretical knowledge in nursing are explored. Various methods of theory development are examined with emphasis on the skills needed for theory analysis and theory development. The development and analysis of theory in nursing and methods for derivation of concepts and theories to generate nursing knowledge are examined. The conceptual basis of selected nurse theorists is analyzed. The relationship between research and clinical practice to theory generation and testing is explored. Prerequisite: NUR 811 (2 - hours)

NUR 814 Health Care Systems Analysis

The purpose of this course is to provide students the opportunity to critically assess economic, cultural, political, and sociological factors which influence health care and health care policy. Health systems and health policies are specifically addressed as they impact nursing education, practice, and research. Prerequisite: Admission to the program (2 - hours)

NUR 815 Dissertation Guidance

Students work independently with faculty on his/her approved dissertation proposal. This course may be repeated as often necessary until successful dissertation defense and while student is in good standing. Prerequisite: Successful completion of other core courses (Variable 3-6 credit hours)

The Register

Corporate Officers of Mercer University

William D. Underwood, B.A., J.D., *President*

Larry D. Brumley, B.S., M.A., *Senior Vice President for Marketing Communications and Chief of Staff*

Brian Dalton, B.S., M.A., *Senior Vice President for Enrollment Management*

Wallace L. Daniel, B.A., Ph.D., *Provost*

James S. Netherton, B.S., M.A., Ph.D., *Executive Vice President for Administration and Finance*

William G. Solomon, IV, B.A., J.D., *Senior Vice President and General Counsel*

Richard V. Swindle, B.A., M.Ed., Ph.D., *Senior Vice for University Advancement and Atlanta*

Board of Trustees

(Alphabetically with Years When Terms Expire)

Cathy Callaway Adams, *Kennesaw, Georgia (2009)*

H. Allen Baldree, *Vero Beach, Florida (2010)*

Barbara Baugh, *San Antonio, Texas (2011)*

Gustavous H. Bell, II, *Savannah, Georgia (2012)*

James A. Bishop, *Sea Island, Georgia (2013)*

Thomas B. Black, *Columbus, Georgia (2009)*

G. Marshall Butler, *Forsyth, Georgia (2013)*

Roddy J. H. Clark, *Alpharetta, Georgia (2011)*

James H. Cowart, *Roswell, Georgia (2009)*

Dwight J. Davis, *Atlanta, Georgia (2013)*

W. Homer Drake, Jr., *Newnan, Georgia (2013)*

C. Gregory DeLoach, III, *Augusta, Georgia (2012)*

A.V. Elliott, Jr., *Macon, Georgia (2009)*

William A. Fickling, Jr., *Macon, Georgia (2013)*

C. Bruce Gordy, *Orlando, Florida (2012)*

Nancy A. Grace, *New York, New York (2009)*

Benjamin W. Griffith, III, *Macon, Georgia (2010)*

William Andrew Haggard, *Coral Gables, Florida (2012)*

Miriam M. Holland, *Jonesboro, Georgia (2011)*

N. Dudley Horton, Jr., *Eatonton, Georgia (2009)*

David E. Hudson, *Augusta, Georgia (2013)*

Spencer B. King, III, *Atlanta, Georgia (2012)*

Thomas William Malone, *Sandy Springs, Georgia (2011)*

Carolyn T. McAfee, *Macon, Georgia (2009)*

Samuel Mitchell, Jr., *Peachtree City, Georgia (2012)*

Robert L. Moore, Jr., *Lyons, Georgia (2010)*

William A. Moye, *McDonough, Georgia (2010)*

J. Reg Murphy, *Sea Island, Georgia (2013)*

Ralph Newton, Jr., *Macon, Georgia (2012)*

Mary Diane Owens, *Lilburn, Georgia (2011)*

Julie Pennington-Russell, *Atlanta, Georgia (2013)*

- John S. Peyton**, *Jacksonville, Florida* (2009)
Curtis L. Pickels, *Quitman, Georgia* (2010)
L. Richard Plunkett, Jr., *Carrollton, Georgia* (2012)
Kenneth D. Sams, *Macon, Georgia* (2010)
W. Louis Sands, *Albany, Georgia* (2013)
W. David Sapp, *Atlanta, Georgia* (2010)
Richard A. Schneider, *Atlanta, Georgia* (2010)
William L. Self, *Alpharetta, Georgia* (2012)
Hugh P. Thompson, *Milledgeville, Georgia* (2011)
Jackson P. Turner, Jr., *Dalton, Georgia* (2012)
James Thomas Turner, Jr., *Richmond Hill, Georgia* (2011)
Raymond McLeod Warren, III, *Atlanta, Georgia* (2011)
James R. Williams, *Eastman, Georgia* (2010)
William G. Wilson, *Rocky Face, Georgia* (2011)

Lifetime Trustees

- Remer H. Crum**, *Atlanta, Georgia*
Robert L. Steed, *Atlanta, Georgia*

Chancellor

- R. Kirby Godsey**, B.A., M.Div., M.A., Th.D., Ph.D., L.H.D., L.L.D., *Macon, Georgia*

Deans

- William F. Bina**, B.A., M.D., FACS., *Dean, School of Medicine*
R. Alan Culpepper, B.A., M.Div., Ph.D., *Dean, James and Carolyn McAfee
School of Theology*
Priscilla Danheiser, B.A., M.Ed., Ph.D., *Dean, College of Continuing and
Professional Studies*
D. Scott Davis, B.S., Ph.D., *Senior Vice Provost and Dean of Graduate Studies*
John H. Dickson, B.A., M.M., D.M.A., *Dean, Townsend School of Music*
Richard C. Fallis, B.A. (Honors), Ph.D., *Dean, College of Liberal Arts*
Daisy Hurst Floyd, B.A., M.A., J.D., *Dean, Walter F. George School of Law*
Elizabeth D. Hammond, B.A., M.L.S., *Dean, Division of Library Sciences*
Carl R. Martray, B.A., M.A., Ph.D., *Dean, Tift College of Education*
Hewitt William Matthews, B.S., Pharm., M.S., Ph.D., *Dean, College of Pharmacy
and Health Sciences, and Vice President for the Health Sciences*
Douglas R. Pearson, B.A., M.Ed., Ph.D., *Vice President and Dean of Students*
Wade Shaw, B.I.E., M.E., Ph.D., *Dean, School of Engineering*
David Shields, Ph.D., C.P.A. *Dean, Eugene W. Stetson
School of Business and Economics*
Linda A. Streit, B.S.N., M.S., D.S.N., . *Interim Dean, Georgia Baptist College of Nursing*

University Administrative Staff

Diane H. Baca, B.A., M.L.S.

Associate Vice President for Personnel Administration

Tanya Barton, B.A.

University Bursar

David T. Barwick, B.S., M.S., Ph.D.

*Executive Director,
Mercer Engineering Research Center*

James S. Calhoun, B.S., M.B.A., C.I.A.
C. B.A., C. F.S.A.

Vice President for Audit and Compliance

Richard L. Cameron, A.B.J.

*Senior Assistant Vice President for
University Relations and Marketing*

Jim Cole, B.B.A., M.B.A.

*Director of Mercer Athletic
Foundation*

G. Gary Collins

Director of Mercer University Police

Julie T. Davis, B.B.A., M.B.A.

*Associate Vice President for
Finance/Treasurer*

Linda B. Deal, B.A.

*Executive Director of Records and
Research for Advancement*

Jamie C. Dickson, B.A.

Director of Advancement Communications

Shawna R. Dooley, B.A., M.A.

Associate Vice President for Development

John M. Dunaway, A.B., A.M., Ph.D.

Director of Mercer Commons

Daniel P. Fischer, B.A., M.A.P.A.

*Associate Vice President for Planning,
Budgeting, and Institutional Research*

Sharon Lim Harle, B.B.A., M.B.A.

*Assistant Vice President for
Alumni Services*

David L. Innes, B.A., M.S., Ph.D., J.D.

*Associate Vice President for
Regulatory Compliance*

J. Barry Jenkins, A.B., M.Ed., Ph.D.

*Associate Provost for
Academic Administration*

Marc A. Jolley, B.S., M.Div., Th.M., Ph.D.

Director of Mercer University Press

Karen J. Lambert, B.A.

*Executive Director,
The Grand Opera House*

Allen S. London, A.A., B.A., M.Ed.

*Senior Associate Vice President for
Development*

Erin P. Lones, B.A.

Associate Vice President for Advancement

T. Raleigh Mann, A.B., M.P.A.

*Senior Associate Vice President of
Alumni Services*

Gloria O. Marshall, B.A.

*Senior Associate Vice President
for Advancement*

Jenny McCurdy, B.A.

Director of Development

Craig T. McMahan, B.A., M.Div., Ph.D.

*University Minister and Dean of
the Chapel*

Whitney V. McMath, B.A., M.A., Ph.D.

*General Assistant to the President,
Director of University Planning
and SACS Liaison*

Marilyn P. Mindingall, B.A., M.S., Ph.D.

University Registrar

Stephen L. Mosley, B.A.

*Assistant Vice President for Marketing
Communications*

John Patterson, B.A.

*Vice President for University
Development*

C. Jay Pendleton, B.A., M.Div., Ph.D.

*Associate Vice President and Director,
First-Year Programs and Academic
Advising*

B. Todd Smith, B.B.A., M.B.A.

Director of Development

Claude D. Smith, Jr., B.A., J.D.

Special Counsel for Planning Giving

Cathy S. Smith, M.S.M.

*Associate Vice President for
Benefits and Payroll*

Hugh Sosebee, Jr., B.A., J.D.
Vice President for External Affairs

Eric K. Spears, B.A., M.A.
Director of International Programs

Richard C. Spivey, B.A., M.A.
Director of Planned Giving

C. Ray Tatum, B.A., M.A.
Assistant Vice President, Director of Admissions

Russell Vullo, B.S.
Associate Vice President of University Facilities

Allen M. Wallace, A.B., J.D.
Senior Associate Vice President for Development

Carol K. Williams, B.B.A., M.B.A.
Associate Vice President for Student Financial Planning

J. Ron Wilson, B.A., M.Div., Th.M., D.Min.
Director of Development

Athletics

Bobby A. Pope, B.S.
Director of Athletics

Sybil Blalock, B.S., M.S.
Senior Associate Athletic Director and Senior Woman Administrator

Jennifer L. Greer, B.A., M.Ed.
Assistant Athletic Director for Compliance and Internal Affairs

Robert M. Murphy, B.S., M.Ed.
Assistant Athletic Director for Sports Medicine

Ryan Bailey, B.A.
Head Men's and Women's Cross Country Coach

Paul B. Bohr, B.S., M.A.
Strength and Conditioning Specialist

Myra J. Cameron
Eligibility Coordinator

Craig Gibson, B.A., M.Ed.
Head Baseball Coach

Gary Guyer, B.B.A., M.B.A.
Head Women's Golf Coach

Bob Hoffman, B.S., M.Ed.
Head Men's Basketball Coach

Jeffrey D. Hugdahl, B.S., Ph.D.
Faculty Athletics Representative

Noelle H. Rooke, B.S.
Head Volleyball Coach

Janell L. Jones, B.S., M.Ed.
Head Women's Basketball Coach

Randy Jones, B.S.
Sports Information Director

Tom Melville, B.A., M.S., M.Ed.
Head Men's Soccer Coach

Tom Myrick, B.S.
Assistant Sports Information Director

Brad Ruzzo, B.A.
Head Men's Soccer Coach

Andrew J. Tredway, B.A.
Head Men's Golf Coach

Mickey Pearce
Head Rifle Coach

Mike Raynor, B.A.
Head Softball Coach

Grant Serafy, B.S., M.Ed.
Head Women's Soccer Coach

Nick Stutsman, B.A.
Head Men's and Women's Tennis Coach

Mercer University – Atlanta Administrative Staff

Judith D. Brook, B.A., M.L.S.
*Associate Dean,
Director of Swilley Library*

Claire Dyes, R.N., M.N.
Dean of Students

CPAC Reynolds, B.B.A.
*Assistant to the Dean
for Business Operations*

Nancy Teal, B.B.A.
*Director, Office of Student
Financial Planning*

Kay Webb, B.S.B.A., M.A.
Registrar-Atlanta Campus

College of Nursing

Administration

JoEllen Dattilo, R.N., Ph.D.

Associate Dean for the Undergraduate Program and Professor. Diploma, Mercy Hospital School of Nursing, 1968; B.S.N., Duquesne University, 1973; M.N., Emory University, 1976; Ph.D., Georgia State University, 1987.

Linda A. Streit, R.N., D.S.N.

Interim Dean and Associate Dean for Graduate Programs and Professor. B.S., Indiana State University, 1978; M.S., Old Dominion University, 1984; D.S.N., University of Alabama at Birmingham, 1991.

Full Time Faculty

Mary B. Beerman, R.N., M.N., CCRN

Assistant Professor. Diploma, Georgia Baptist Hospital School of Nursing, 1978; B.S., Georgia State University, 1982; M.N., Emory University, 1991.

Susan E. Blakey, R.N., M.S.

Assistant Professor, Adult Health Nursing B.S., Georgia State University, 1984; M.S., Georgia State University, 1988.

Susan J. Bulfin, R.N., D.N.P., FNP-BC

Associate Professor, Community Health Nursing. B.S.N., University of Florida, 1977; M.N., Emory University, 1980; D.N.P., Medical College of Georgia, 2007.

Lana Chase, R.N., M.N., PMHCNS-BC

Assistant Professor, Mental Health Nursing. Diploma, Hospital of the University of Pennsylvania School of Nursing, 1969; B.S.N., University of Pennsylvania, 1972; M.N., Emory University, 1977.

LaSheca Davis, R.N., M.S., C.N.S.

Instructor, Adult Health Nursing. BSN Southern University, 2000; MS, Georgia State University, 2007.

Virginia Dare Domico, R.N., D.S.N.

Professor, Adult Health Nursing. Diploma, Georgia Baptist School of Nursing, 1968; B.S.N., Medical College of Georgia, 1976; M.N., Emory University, 1979; D.S.N., University of Alabama at Birmingham, 1997.

Joan Marie Foltz, R.N., M.S.N.

Instructor. A.S.N., Columbia State College, 1974; B.S.N., Medical College of Georgia, 1976; M.S.N., Medical College of Georgia, 1978; Nurse Educator Certificate, GBCN of Mercer University, 2007.

Freida Fuller, R.N., D.S.N., C, FNP

Professor, Adult Health Nursing. B.S.N., Jacksonville State University, 1978; M.S.N., University of Alabama at Birmingham, 1981; D.S.N., University of Alabama at Birmingham, 1992; Family Nurse Practitioner Post Master's Certification, University of Alabama at Birmingham, 1998.

Pamela Garrett, R.N., M.N., CCRN

Instructor, Adult Health Nursing. B.S.N., Villa Maria College, 1980; M.N. Emory University, 1987.

Susan S. Gunby, R.N., Ph.D.

Professor; Adjunct Professor of Family Medicine, Mercer University School of Medicine. Diploma, Georgia Baptist School of Nursing, 1968; B.S., Georgia State University, 1975; M.N., Emory University, 1977; Ph.D., Georgia State University, 1993.

Elaine C. Harris, R.N., M.S., CCRN

Associate Professor, Adult Health. Diploma, Grady Memorial Hospital School of Nursing, 1974; B.S.N., Medical College of Georgia, 1975; M.S., Georgia State University, 1978.

Helen F. Hodges, R.N., Ph.D.

Professor, Coordinator of R.N.-B.S.N. Track. B.S.N., Murray State University, 1972; M.S.N., University of Kentucky, 1980; Ph.D., University of Kentucky, 1992.

Shirley Angela Iannazzone, R.N., M.S., CPNP-PC

Instructor, Parent-Child Nursing. A.D.N., DeKalb College School of Nursing, 1978; M.S., Georgia State University, 2004.

Julie Deanna Jones, R.N., M.S., N.D.

Assistant Professor. MSN, University of Colorado Health Sciences Center, 2001; N.D., University of Colorado Health Sciences Center Denver, 2001; Nurse Educator Certificate, GBCN of Mercer University, 2006.

Fran E. Kamp, R.N., M.S.

Assistant Professor, Coordinator, Learning Resource Center. B.S.N., Adelphi University, 1978; M.S., Syracuse University College of Nursing, 1985.

Ann C. Keeley, R.N., M.N., PMHCNS-BC, LMFT

Associate Professor, Mental Health Nursing. B.S.N., University of Florida, 1970; M.N., University of Florida, 1971.

Laura P. Kimble, R.N., Ph.D., FNP-C, FAHA

Professor and Piedmont Healthcare Endowed Chair in Nursing. B.S.N., Berea College; M.S.N., University of Kentucky; Ph.D., University of Rochester, 1993; Family Nurse Practitioner Post Master's Certification, Emory University, 1994.

Grace G. Lewis, R.N., M.S., ACNS-BC

Associate Professor, Adult Health Nursing. B.S., Hampton University, 1970; M.S., Georgia State University, 1980.

Sara H. Mitchell, R.N., Ph.D., CPNP-PC

Associate Professor, Parent-Child Nursing. Diploma, Georgia Baptist School of Nursing, 1972; PNP Certification, University of Alabama at Birmingham, 1975; B.S.N., Medical College of Georgia, 1978; M.N., Emory University, 1979; Ph.D., Georgia State University, 1994.

Linda A. Pfaff, R.N., D.N.P., PMHCNS-BC

Assistant Professor, Mental Health Nursing. A.D.N., Phoenix College, 1974; B.S., Georgia State University, 1996; M.S., Georgia State University, 1997; D.N.P., Medical College of Georgia, 2007.

Jill K. Ray, R.N., M.S.N.

Assistant Professor, Adult Health Nursing. A.D.N., Georgia Southwestern College, 1979; B.S.N., Medical College of Georgia, 1980; M.S.N., Medical College of Georgia, 1983.

Brenda B. Rowe, R.N., M.N., J.D.

Associate Professor, Adult Health Nursing. B.S.N., University of Evansville, 1971; M.N., Emory University, 1975; J.D., Georgia State University, 1990.

Susan Liipfert Shelton, R.N., M.S.N., CNM

Instructor. B.S.N., Georgia Baptist College of Nursing, 1997; M.S.N., Emory University, 2000.

Kelli Shugart, R.N., M.S.

Assistant Professor, Adult Health Nursing. B.S.N., Georgia Baptist College of Nursing, 1994; M.S., Georgia State University, 1999; Ph.D. in progress at Mercer University.

Laurie L. Stark, R.N., M.S.

Assistant Professor, Adult Health Nursing. A.D.N., North Central Michigan College, 1974; M.S., University of South Florida, 2005; Ph.D. in progress at University of Central Florida.

Winsome Stephenson, R.N., M.S.

Assistant Professor, Adult Health Nursing. A.A.S., Pace University, 1995; M.S., Georgia State University, 2005; Ph.D. in progress at Georgia State University.

Daphnee Stewart, R.N., M.S., CPNP-PC

Assistant Professor. B.S.N., Georgia Baptist College of Nursing, 1993; M.S., Georgia State University, 1997.

Tanya Sudia-Robinson, R.N., Ph.D.

Professor. B.S.N., University of Akron, 1982; M.N., Emory University, 1986; Ph.D., Emory University, 1994.

John G. Summerville, III, R.N., M.N.

Associate Professor, Adult Health Nursing. B.S.N., Kent State, 1979; M.N., Emory University, 1992.

Janet Timms, R.N., Ed.D.

Professor, Community Health Nursing. A.A., Anderson College, 1976; B.S.N., Clemson University, 1981; M.S., Clemson University, 1986; Ed.D., Adult Education, University of Georgia, 1992.

Patricia J. Troyan, R.N., Ed.D., CNM

Associate Professor, Parent-Child Nursing. B.S., Syracuse University College of Nursing, 1978; M.S., University of Rochester, 1983; Ed.D., Teachers College, Columbia University, 1996.

Jacqueline Zalumas, R.N., Ph.D., FNP-BC

Professor. B.S.N., Carlow College, 1969; M.N., Emory University, 1973; Family Nurse Practitioner Post Master's Certification, Emory University; Ph.D., Emory University, 1989.

Part-Time Faculty**Virginia M. Mize, R.N., M.N.**

Instructor, Parent-Child Nursing. B.S., University of South Carolina, Columbia, 1967; M.N., Emory University, 1975.

Faculty Emeritae

Jean Chouvardas, R.N., M.S.

Diploma, Providence School of Nursing, 1958; B.S., Georgia State University, 1976; M.S., Georgia State University, 1977.

Elizabeth Perry, M.S. (deceased January 2002)

Diploma, Georgia Baptist School of Nursing, 1938; B.S., Georgia State University, 1974; M.S., Georgia State University, 1980.

Shirley R. Rawlins, R.N., ACNS-BC, D.S.N.

Professor. Diploma, Georgia Baptist School of Nursing, 1969; B.S., Georgia State University, 1973; M.S., Georgia State University, 1977; D.S.N., University of Alabama at Birmingham, 1989.

Professional Staff

Laura Ellison, B.B.A., M.B.A.

Associate Director of Admissions. B.B.A., Mercer University, 2006; M.B.A., Mercer University, 2009.

Judy Mosteller

Administrative Assistant to the Dean.

Rena Taylor, B.A.

Admissions Counselor. B.A., Maryville College, 2007

Lynn Vines, B.A., M.S.

Director of Admissions. B.A., Birmingham Southern College, 1974; M.S., Peabody College of Vanderbilt University, 1980.

Amy Winkle, B.A., M.Div.

Assistant Director for Student Affairs. B.A., Furman University, 1998; M.Div., Asbury Theological Seminary, 2004.

Support Staff

Cleta Germany

Enrollment Associate

Debra Bailey

Administrative Secretary

Tonya Flemons

Administrative Secretary

Campus Minister

Teresa Royall

Federal Disclosure Requirements

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

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

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

Office of Institutional Effectiveness
Mercer University
1400 Coleman Avenue
Macon, GA 31207