



MERCER  
UNIVERSITY

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GEORGIA BAPTIST  
COLLEGE OF NURSING  
2012-2013 CATALOG



It is the purpose of Mercer University to adhere to the rules and regulations, course offerings and financial charges as announced in this catalog or in other publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students, or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary. Attendance at Mercer University is a privilege which may be forfeited by anyone whose conduct is adjudged as not consistent with the traditions, policies, and regulations of the University.

Mercer University is committed to providing equal education and employment opportunity to all qualified students, employees and applicants, without discrimination on the basis of race, color, national or ethnic origin, sex, age, or disability, as a matter of University policy and as required by applicable State and Federal laws (including Title VI, Title VII, Title IX, Sections 503 and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). Inquiries concerning this policy may be referred to the Equal Opportunity/Affirmative Action Officer, Personnel Office, 1485 Edgewood Avenue, Macon, GA 31207, phone (478) 301-2786.

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VOLUME 10

July 2012

NO. 1

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This catalog is effective for students entering after July 2012 and contains information and regulations pertaining to programs offered by the Georgia Baptist College of Nursing of Mercer University. Other *Bulletins* published by the University are listed below.

**Cecil B. Day Campus**

**3001 Mercer University Drive  
Atlanta, Georgia 30341**

Stetson School of Business  
and Economics  
Tift College of Education  
McAfee School of Theology  
Georgia Baptist College of Nursing  
College of Continuing  
and Professional Studies  
College of Pharmacy and Health Sciences

**Mercer University**

**Macon Campus  
1400 Coleman Avenue  
Macon, Georgia 31201**

**Regional Academic Centers**

**1330 Edgewood Avenue  
Macon, Georgia 31207**

College of Continuing  
and Professional Studies  
Stetson School of Business  
and Economics  
Tift College of Education

**Walter F. George School of Law**

**1021 Georgia Avenue  
Macon, Georgia 31201**

**Mercer University School of Medicine**

**1550 College Street  
Macon, Georgia 31201**

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

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

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

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

# 2012-2013 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](http://www.mercer.edu/nursing)

Mercer University is:

Accredited by the Commission on Colleges

Southern Association of Colleges and Schools

1866 Southern Lane, Decatur, Georgia 30033-4097

Telephone: (404) 679-4500

to award baccalaureate, master's, and doctoral 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, the

Master of Science in Nursing program, and the

Doctor of Nursing Practice 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

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# Academic Calendar 2012-2013

*Georgia Baptist College of Nursing reserves the right to make changes to this calendar.*

## Fall Semester, 2012

August 16	White Coat Ceremony
August 20	Tuition and fees due for Fall 2012
August 20	First day of classes
August 20-27	Late registration and Drop/Add period
September 3	Labor Day Holiday - No classes
October 15 and 16	Fall break - No nursing classes
October 24	Last day to withdraw and receive a "W"
November 6	Spring 2013 advisement and registration opens
November 21, 22, 23	Thanksgiving Holiday - No classes
December 7	Last day for classes
December 10-14	Final Examinations
December 15	Last day of the semester
December 19	Grades due

## Spring Semester, 2013

January 7	Tuition and fees due for Spring 2013
January 7	First day of classes
January 7-14	Late registration and Drop/Add period
January 21	Martin Luther King, Jr. Holiday - No classes
March 4-8	Spring Break - No nursing classes
March 13	Last day to withdraw and receive a "W"
March 29	Good Friday - No nursing classes
April 2	Summer and Fall 2013 advisement and registration opens
April 26	Last day of classes
April 29-May 3	Final Examinations
May 8	Grades due
May 12	Pinning Ceremony date for graduating students
May 13	Commencement Ceremony

## Summer Semester, 2013

May 20	Tuition and fees due for Summer 2013
May 20	First day of classes
May 28	Late registration and Drop/Add period
May 27	Memorial Day - No nursing classes
June 28	Last day to withdraw and receive a "W"
July 4	Independence Day - No classes
July 27	Last day of semester; grades due

# The University

**F**ounded in 1833, Mercer University is a dynamic and comprehensive center of undergraduate, graduate, and professional education. The University enrolls more than 8,000 students in 11 schools and colleges- liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing, and continuing and professional studies- on major campuses in Macon, Atlanta, and Savannah and at three regional academic centers across the state. Mercer is affiliated with two teaching hospitals-Memorial University Medical Center in Savannah and the Medical Center of Central Georgia in Macon, and has educational partnerships with Warner Robins Air Logistics Center in Warner Robins and Piedmont Healthcare in Atlanta. The University operates an academic press and a performing arts center in Macon and an engineering research center in Warner Robins. Mercer is the only private university in Georgia to field an NCAA Division I athletic program. Mercer has been ranked among the leading regional colleges and universities in the South by U.S. News & World Report for 20 consecutive years.

In an educational environment where practical wisdom and compassion prevail, Mercer is motivated by the best in the Baptist tradition - exploring the relationship between faith and learning, and embracing the principles of intellectual and religious freedom. For 175 years, young men and women have left Mercer to become influential leaders and doers of great deeds.

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

Mercer's reputation is built on its rigorous academic programs, outstanding faculty, and state-of-the-art facilities. 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

**M**ercer 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 Goals

- To offer undergraduate, graduate, and professional programs based upon a strong liberal arts foundation
- To support a highly qualified faculty that is student- and teaching-oriented and is engaged in scholarly research and professional activities
- To foster independent and critical thinking and a continuing interest in learning
- To foster intellectual and spiritual freedom in an environment that encourages tolerance, compassion, understanding, and responsibility
- To offer a variety of intellectual, cultural, recreational, and spiritual activities designed to enlarge capacity for improved judgment and moral, ethical, and spiritual growth
- To encourage the enrollment of qualified persons from diverse backgrounds and situations
- To contribute campus resources, in partnership with other institutions and agencies, to improve the educational, social, and economic development of the community

## University 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.

# State Authorization

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

## 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 Academic Integrity Code as my way of life.

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## Academic Integrity Council

### Academic Integrity

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

Each student enrolling in undergraduate courses that are not a part of the Macon campus undergraduate day program consents to the following Academic Integrity Code:

**“I pledge myself to neither give nor receive aid during tests or for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violation of this Academic Integrity Code and that I will give true and complete information to the Academic Integrity Council.”**

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## 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.

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## Drug-Free Workplace and Campus Program

**T**he 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](http://www.mercer.edu/humanresources/Drug-Free.htm)

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## Health Insurance Portability and Accountability Act Statement

**I**t 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.

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## Atlanta Regional Council for Higher Education

**M**ercer 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](http://www.atlantahighered.org). Requests are honored on a space available basis.

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## Mercer University Immunization Policy

**T**he “Mercer University Student Health Form” is required and must be signed by a healthcare provider, with the provider's name and address included. Any official document of immunization also may be accepted (attach copy to form). Students are encouraged to keep a photocopy of this complete form for their personal records. GBCN students must submit their forms to GBCN - attention Office 218.

**All Mercer students** must provide documentation 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 proof of exact dates of immunization (for Measles, Mumps and Rubella), he or she may document immunity with a blood test called a MMR titer. If the testing shows no immunity, the first dose of MMR, with a second to follow in 30 days, is indicated. MMR titers may be done at Mercer Student Health for a fee; call (678) 547-6130 for an appointment and details.

Tuberculosis screening (within the past year) is required of **all nursing students**. Students at the risk for TB will be required to have a PPD skin test (Mantoux) or a TB blood test called T-spot. 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. Students may opt to do a T-spot for a more accurate test result instead of a chest x-ray. A physician should evaluate individuals with a

positive tuberculosis skin test. TB tests can be done at Mercer Student Health for \$25 fee. This is a two-part test; patients must return in 2-3 days after the test for a reading. No tests are administered on Thursdays.

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 doctor's 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. **All Nursing applicants must submit a "Mercer University Student Health Form."** Return the completed form to GBCN – attention Office 218.

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## GBCN Immunization and Health Documents Policy

**G**orgia Baptist College of Nursing of Mercer University requires nursing students to submit health information and updated immunization records. Complying with these requirements safeguard the health and safety of students and clients in the classroom and clinical setting. Students not meeting the specified requirements will be excluded from clinical and/or class. Mercer University Macon students are expected to arrange for transfer of records from Campus Health in Macon and to meet the additional requirements for nursing students.

**Please note:** Receiving the flu vaccine is very important. However, the new vaccine will not be available until the end of August or early September. *The deadline for submitting proof of flu immunization is October 8, 2012. All nursing students MUST have this information on file; students in graduate programs or non-clinical rotations are not exempt from this requirement. All prelicensure and RN-BSN students submit documentation to the administrative secretary, Ms. Debra Bailey, office #219. All graduate students submit documentation to the administrative secretary, Ms. Tonya Flemons, office #218.*

The College of Nursing is aware that old medical records are sometimes hard to obtain. In this case, write your dates on the Immunization form and attach documentation as needed for older immunizations. Signatures are required of either the individual who has administered the immunization or a photocopy of the record from which the information is transcribed. Questions should be directed to the Mercer University Atlanta Campus Health Office at (678) 547-6130.

Submit the Health Information and Immunization form and records directly to the College of Nursing. The address for the college is:

Georgia Baptist College of Nursing of Mercer University  
Attn: New Student Health Forms  
3001 Mercer University Drive  
Atlanta, GA 30341

# Nursing Clinical Credentialing Documents

**T**he College of Nursing requires that students submit additional documents for enrollment. (**NOTE:** this is different and in addition to information submitted to the College of Nursing.) Submit the Student Records Checklist to the College of Nursing Administrative Office #219, along with one legible paper copy of PPD results, copy (front and back) of your CPR card, proof of health insurance, and a printout indicating completion of Mercer's HIPAA and OSHA training programs (see below) to the following address. Failure to submit these documents prior to beginning coursework can delay your entry into courses. (**Note:** Practicing Registered Nurses are exempt from completing OSHA. If you do not carry an active RN license AND you are not practicing as an RN, you are not exempt.) Licensed Registered Nurses (i.e., RN-BSN, MSN, DNP, and PhD students) must also provide a copy of their nursing license. Send the checklist with documents to:

Georgia Baptist College of Nursing of Mercer University  
3001 Mercer University Drive, Attention: Admin 219  
Atlanta, GA 30341

or FAX to: Attention - Admin Ms. Debra Bailey #219 at 678-547-6777

***Failure to submit these documents prior to beginning coursework can delay your entry into courses.***

## Health Insurance Requirement

All Mercer University nursing students (BSN, RN-BSN, and MSN, both new and returning students) are required to have health insurance and will be required to submit proof of health insurance to continue to enroll in classes. To ensure that all students have insurance coverage, students are automatically enrolled in and billed for health insurance with Pearce and Pearce, Inc. If a student has an active health insurance policy, the student can exempt this charge by waiving the Pearce and Pearce coverage at [www.studentinsurance.com](http://www.studentinsurance.com). The student is responsible for the insurance charge if a waiver for coverage is made through this website.

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## Essential Requirements for Completion of Prelicensure Baccalaureate Nursing Education

**T**he following essential requirements explain attributes necessary to complete the prelicensure baccalaureate educational program in nursing. These standards describe the non-academic qualifications required in addition to academic qualifications that Georgia Baptist College of Nursing (GBCN) considers essential for entrance to, continuation in, and graduation from its nursing degree program. Candidates for a nursing degree must be able to meet these minimum essential skills with or without reasonable accommodation for successful completion of degree requirements.

Students are responsible for taking care of their personal, physical, and mental health. The University provides basic health insurance (at a cost) that includes coverage for both physical and mental health. Students have the responsibility for seeking out the help they may need to address mental or physical health concerns,

including assistance with alcohol or drug dependency problems, should they exist or develop during the course of a student's academic program.

The College of Nursing has a process for addressing the issue of compromised Essential Requirements for Admission, Progression and Graduation requirements. The curricula leading to a degree in nursing from GBCN require students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing skills and functions. If GBCN students are observed by qualified nursing or other health care professionals to be unsafe in the clinical environment, due to an inability to meet the essential skills, the appropriate academic program office is required to take action to ensure a safe environment for students, clients, and other personnel.

Essential skills exist in the areas of: Observation, Communication and Motor Abilities; Intellectual, Conceptual, Integrative and Quantitative Abilities; Behavioral and Social Abilities; and Health and Related Requirements.

Students with an impairment that interferes with completion of essential requirements should contact the University's Department of Disability Services at (678) 547-6823. The Department of Disability Services will determine a student's eligibility for accommodations and will recommend appropriate, reasonable accommodations and services.

## **Essential Requirements**

### **A. Observation**

1. Observation necessitates the functional use of vision, hearing, tactile and somatic senses.
2. The student must be able to observe and participate in lectures, demonstrations, research, and practice situations in nursing.
3. The student must be able to observe health assessments and interventions, diagnostic procedures, and technical/electronic data (e.g. electrocardiographic waveforms) to determine a client's condition and the effect of therapy.

### **B. Communication**

1. Communication includes speech, hearing, reading, writing, nonverbal body language, and computer literacy.
2. The student must be able to communicate clearly and effectively in English with clients, professors and all members of the health care team. Written and oral communication must include use of standard, professional medical terminology.
3. The student must communicate with clients clearly and effectively in English to elicit information regarding health history, psychosocial status and functionality; and to perceive nonverbal communications.
4. The student must be able to relay appropriate information to clients, as well as teach, explain, direct, and counsel a wide variety of individuals, e.g. varying educational and developmental levels and cultures.
5. In some instances, the student will be required to provide clear, direct communication in English during highly stressful, crisis situations. These skills necessitate a strong command of the English language and prompt, timely interpretation of pertinent patient data.

6. The student must be able to receive and deliver communication verbally, telephonically, and electronically to perform duties associated with client care needs in a timely, professional manner, e.g., enter an electronic medical record after the patient visit.

### **C. Motor Abilities**

1. The student must have sufficient gross and fine motor skills, physical endurance, physical strength, mobility, vision, tactile abilities, and sense of smell to perform nursing procedures and to operate equipment safely.
2. The student must have sufficient motor function to elicit information from patients by: tactile palpation, auscultation using a stethoscope, direct hand percussion, indirect percussion using a percussion hammer, and other diagnostic maneuvers.
3. The student must possess sufficient fine motor skills to be able to perform basic laboratory tests (e.g. using a glucometer, slide preparation) and perform basic patient care procedures (e.g. tracheostomy care, urinary catheterization, insertion of intravenous catheters, administration of injections, and the use of oxygen/respiratory equipment).
4. The student must be able to execute motor movements in a prompt, timely fashion, including the ability to sit, stand, bend, and walk quickly, in order to provide routine and emergency care to patients.
  - a. Examples of emergency treatments include, but are not limited to: cardiopulmonary resuscitation, administration of intravenous medications, application of pressure to stop bleeding, measurement and interpretation of vital signs, and opening of obstructed airways.
  - b. Examples of routine treatments include, but are not limited to: administration of scheduled and as needed medications, measurement and interpretation of vital signs, performance of a focused head to toe physical assessment, performance and assistance with activities of daily living including the ability to lift 30 pounds.

### **D. Intellectual, Conceptual, Integrative and Quantitative Abilities**

1. The student must be able to read and understand written documents in English and to solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis.
2. The student must be able to synthesize knowledge, as well as integrate and prioritize all aspects of patient care in a prompt, timely fashion. This ability includes synthesis of objective and subjective findings and diagnostic studies in order to formulate and initiate a plan of care integrating the gender; age; and religious, cultural, physical and patient preferences.
3. The student must be able to integrate concepts of pathophysiology, pharmacology, and fundamentals of nursing care in order to formulate a cohesive, multidisciplinary plan of care to promote and achieve desired patient outcomes appropriate to each clinical setting.
  - a. The student must be able to use the above information to identify and develop a nursing diagnosis, establish priorities, and monitor treatment plans and care modalities.

4. The student must be able to comprehend three dimensional and spatial relationships.
5. The student must be able to incorporate data from multiple patient sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe patient care.
6. The student must be able to recognize and respond rapidly and safely to changes in a patient's status based on a variety of data such as physical assessment and pertinent laboratory findings. The student must be able to revise care to promote appropriate patient outcomes.

#### **E. Behavioral and Social Abilities**

1. The student must have the capacity to demonstrate full utilization of his/her intellectual abilities; maintain emotional stability; exercise good judgment under stressful, crisis and non crisis situations; and promptly complete all responsibilities pertinent to the diagnosis and care of clients in a variety of settings.
2. The student must have the capacity to develop mature, sensitive, and effective therapeutic relationships with clients in a variety of settings and from multicultural backgrounds. Individual client care must be provided regardless of the client's race, ethnic group, age, gender, religious or political preference; ability to pay; and gender or sexual orientation.
3. The student will be required to perform nursing care in many settings including acute care inpatient settings (e.g. medical-surgical, obstetrics, psychiatric, pediatrics) as well as outpatient settings (e.g. public health, outpatient clinics, long term care facilities, schools, and homes). The student must have the ability to perform nursing care that may be outside his/her own personal level of comfort in these settings so that the client's needs are a top priority.
4. The student must be able to tolerate physically and mentally taxing workloads and function effectively under stress.
5. The student must be able to exhibit a level of consciousness and attentiveness that guarantees client safety. Examples of unacceptable compromise include excessive somnolence, memory impairment, emotional instability, or an inability to retain pertinent details of a client's situation.
6. As a component of nursing education, a student must demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.
7. Students are not required to be involved with medical procedures that are in disagreement with individual attitudes and values. Nevertheless, students are required to learn about these procedures and participate in the professional care of the client before and after such procedures.
8. Although student safety is of utmost importance, students will be exposed to a variety of communicable pathogens and are expected to care for patients with communicable diseases using appropriate standard precautions and/or guidelines.
9. The student must possess the ability to participate in group and collaborative learning in a variety of settings that include classroom (with greater than 100 students), simulation lab, and various clinical settings.

## F. Health and Related Requirements

1. The student is required, according to agency and university policy, to provide current proof of having met all health related requirements prior to participating in any clinical activities. The student is responsible for maintaining all personal health records including current immunizations, CPR (American Heart Association BLS for Health Care Providers), OSHA and HIPAA documentation.
2. All entering students are required to complete a background check prior to entering the College of Nursing in compliance with the affiliation agreement for the clinical agency and community standards for disqualifying offenses. This will include a drug screen to comply with clinical agency requirements. Re-enrolling students must re-submit an update of these requirements no greater than one month prior to the first day of classes.
3. Certain chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with nursing education or practice. Some illnesses may lead to a higher likelihood of student absences and enrollment should be carefully considered by the student.
4. Deficiencies in knowledge, judgment, integrity, or professional attitude may jeopardize patient care, and as a result could become grounds for course failure and possible dismissal from the nursing program.

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## Students with Disabilities

A student requiring accommodation(s) for disability should inform the instructor as early in their matriculation as possible, or by the close of the first class meeting. The instructor will refer the student to the Disability Support Services Coordinator to the disability and determine eligibility for accommodations under the ADAAA/Section 504. In order to receive accommodations, the eligible student must provide each instructor with a “Faculty Accommodation Form” from Disability Support Services. The student must return the completed and signed form to the Disability Support Services Coordinator, located at 208 Sheffield Center. The student may also elect to send this information through Campus Mail, fax the form to (678) 547-6373, or e-mail the form as an attachment to [stilley\\_r@mercer.edu](mailto:stilley_r@mercer.edu).

A student with a documented disability who does not wish to use academic accommodations is strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester.

For further information, please contact Richard Stilley, Disability Support Services Coordinator/Assistant Dean for Campus Life, at (678) 547-6823, or visit the website at <http://studentaffairs.merceratlanta.org/disabilities.html>.

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## Legal Offenses

Prelicensure students with a criminal history must comply with the Georgia Board of Nursing and other Boards of Nursing requests for documentation. It is the decision of the Board of Nursing, not the College, that a student is eligible upon

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

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## Faculty Position Statement on BSN Pre-Licensure Student Employment

**T**he 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.

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## 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, and hold a 3.5 (or higher) GPA. All prospective inductees must meet the Society's expectation of academic integrity.

## Phi Kappa Phi

Founded in 1897 at the University of Maine, Phi Kappa Phi is the nation's oldest, largest and most selective all-discipline honor society. Phi Kappa Phi differs from most honor societies because it draws members from all academic disciplines within colleges and universities. Phi Kappa Phi inducts annually more than 30,000 students, faculty, professional staff and alumni. The Society has chapters at nearly 300 select colleges and universities in North America and the Philippines. Membership is earned. Of the many benefits of membership, none is more significant than the sense of pride Phi Kappa Phi brings its members. Membership in Phi Kappa Phi is by invitation and requires nomination and approval by a chapter. The following persons are eligible for membership in Mercer University's chapter: undergraduate students of good character who are of senior status, have achieved a GPA of 3.7 and are in the upper ten percent of their class, or who have reached the final period of their junior year, have achieved a GPA of 3.8 and are in the upper 7.5 percent of their class; graduate students in the upper ten percent of the number of candidates for graduate degrees during the year; and faculty, staff members and alumni who have achieved scholarly distinction.

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## A History of the College of Nursing

**G**eorgia 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.

**T**he 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 was 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.

Students in the Georgia Baptist College of Nursing of Mercer University become part of a living legacy. The vision still in sight, the College of Nursing invites today's students to enjoy the rewards of a career in nursing that begins with acceptance to a College with a rich heritage and a future bright with promise.

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. Over 8,000 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.

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## Types of Programs

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

Graduate degree programs in nursing at Mercer University include the Master of Science in Nursing (M.S.N.), the Doctor of Nursing Practice (D.N.P), and the Doctor of Philosophy in Nursing (Ph.D.) The M.S.N. degree program offers three specialty areas, including nursing education, acute/critical care clinical nurse specialist, and family nurse practitioner. The D.N.P. degree program focuses on three major categories of practice: (1) direct care for individual clients, (2) health care for aggregates, communities, and populations, and (3) management of health care through roles in administration, policy development, and quality assurance. The Ph.D. degree program develops nurse scholars for careers in education, practice, and research. See page 71 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.

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## Vision Statement

**G**eorgia Baptist College of Nursing of Mercer University will be known as a center of rigorous academic excellence which fosters the development of nurses committed to promoting innovative scholarly 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.

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

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## 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.
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## 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 the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

## 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](http://www.fafsa.ed.gov). Processing of this application takes approximately one week.
3. Undergraduate residents of the state of Georgia should complete the Application for the **Georgia Tuition Equalization Grant/HOPE Scholarship**. The GTEG form is available online at [gacollege411.org](http://gacollege411.org).
4. 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.
5. 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.
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. 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.

## SAP (Satisfactory Academic Progress)

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

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

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

## Qualitative Standard

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

<u>Total Hours Earned</u>	<u>Minimum Cumulative Grade Point Average</u>
0-16	1.4
17-32	1.7
33-48	1.8
49-59	1.9
60-128	2.0

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

**At the end of the second academic year, a student must have a cumulative GPA of at least 2.0 to continue receiving Title IV aid.**

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

## Quantitative Standard

There are two components to the Quantitative Standard: 1. Maximum Time Frame allowed for program. 2. Cumulative Completion Percentage. Both standards will be checked at the end of each payment period.

**Maximum Time Frame** - Student may receive aid for a maximum of 150% of the published length of the educational program. The measurement is cumulative, including all periods with or without Title IV assistance.

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

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

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

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

- **Transfer hours** - Accepted into a student's program will count as both hours attempted and hours earned
- **Withdrawals** - Will count as hours attempted ONLY
- **Incompletes** - Will count as hours attempted, only until the course is completed. A passing grade will count as hours earned; a failing grade will remain as hours attempted only
- **Repeat Courses:**
  - Repeat courses are counted for previously failed classes
  - Repeat of previously passed courses are counted ONE TIME only
  - Cannot count repeat of previously passed courses at all IF the repeat of the course is due to the failing of another course in a prior period

## Quantitative Evaluation Points

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

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

## Appeal Process

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

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

## Financial Aid Probation

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

## 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 \$5,550 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 a maximum of \$4,000 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](http://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. 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; \$20,500 for graduate students. The loan principal may be deferred during at least half-time enrollment. Repayment of principal begins six months after leaving college.

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.

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 (*studentloans.gov*) 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 Graduate PLUS Program**

Provides loans to Graduate students who are enrolled at least half-time, are a U.S. citizen, national, or permanent resident. Students may borrow up to their cost of attendance minus other financial assistance. Students must apply for a Graduate PLUS loan through the Direct loan program. Applications available 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 a 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.

## 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.

## Scholarship Funds

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

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. Recipients are nominated based upon 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, former Dean of the College of Nursing.

Many other groups and organizations actively sponsor student nurses.

## Other Scholarships and Grant Assistance

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 [atlanta.merceraid.com/out\\_scholgrants.htm](http://atlanta.merceraid.com/out_scholgrants.htm).

## 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. Notifications 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 receives an 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.

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# Student Life

## Housing Accommodations

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 and includes a 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 part-time Family Nurse Practitioner, one part-time Registered Nurse, and one Administrative Assistant, all supported by underwritten protocols of a physician consultant. One physician is on site for 1/2 day per week for visits and consultations if necessary by appointment. 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.

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](http://www.studentinsurance.com) or by calling (888) 622-6001.

## Wellness and Recreation

Facilities are located on the lower level of the Sheffield Student Center. Sheffield houses the gym and pool and is available for use by Mercer faculty, staff, and students who hold valid Mercer ID's. The facility is also available for use by the immediate family members of faculty, staff, and students. Contact this department for the hours of operation for the pool and gym.

Wellness and Recreation Classes can be taken at the Sheffield Student center where you will find a basketball court, pool, and weight room with many exercise and weight lifting machines. A variety of fitness classes are also offered each semester to help students to maintain a healthy lifestyle. For more information, please contact Karen Reynolds, Assistant Director for Wellness and Recreation, or by email at [Reynolds\\_kr@mercer.edu](mailto:Reynolds_kr@mercer.edu). You may also call her at (678) 547-6815.

## Student Health and Counseling

Student Health and Counseling (SHAC) provides medical and mental health services to all currently enrolled Mercer students. In 2011, we combined Campus Health Services and Counseling Services into one, integrated department reflective of our commitment to help students meet both physical and mental needs. We strive to think of health holistically, rather than drawing a distinction between mental and physical well-being. Our department has a new name: **Student Health and Counseling**. Please

visit our website at: [www.mercer.edu/atlstuaffairs/studenthealthandcounseling](http://www.mercer.edu/atlstuaffairs/studenthealthandcounseling) for details regarding our services.

The Student Health Clinic (located at 206 Sheffield) is staffed by a part-time family nurse practitioner, one part-time registered nurse, and one administrative assistant, all supported by underwritten protocols of a physician consultant. Our physician is on site for 1/2 day per week for visits and consultations via appointment. A variety of services, treatments, and medications are made available to students.

Counseling Services (located at 215 Sheffield) serves as a comprehensive resource for the personal growth and life skills development of students. It is staffed by several part-time licensed professional counselors (LPC'S) who are prepared to assist students in a variety of areas including, but not limited to, the following:

- Anxiety
- Depression
- Stress reduction
- Study skills
- Interpersonal relationships
- Family conflicts
- Vocational and career issues

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## 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

Admission standards are high because GBCN is committed to providing students with the highest quality nursing education. Selective admission criteria ensure that only those students academically prepared are accepted into the College. 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.

Students must complete the TEAS prior to the application deadline. Applicants may attempt the TEAS two times within one academic year (June-May).

The TEAS, in conjunction with the evaluation of transfer, cumulative, and science grade point averages, will be used to evaluate 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 minimum TEAS score does not guarantee admission to the College of Nursing.

Students who have taken the TEAS at another college may submit official scores directly from the testing web site (Assessment Technologies, Inc.).

## 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  
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 receive transfer credit for nursing courses (only grades of B or better) on a limited basis. Applicants requesting nursing transfer credit must submit a copy of the specific course syllabus for courses to be considered for transfer.
- 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 general education courses applicable to the nursing degree. Official score reports from the Educational Testing Service are required. 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 evaluation of official transcripts from universities outside the U.S. 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) when requested. A total score of 80 is required on the TOEFL, with a minimum score of 18 in each subtest.
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, when requested, with an admission advisor and/or complete an on-site writing assignment.
6. Provide the following items upon acceptance, if required to process a student visa:
  - Proof of financial ability
  - Visa clearance form from the last college attended verifying 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 applied toward degree credit if the student is later admitted as a degree-seeking student. If the student chooses to pursue a degree, it is the student's responsibility to contact the 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 priority deadline and international student deadline

May 1 final deadline for students who are not international students (space available)

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

Fall semester entry                      June 1, international student deadline

July 1, final deadline

Spring semester entry                    October 1, international student deadline

November 1, final deadline

Summer semester entry                  March 1, international student deadline

April 1, priority deadline

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## 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 annually.
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 yearly.

3. Current CPR certification (BLS-C) prior to and during enrollment in all clinical nursing courses. Proof of certification must be provided yearly.
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

An undergraduate 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**.

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**.

**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.**

### Re-enrollment

1. A student in good academic standing (G.P.A. 2.0 or higher) who either withdraws from a nursing course(s), fails only one nursing course, or does not register for required nursing courses for less than one year due to nonacademic reasons is eligible to petition the Admissions, Progression, and Readmission Committee (APR) for re-enrollment.
2. Acceptance for re-enrollment is not guaranteed.
3. Students must obtain a re-enrollment packet from the administrative secretary in the College of Nursing, including instructions on submission of an enclosed "Intent to Enroll" form and a one-two page essay about strategies for success. Specific submission timeframes and deadlines are designated in these guidelines provided by the APR Committee.

4. The student's GBCN academic/clinical performance record and essay submission are reviewed, and a decision is made based on the strength of academic indicators. The APR Committee's decision is final.
5. APR Committee decisions may require a remediation course and/or documentation from a health care provider supporting student's ability to safely meet the Essential Requirements for Completion of Prelicensure Baccalaureate Nursing Education (see page 14).
6. A \$25.00 fee for re-enrollment will be assessed from the Bursar's office.
7. A student may only petition for re-enrollment one time during enrollment at GBCN.
8. A student who is not accepted for re-enrollment will be withdrawn.
9. **Skills Revalidation:** All students accepted for re-enrollment will be required to successfully revalidate all nursing skills taught prior to the course(s) of re-enrollment. The student will retrieve a Skills Revalidation packet from the administrative secretary at GBCN including detailed guidelines. Revalidation will be scheduled with the Coordinator of the Learning Resource Center and completed within one to four weeks prior to beginning clinical course work. Unsuccessful revalidation will result in immediate registration drop from clinical courses.
10. Students must provide a new, current criminal background check and drug screen. This should not be done until just prior to the start of term.

## General Progression

1. All clinical nursing courses are designed to be sequential or concurrent.
2. The usual full-time load per semester is 12-17 semester hours. The maximum full-time load is 17 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 2.0 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 Completion Track within three years.
7. Prelicensure students must complete all nursing courses at this College. RN-BSN completion track students must complete NURN 309, 310, 311, 407, and NUR 404 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 must apply for readmission. A student who was academically dismissed is not eligible for readmission for two (2) calendar years. Readmission applications are obtained from

the Admissions Office. The deadline for Fall semester applications is April 15th. 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 - 89.99	3.5
B	80 - 86.99	3.0
C	75 - 79.99	2.0
D	70 - 74.99	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; 79.9 would be a C and 89.9 would be a B+.

**Repeat Policy:** Only courses in which a student has received a grade **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 41. Courses taken at another institution will not be accepted as Mercer “repeat” credit.

**Satisfactory Clinical or Laboratory Performance:** Satisfactory clinical or laboratory performance, when applicable, is required for successful course completion. If the 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 or violates the professional standards described in the *Student Handbook*. 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 and commencement program.

## 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 2.0 for any term. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic warning status. A copy of the warning will be placed in the student's file and sent to the academic advisor.

### **Academic Probation**

A student is placed on academic probation the second and subsequent semester in which his or her **cumulative** grade point average is less than 2.0. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic probation status. A copy of the notification of probation is placed in the student's file and sent to the academic advisor. A student on academic probation must achieve a cumulative GPA of 2.0 in the subsequent semester of enrollment or be placed on academic suspension. The Registrar's Office is responsible for monitoring the student's progress and reporting this progress to the Associate Dean for the Undergraduate Program.

### **Academic Suspension**

A student is placed on academic suspension when the student fails to bring his or her cumulative GPA to 2.0 after one semester 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 Academic Integrity Code.
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 Academic Integrity Council is responsible for hearing evidence concerning alleged violations of the Standards of Conduct and determining and imposing sanctions for nonacademic violations.

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

### **Dismissal**

Dismissal is a serious matter that requires separation of the student from the College for a minimum of two (2) calendar years. If the student can provide adequate reason why he or she should be readmitted to the College by clearly describing the changes that have occurred in the student's life that would ensure success if allowed to return, then the student can seek readmission. An Application for Readmission

must be filed with the Admissions Office 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. 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 result in academic dismissal and require reapplication to the College.
2. Students earning grades of **D** or **F** in a course may repeat the course one time. Earning a grade of **D** or **F** on the second attempt of a course will result in dismissal for academic reasons.
3. Earning a second grade of **D** or **F** in a nursing course concurrent or subsequent to a nursing course in which a **D** or **F** is received will result in academic dismissal.
4. A student dismissed for academic reasons may not enroll for two (2) calendar years immediately following an academic dismissal.
5. 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 Academic Integrity Code.
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. The administrative decision is permanent. Those students who are dismissed will not be eligible for readmission.

## Graduation Requirements

Students are required to complete 121 semester hours, including a course in religion, with a minimum 2.0 GPA. Additionally, students must satisfy degree residency and curriculum requirements and file a graduation application with the Registrar.

- **Degree Residency Requirements:**

- Prelicensure students must complete all nursing courses at the College of Nursing.
- RN/BSN completion track students must complete a minimum of 32 hours of total degree requirement hours through Mercer University.
- Students 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. All courses must be completed with a C or better to meet curriculum requirements. (Although the Nursing Advisors 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 "holds" and debts to Mercer University must be cleared prior to graduation or the student will not be permitted to participate in the Pinning or Graduation Ceremony.

- **All credit hours required for the degree must be completed and on file to participate in pinning and graduation ceremonies.**

# Undergraduate Tuition and Fees 2012-2013

**Tuition Rate** \$10,550.00 per semester for 12-17 hours; enrollment in less than 12 semester hours or more than 17 semester hours will be at a rate of \$879.17/hr.

**All fees are non-refundable unless otherwise noted.**

Application Fee	\$50
Reservation Deposit	\$200 non-refundable, applicable to tuition
Late Registration Fee	\$25
Late Payment Fee	\$50
Monthly Payment Plan Fee	\$35
Registration	\$50 This is charged to a student who is dropped for non-payment and must re-register.
Reinstatement Fee	
Re-enrollment Fee	\$25 Charged to all students who are entering a course for a second time
Returned Check Fee	\$50 or 1% of the face value of the check (whatever is greater)
Liability Insurance	\$25 per year (charged to students Spring Semester)
Activities Fees	\$125 per semester
Facilities & Technology Fee	Undergrad Students: For 1-11 hours: \$12.50 per credit hour; For 12 or more hours: flat rate of \$150 per semester
Skills Module Fee	\$80 one time only for NUR 302 (re-entry students are assessed on re-entry)
Lab Course Fees	\$100 for NUR 302, NUR 304, NUR 400, NUR 405, and NUR 407. \$50 for NURN 311.  Purchase of a lab Nurse Pak is required for the following courses: NUR 302, NUR 304, and NUR 400 (Nurse Pak prices vary depending on course; these may be purchased from the campus bookstore).
Nursing Central Software Fee	\$160 upon initial enrollment into NUR 302, NURN 310.
ATI Standardized Testing Fee	\$234 annual fee (charged Fall semester) for NUR 302 \$187 annual fee (charged Fall semester) for NUR 400 (re-entry students are assessed for ATI on re-entry)
Special Events	Orientation Fee: \$35 for NUR 301 and NURN 310 students. White Coat Ceremony: \$40 (charged Fall Semester, NUR 302) Pinning and Graduation Fee: \$150
Miscellaneous Fees	Transcripts: No charge regular request; \$10 on demand Make-up Examinations: \$25 per examination

**Additional costs will be associated with CPR, criminal background check, etc.**

## University Housing Fees 2011-2012 (Mercer University Cecil B. Day Campus)

One Bedroom (12 month contract <i>only</i> ) (1BD/1BA)	\$805 per person Fall (5) \$4,025; Spring (5) \$4,025; Summer (2) \$1610
Two Bedroom (9 or 12 month contract) (2BD/2BA)	\$700 per month per person \$3,150 per semester per person
Four Bedroom (9 or 12 month contract) (4BD/2BA)	\$630 per month per person \$2,835 per semester per person

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

*\*While every effort is made to provide accurate and timely information, the College cannot and does not guarantee or warranty that the information contained herein is correct, complete, or up-to-date. The College reserves the right to make appropriate changes in any information, to include procedures, policies, calendars, requirements, programs, courses and fees, without notice. We encourage readers to contact the College by telephone or in person to obtain the most current information.*

### 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 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 \$50 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.**

Payment of tuition and fees is the responsibility of the student, regardless of sponsorship by a his or her employer. The University reserves the right to deny access to, or use of, University facilities by any student with an outstanding balance.

### Contractual Obligations

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

### Billing and Payment Methods

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

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University), or by Visa, MasterCard, Discover, and American Express. Credit card payments may be made online through QuikPay via MyMercer.

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. Those students whose financial aid has not been awarded by the first day of class will be required to sign a Tuition Deferment for Pending Financial Aid form.

In an ongoing effort to assist our students and their families with budgeting educational expenses, Mercer offers a Monthly Payment Plan that allows a student to pay tuition in monthly installments. Also, students who receive company reimbursement may be eligible to participate in our Deferred Payment Plan. More information concerning these payment options may be obtained by visiting our website at *bursar.mercer.edu*, or by contacting the Atlanta Campus Office of the Bursar.

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

**Official correspondence, notices, and bills from the Bursar Office will be sent to the student's Mercer designated email address.**

## 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. **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 *studentinsurance.com* 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 33 1/3% 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:  $\$1,959 \times 23.7\% = \$464.28$   
 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:  $\$3,000 \times 23.7\% = \$711$   
 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:  $\$1,959 \times (100-23.7\%) = 1,494.72$   
 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	<u>(\$1,494.72)</u>
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
\$1,480	Meal Plan
\$12,373	Total Charges

**Financial Aid Disbursed:**

\$5,000	Federal Subsidized Direct Loan
\$2,000	FSEOG Award
\$7,000	Total Title IV Financial Aid
\$3,000	Institutional Scholarship
\$2,000	Outside Scholarship
\$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:	\$5,341.00
Funds to be Returned to Non-Title IV Funds:	\$4,101.12

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	-0- At time of resignation
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	-0- After resignation

## 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).

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# 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.

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

**A**s 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 courses. 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 Health Assessment*; NUR 303, *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*. Both of these courses include clinical practice and classroom theory. During this semester the student also is enrolled in NUR 307, *EPNP: The Older Adult*, to increase awareness of the unique aspects of aging..

At the start of Level II, the senior year, first semester, students are enrolled in NUR 400, *EPNP: The Adult with High Acuity Needs*; and NUR 407, *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: Infants and Children*; 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
		13

		<b>Semester Hours</b>
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
<b>Second Year</b>		
PSYC	Abnormal Psychology/Psychopathology	3
MATH	Statistics	3
FINE ARTS	Cultural Appreciation*	3
BIO	Fundamentals of Microbiology	4
		<hr/> 13
*Can be Foreign Language, Gender Studies, etc.		
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
<b>Third Year</b>		
NUR 301*	EPNP: Discipline of Professional Nursing	2
NUR 302	EPNP: Foundations and Health Assessment	7
NUR 303	EPNP: The Well Community	2
NUR 306	EPNP: Human Pathophysiology & Pharmacological Principles	5
		<hr/> 16
NUR 304	EPNP: Adult Health	8
NUR 307	EPNP: The Older Adult	2
NUR 305	EPNP: Mental Health	6
		<hr/> 16
<b>Fourth Year</b>		
NUR 400	EPNP: Adult with High Acuity Needs	9
NUR 407	EPNP: Maternal-Child	5
NUR 403	EPNP: Nursing Research	3
		<hr/> 17
NUR 404	EPNP: Leadership and Role Practicum	7
NUR 405	EPNP: Infants & Children	5
NUR 406	EPNP: Community at Risk	3
		<hr/> 15
*Essentials of Professional Nursing Practice		

# Georgia Baptist College of Nursing of Mercer University

## Pre-Licensure Curriculum Plan

### Undergraduate Program

	Course	Description	Credit	Course	Description	Credit
<b>FRESHMAN</b>	ENGL	Eng Composition I	3	ENGL	Eng Composition II	3
	PSYC	Intr Psychology	3	PSYC	Hum Growth & Dev	3
	BIO	Anatomy & Physiology I	4	BIO	Anatomy & Physiology II	4
	POLS/EC	Political Science or Economics	3	SOCI/ANT	Introduction to Sociology or Anthropology	3
				RELG	Religion	3
			<b>13</b>			<b>16</b>
<b>SOPHOMORE</b>	PSYC	AB PSYC/Psychopathology	3	NTR	Nutrition	3
	MATH	Statistics	3	GEN ELEC	General Ed Elective	3
	FINE ARTS	Cultural Appreciation*	3	FINE ARTS	Speech or Commun.	3
	BIO	Fund Microbiology	4	PHIL	Philosophy or Ethics	3
		*Can be Foreign Language, Gender Studies, etc.		FINE ARTS/ HUMANITIES	Gen Ed Elective	3
			<b>13</b>			<b>15</b>
<b>JUNIOR</b>	NUR 301‡	EPNP: Discipline of Prof Nursing	2	NUR 304	EPNP: Adult Health	8
	NUR 302	EPNP: Foundations & Assessment	7	NUR 307	EPNP: The Older Adult	2
	NUR 303	EPNP: The Well Community	2	NUR 305	EPNP: Mental Health	6
	NUR 306	EPNP: Human Pathology & Pharmaceutical Principles	5			
				<b>16</b>		
<b>SENIOR</b>	NUR 400	EPNP: Adult with High Acuity Needs	9	NUR 404	EPNP: Leadership & Role Practicum	7
	NUR 407	EPNP: Maternal-Child Nursing	5	NUR 405	EPNP: Infants & Children	5
	NUR 403	EPNP: Nursing Research	3	NUR 406	EPNP: Community at Risk	3
			<b>17</b>			<b>15</b>

‡ EPNP Essentials of Professional Nursing Practice

Pre-requisites (freshman and sophomore years) should be completed prior to enrollment in nursing.

Pre-nursing students enrolled at Mercer in the College of Liberal Arts as freshmen will complete additional credit hours through UNV 101 and FYS courses.

# RN-BSN Completion Track (RN Bridge to BSN)

The RN-BSN Completion Track is a program of study for registered nurses who have graduated from an accredited associate degree or diploma nursing program and who hold an unencumbered Georgia registered nurse license. Qualified RN students may complete the Completion Track through full time or part time study options. Courses are designed for the adult student with course times to accommodate most working RNs without duplication of prelicensure coursework or employment disruption.

The program of study is offered year round with start times in May, August, or January. RNs can complete the BSN in as little as three (3) full time semesters of nursing coursework. Students who are interested in the three (3) semester option are encouraged to complete all general education core courses prior to admission. Students may wish to take courses in a slower sequence over four to six semesters, including many of their general education core courses. With the RN-BSN coordinator or designee, all students develop an individualized academic plan that best meets their professional goals.

## RN-BSN Program Requirements:

<b>General Education Core</b>	<b>Sem. Hrs.</b>
Human Anatomy & Physiology I (must include lab)	4
Human Anatomy & Physiology II (must include lab)	4
Microbiology (must include lab)	4
English Composition I	3
English Composition II	3
Introduction to Statistics	3
Political Science or Economics	3
Introduction to Psychology	3
Human Growth & Development (Life Span)	3
Introduction to Sociology or Anthropology	3
Religion	3
Cultural Appreciation Elective	3
Philosophy or Ethics	3
Speech or Communications	3
General Education Electives	12

Total General Education Core = 57 credits

## Nursing Course Requirements

NURN 306	Pathophysiological and Pharmacological Principles	5
NURN 309	Issues and Ideas in American Nursing	3
NURN 310	Social and Cultural Issues in Health and Illness	3
NURN 311	Health Assessment for RNs	3
NUR 403	Nursing Research	3
NUR 404	Leadership Practicum and Role Transition	7
NURN 407	Community Health Nursing for RNs	6
NURN XXX	Legal, Ethical and Policy Issues in Nursing	2
NRPRE	Transfer credit for prelicensure clinical courses	32

Total RN-BSN Courses = 64 credits

Students must complete a minimum of 32 hours of the total 121 credit hours required for the Bachelor of Science in Nursing (BSN) degree while attending Mercer University. Academic advisement is required for all part-time and full-time students. Prelicensure nursing course credit will automatically be awarded upon enrollment (32 semester hours) toward the BSN.

## The Application Process

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

The Completion Track Curriculum Plan for Registered Nurse students requires 57 semester hours of general studies courses. The nursing component consists of eight nursing courses (32 semester hours).

*Human Pathophysiological and Pharmacological Principles* (NUR 306) builds on previous coursework in anatomy and physiology and microbiology as a basis for in-depth understanding of biological disease processes and disease-related pharmacotherapeutics. *Health Assessment for RNs* (NURN 311) offers the registered nursing student a systems approach for holistic appraisal of health care recipients. *Issues and Ideas in American Nursing* (NURN 309) provides an historical context for the baccalaureate degree. *Social and Cultural Issues in Health and Illness* (NURN 310) focuses on social and cultural aspects of health and illness. *Nursing Research* (NUR 403) focuses on the critique and application of research for evidence-

based practice. NURN 407 *Community Health Nursing for RNs* introduces the RN to population-based nursing, epidemiology, and global infectious diseases. NUR 404 *Leadership Practicum and Role Transition* provides RNs opportunities to explore workplace issues, and career planning. *Legal, Ethical, and Policy Issues* (NURN 252) focuses on issues in nursing practice related to the Nurse Practice Act, Code of Ethics, and policy decisions in the work setting.

# RN-BSN Completion Track for RNs

## Sample 3 Semester Sequence

Summer	Fall	Spring
NURN 309 Issues and Ideas in American Nursing (3cr)	NURN 310 Social and Cultural Issues in Health and Illness (3cr)	NUR 404 Leadership and Role Practicum (clinical) (7cr)
NURN 311 Health Assessment for RNs (3cr)	NUR 403 Nursing Research (3cr)	NURN 407 Community Health Nursing for RNs (clinical) (6cr)
	NUR 306 Pathopharmacology (5cr)	NURN 252 Legal, Ethical, and Policy Issues (2cr)
<b>6</b>	<b>11</b>	<b>15</b>

## Sample 6 Semester Sequence

Summer	Fall	Spring	Summer	Fall	Spring
NURN 309 RN Issues and Ideas in American Nursing (3cr)	NURN 310 RN Social and Cultural Issues in Health and Illness (3cr)	NURN 407 RN Community Health Nursing for RNS (6cr)	Courses (optional)	NUR. 306 Patho-Pharm (5cr)	NUR 404 Leadership and Role Practicum (7cr)
NURN 311 Health Assessment for RNs (3cr)	NUR 403 Nursing Research (3cr)	NURN 252 RN Legal, Ethical and Policy Issues (2cr)			
<b>6</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>7</b>

## 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 301, NUR 303, NUR 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) or Co-requisite (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 evidence-based nursing practice is emphasized. (Prerequisites: All Level 1, Semester 1 courses) (5-9-8).

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

This course focuses on knowledge and theoretical foundations for the contemporary evidence-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 1, Semester 1 courses) (4-6-6).

**NUR 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 307: The Essentials of Professional Nursing Practice: The Older Adult**

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) (2-0-2).

**NUR 400: 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 1 courses) (5-12-9).

**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) (3-12-7).

**NUR 405: 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, semester 1 courses) (4-3-5).

**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 404, NUR 405) (2.5-1.5-3).

**NUR 407: 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) (4-3-5).

# Required RN-BSN Completion Track Courses

## **NURN 252: Nursing Ethics and the Law**

Nursing Ethics and the Law explores the bioethical and legal domains inherent to the practice of professional nursing. The student will analyze client situations from the perspective of bioethics and legal principles. Through this guided learning experience the student will be able to confront selected issues as they arise in the work setting with some cognitive and affective learning as a framework for analysis and decision-making. (Prerequisites: None) (2-0-2) .

## **NUR 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).

## **NURN 309: 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 310: Social and Cultural Issues in Health and Illness**

NURN 310 is a seminar and bridge course designed for registered nurses in the baccalaureate program. With a focus on building theory-based practice for care of high risk patients and families experiencing acute and chronic illness, emphasis is placed on analysis of research findings and frameworks for nursing practice. Selected concepts and theories related to individuals and families across the lifespan frame the course. Specifically designed for the adult RN learner, personal and professional development is promoted through collegial discussion, debate, writing, and formal presentation. Concept and theory application to clinical nursing practice and regular exploration of current and classic nursing literature are integral to expected critical analysis and thoughtful preparation for class. (3-0-3)

## **NURN 311: 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) (2.5-1.5-3)

**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) (3-12-7).

**NURN 407: The Essentials of Professional Nursing Practice: Community Health Nursing for RNs**

This web-enhanced course for registered nurses focuses on community assessment, health promotion, and disease prevention for optimizing the health of communities and populations. Epidemiologic principles will be employed with emphasis on nursing strategies for diverse and vulnerable groups. The nurse's role in communicable disease management, emergency preparedness, and rehabilitation will be explored. (Prerequisites: Registered Nurses; NURN 309, NURN 310, and NURN 311.) (5-3-6)

Once the RN-BSN student completes NURN 309, NURN 310, and NURN 311, he or she joins prelicensure students in NUR 403 and NUR 404. NURN 407 must be taken during the third and last semester.

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## Optional 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.

**NUR 158 Learning Enhancement**

The overall goal of this course is to improve comprehension and application of required nursing course content, and classroom and standardized test-taking ability. This course is structured to assist the student with personal and professional development and academic success. It focuses on the synthesis of theories, concepts, and practices taught throughout the curriculum. Emphasis is on teaching the student to use appropriate resources to foster success in test-taking and overall curriculum success. (Prerequisites: None) (2-0-2)

**NUR 159 Transcultural Nursing**

This course focuses on transcultural nursing of an Appalachian community within a Christian service learning frame. The emphasis of the course is to increase cultural competence and to provide holistic care to a rural, underserved population through a service learning experience. The course culminates in a mission trip to an Appalachian community. Students prepare for the trip by participating in orientation, planning meetings, and completing course projects. Students will participate in debriefing following the trip. (Prerequisites: completion of at least one clinical nursing course)

**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. (2-0-2)

**NOTE:** RN-BSN Completion Students may enroll in NUR 307, EPNP:The Older Adult, as an elective course.

# Graduate Programs

**G**eorgia Baptist College of Nursing of Mercer University offers three graduate degree programs. The Master of Science in Nursing (M.S.N.) degree program of study is offered with specialty areas in Nursing Education, Acute/Critical Care Clinical Nurse Specialist, and Family Nurse Practitioner (F.N.P.). The Doctor of Nursing Practice (D.N.P.) degree program of study focuses on three major categories of practice: (1) direct care for individual clients, (2) health care for aggregates, communities, and populations, and (3) management of health care through roles in administration, policy development, and quality assurance. The Doctor of Philosophy in Nursing (Ph.D.) degree 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:** Master's level courses for graduate students with selected courses also available to D.N.P. students.

Course credit hours vary depending on the course.

**700-799:** Doctor of Nursing Practice courses are for D.N.P. students only.

Course credit hours vary depending on the course.

**800-899:** Doctor of Philosophy level courses are for Ph.D. students with select courses also available to D.N.P. students.

Course credit hours vary depending on the course.

## Master of Science in Nursing Program Description

The purpose of this program is to prepare professional nursing leaders in advanced specialty areas of nursing. Areas of concentration in this 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.

## M.S.N. Program Outcomes

At the completion of the program, the graduate will:

1. Utilize research as a basis for decision-making in advanced practice or nurse educator roles.
2. Evaluate the socioeconomic and health care policy issues and trends that affect advanced practice or 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 interprofessional 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 Nursing Practice Program Description

The purpose of the Doctor of Nursing Practice (D.N.P.) degree program of study is to build upon the foundation of advanced nursing skills to prepare nurses for leadership roles in health care delivery, and to propose solutions for the improvement of health care outcomes for individuals and for society.

### D.N.P. Program Outcomes

At the completion of the program, the advanced practice leaders will:

1. Translate current research, existing literature, and scientific findings into high quality evidence based nursing care for individuals, families, and communities.
2. Engage in clinical scholarship through the effective use of information technology to guide practice and improve health outcomes.
3. Integrate principles of business, finance, economics, and health policy with essential leadership/management skills required for success in today's complex health care system.
4. Advocate for social justice, equity, and ethical policies to meet current and future needs of diverse and vulnerable patient populations.
5. Critically assess cultural, political, economic, and sociological factors which influence health care and health care policy.
6. Explore ethical issues, professional responsibilities, legal obligations, and personal convictions as they impact professional and situational dilemmas in health care.
7. Demonstrate leadership skills through inter-professional collaboration to analyze complex practice and organizational issues for improvement of health outcomes.
8. Evaluate outcomes of practice, practice patterns, and systems of care in a variety of health care settings against national benchmarks to determine variances in practice outcomes and population trends.
9. Utilize epidemiologic principles to evaluate population health trends and emerging health issues both nationally and globally.
10. Promote nursing as a professional discipline through the application of theory based nursing to advanced practice.

## Doctor of Philosophy in Nursing Program Description

The purpose of the Doctor of Philosophy in Nursing (Ph.D.) degree 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.

## Ph.D. Program Outcomes

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., D.N.P., and Ph.D. degree programs are designed to encourage 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. 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 Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). International students should contact the Admissions Office directly.
2. An undergraduate Grade Point Average (GPA) of 3.0 on a 4.0 scale. Applicants with an undergraduate GPA of 2.75-2.99 on a 4.0 scale in the upper division undergraduate nursing courses may be conditionally accepted. Conditionally accepted students maintaining a GPA of 3.0 or higher during one semester of full-time course work or two semesters of part-time course work will have the conditional status removed.
3. A current unencumbered license to practice as a Registered Nurse (RN) in Georgia.
4. 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  
Prior graduate level course work may exempt the student from the MAT requirement.
5. A **300-word** essay describing professional goals and reasons for seeking graduate education.
  6. A minimum of one year of work experience as a professional Registered Nurse. An applicant with less work experience may be admitted on a part-time basis or by permission of the Associate Dean for Graduate Programs.
  7. 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.
  8. 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.
  9. An interview with the Associate Dean for Graduate Programs or faculty designee.
  10. Complete an onsite writing component for admission evaluation.
  11. A \$50 nonrefundable fee payable by check or money order.

## 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 and are required to complete an on-site writing. 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 Nursing Practice Program

1. Completion of a master's degree in nursing from a NLNAC or CCNE accredited nursing program with a minimum cumulative grade point average of 3.0 on a 4.0

- scale. The master's degree must be in the area of advanced practice (nurse practitioner, nurse anesthetist, clinical nurse specialist, or nurse midwife).
2. Evidence of completion of graduate courses including: Pharmacology, Pathophysiology, Advanced Physical Assessment or equivalent content, and Statistics.
  3. Evidence of strong writing ability, potential leadership, and scholarship.
  4. Unencumbered Registered Nurse license to practice in a state or jurisdiction of the USA and eligible to apply for licensure in Georgia.
  5. National certification in area of specialty for nurse practitioners; for all others, appropriate certification in specialty area.
  6. Preference may be given to applicants meeting one or more of the following criteria:
    - a. Cumulative grade point average of 3.5 or greater in graduate coursework.
    - b. Evidence of scholarly writing ability
    - c. Intent to pursue five-semester curriculum plan of study.
    - d. Distinguished leadership or scholarship.
  7. International applicants must meet additional requirements for admission.

Admission to the D.N.P. program consists of a two-phase process. This process is noted in the application materials. See nursing website for details.

### **Admission Requirements for the Doctor of Philosophy in Nursing Program**

1. Completion of a master's degree in nursing from a NLNAC or CCNE 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 of the following 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.
3. Completion of the following graduate level courses: nursing theory, research, and statistics.
4. Evidence of strong writing ability, potential leadership, and scholarship.
5. Unencumbered Registered Nurse license to practice in a state or jurisdiction of the USA.
6. Preference may be given to applicants meeting one or more of the following criteria:
  - a. Cumulative grade point average of 3.5 or greater in graduate coursework.
  - b. A score of 5 on the analytical writing section of the GRE.
  - c. Evidence of scholarly writing ability.
  - d. Intent to pursue fulltime study.
  - e. Distinguished leadership or scholarship.
7. 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

M.S.N. applications should be downloaded from the College website at [www.mercer.edu/nursing](http://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.

D.N.P. and Ph.D. applications are available online. Students completing an online application must mail additional required information to the Admissions Office. Prospective D.N.P. and 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 2012 Semester entry	June 1	priority deadline and international students
	July 1	final deadline (space available)
Spring 2013 Semester entry	October 1	priority deadline and international students
Fall 2013 Semester entry	November 1	final deadline (space available)

### Doctor of Nursing Practice

Fall Semester entry <i>only</i>	December 1	International applicant deadline
	February 15	priority deadline
	March 15	final deadline (space available)

### Doctor of Philosophy in Nursing

Fall Semester entry <i>only</i>	December 1	International applicant deadline
	February 15	priority deadline and international student deadline
	March 15	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, the Doctor of Nursing Practice (D.N.P.) degree, and 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.
3. Current CPR certification (BLS-C) prior to and during enrollment in all clinical nursing courses.
4. Liability insurance.
  - The College purchases coverage for each student and includes the charge as a student fee during the spring semester each year.
5. Unencumbered license to practice as a Registered Nurse (RN) in Georgia.
  - M.S.N. students must maintain a current copy of an unencumbered Georgia license card on file with the Graduate Programs Administrative Secretary.

- D.N.P. and Ph.D. students must hold an unencumbered license to practice in a state or jurisdiction of the United States of America. D.N.P. students must be eligible to apply for licensure in Georgia. Professional licensure must be kept current and a copy of the license card maintained in the student's file while enrolled in coursework.

## Course Load

An M.S.N. or Ph.D. student is classified as full-time when enrolled in a minimum of 9 semester hours during a term; a D.N.P. student is classified as full-time when enrolled in a minimum of 8 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 part-time M.S.N. students may begin coursework in any semester, the recommended initial enrollment for 2012-2013 is Summer Semester for proper sequencing of courses. The recommended initial enrollment for 2013-2014 will be Fall Semester. Financial aid is available to part-time and full-time students; however, preference is given to students enrolled in full-time coursework. D.N.P. and Ph.D. students are only admitted during the Fall Semester.

## Grade Reports

Mercer University does not automatically mail grade reports to students. Students may check their semester grades on-line through MyMercer once 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
F	below 75	0
S	Satisfactory or Pass	*
U	Unsatisfactory or Fail	*
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 (Pass) / Unsatisfactory (Fail) 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 the student was absent from the regular final examination because of illness or another valid and compelling reason. A special examination to take the place of the one missed must be taken prior to the end of the next semester of enrollment or the “ABX” grade will be changed to the grade of “F.” If the student does not re-enroll, the “ABX” will be changed to the grade of “F” unless it is removed by special examination within twelve months from the date the grade is assigned.

The grade of “incomplete” means some relatively small part of the semester’s work remains incomplete because of sickness or other reasons satisfactory to the instructor. This work must be completed in the semester the student re-enters the College or the “IC” will be changed to the grade of “F.” If the student does not 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 Graduate Programs. All grades of “IP” will be converted to “F” (failure) if the work is not completed in one calendar year from the time the IP grade is assigned.

**Class Auditing Regulations (AU)**

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

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

**Course Withdrawal**

A student may withdraw from a course 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 an “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 an “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 Programs Committee prior to the final decision concerning their continued enrollment in the College. The committee will forward a recommendation to the Associate Dean for Graduate Programs for a final decision.

## **Advisement and Course Scheduling**

Course schedules are available from the Mercer University Registrar-Atlanta web site. Academic advisement is an important component of faculty-student relationships at 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 Associate Dean for Graduate Programs in conjunction with the Office of Registrar determines that all academic and residency requirements commensurate with the degree of Master of Science in Nursing (M.S.N.), Doctor of Nursing Practice (D.N.P.), or Doctor of Philosophy 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 to the M.S.N. program may not exceed six (6) semester hours. The number of transfer credit hours considered for doctoral programs may not exceed nine (9) semester hours credit. 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 previously earned degree.

### **Transient Status**

Students enrolled in a graduate nursing program at another institution who wish to obtain graduate credit for a course taken at 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 and at the discretion of the Associate Dean for Graduate Programs.

### **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.

### **Grades of "C" or Below**

- Students in the M.S.N. degree program, in addition to meeting the 3.0 GPA 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 D.N.P. or Ph.D. degree programs must have no more than one "C" in the entire graduate work (700 and 800 level).

Grades below a "C" do not count toward graduate degrees. Students earning a grade of "C" will receive an academic warning notice from the Associate Dean for Graduate Programs. Students not meeting the minimum standards may be placed on academic probation. Students may repeat a course only once and no graduate student may repeat more than one (1) course in the program of study at Georgia Baptist College of Nursing of Mercer University. A student may not re-take an equivalent course at another college in order to replace a grade earned at Mercer University.

### **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. Courses taken at another institution will not be accepted as Mercer repeat credit. Only one nursing course is allowed to be repeated. In addition, a second withdrawal from the same course will require reapplication to the College.

### **Academic Probation**

Academic probation occurs when the cumulative grade point average is below 3.0 after 9 semester hours of enrollment for M.S.N. and Ph.D. students and after 8 semester hours of enrollment for D.N.P. students. 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**

**M.S.N.:** Any M.S.N. 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. An M.S.N. student earning a grade of "F", or "unsatisfactory" in a course may repeat the course one time. Earning a grade of "F", or "unsatisfactory" on a second attempt at a course will result in dismissal for academic reasons. Earning a second "F" or "unsatisfactory" in a nursing course concurrent or subsequent to a nursing course in which an "F" or "unsatisfactory" is received will result in academic dismissal.

**D.N.P. and Ph.D.:** Doctoral students earning a grade of "F" will result in dismissal for academic reasons. The student must wait a minimum of one year to apply for readmission into the doctoral program. Students earning a grade of unsatisfactory in a course may repeat the course one time. Earning a second unsatisfactory 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 Graduate Programs 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 nursing course twice are also required to apply for readmission to the College. A second withdrawal from the same clinical course may indicate a progression issue and must therefore be reviewed by the Graduate Programs 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 Admissions Office. The Graduate Programs Committee will review this application and make a decision regarding readmission.

### **Limitation in Completion of Requirements**

A student in the M.S.N. program must complete all degree requirements within a period of five (5) years. A student in the D.N.P. or Ph.D. program must complete all degree requirements within a seven year period. Time limits shall be computed from and include the first semester of credit applied to the degree program. Students who do not enroll for three (3) consecutive semesters are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment.

### **Dismissal for Nonacademic Violations**

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 Judicial 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 Code
4. Failure to meet the minimum College standards as stated in the *Graduate Student Handbook*

The reasons for student disciplinary action must be outlined in writing to the student. The Judicial Council 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 set by the Judicial 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.

### Graduate Student Grade Appeal (Class and Clinical Disputes)

A student with a complaint or concern about a grade is expected to first meet with the professor assigning the grade to discuss the dispute. If the student and the professor cannot resolve the disagreement and the student is not satisfied with the results, an appeal may be submitted to the Associate Dean. Grade appeals must be student-initiated and submitted in writing within 30 days after the grade has been assigned. If a student elects to continue the appeal, they have five (5) business days after being notified to petition further. The decision of the Associate Dean is final.

## Graduate Program Tuition and Fees 2012-2013

### Tuition Rate

<u>M.S.N.:</u>	\$9,360.00 per semester for 9-14 hours; enrollment in fewer than 9 semester hours or more than 14 semester hours will be at a rate of \$1040.00 per semester hour.
<u>D.N.P.:</u>	\$9,882.00 per semester for 8-11 hours; enrollment in fewer than 8 semester hours or more than 11 semester hours will be at a rate of \$1,098/hour.
<u>Ph.D.:</u>	\$9,882.00 per semester for 9-10 hours; enrollment in fewer than 9 semester hours or more than 10 semester hours will be at a rate of \$1,098/hour.

### All fees are non-refundable unless otherwise noted.

Application Fee	\$50
Reservation Deposit	\$200 non-refundable, applicable to tuition
Late Registration Fee	\$25
Late Payment Fee	\$50
Monthly Payment Plan Fee	\$35
Registration Reinstatement Fee	\$50 This is charged to a student who is dropped for non-payment and must re-register.

### Related Fees

Liability Insurance	\$25 per year (charged to students Spring Semester)
Orientation Fee	\$35 for NUR 601, NUR 800
Facilities & Technology Fee	For 1-8 hours: \$17.00 per credit hour (maximum: \$150) For 9 or more hours: flat rate of \$150 per semester
Activities Fee	\$125 per semester
Lab Course Fee	\$50 per semester for NUR 600, NUR 602 \$150 per semester for NUR 621

Nursing Central Software	\$160 for NUR 603; NUR 702
Special Events:	<u>Rededication Ceremony</u> : \$40 (charged Fall Semester to NUR 800)
	<u>White Coat</u> : \$140 All MSN students
	<u>Pinning and Graduation Fee</u> : \$150
Make-up Exams:	\$25 per examination
Transcripts	No charge for regular request: \$10 on demand
Return Check Fee	\$50 of 1% of the face value of check, whichever is greater

**Additional costs will be associated with CPR, criminal background check, etc.**

## M.S.N. Program Courses and Current Offerings

NUR 600	Clinical Learning Lab Teaching Practicum	Fall
NUR 601	Nursing Theory and Knowledge Development*	Summer
NUR 602	Advanced Health Assessment*	Summer
NUR 603	Advanced Physiology/Pathophysiology*	Fall
NUR 606	Educational Theory and Curriculum Design*	Fall/Summer
NUR 607	Advanced Pharmacology*	Summer
NUR 608	Health Care Policy Issues*	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*	Fall
NUR 615	Clinical Practicum and Role Development CNS*	Spring/Summer
NUR 616	Clinical Practicum for the Nurse Educator*	Summer
NUR 618	Research Methods for Advanced Practical Nursing*	Spring
NUR 619	Directed Studies	Any semester
NUR 620	Capstone Project	Any semester
NUR 675	Statistics for Behavioral and Clinical Services*	Summer
Elective	Nursing or Non-nursing (Graduate Level)	Any semester

\*(hybrid/online)

## Core Nursing Courses

		Semester Hours
NUR 601	Nursing Theory and Knowledge Development	2
NUR 602	Advanced Health Assessment	3
NUR 603	Advanced Physiology/Pathophysiology	3
NUR 607	Advanced Pharmacology	3
NUR 608	Health Care Policy Issues	2
NUR 618	Research Methods for Advanced Practical Nursing	4
NUR 620	Capstone Project	2
NUR 675	Statistics for Behavioral and Clinical Science	3

**22 hours**

## Specialization Curriculum – Nursing Education

NUR 600	Clinical Learning Lab Teaching Practicum	1
*NUR 606	<i>Educational Theory and Curriculum Design</i>	3
*NUR 611	<i>Instructional and Evaluation Strategies</i>	3
*NUR 613	<i>Teaching Practicum and Role Development for the Nurse Educator</i>	6
*NUR 616	<i>Designated Clinical Practicum</i>	3
<b>16 hours</b>		
<i>*Represents courses for the Nurse Educator Certificate</i>		

## Specialization Curriculum – Clinical Nurse Specialist

NUR 600	Clinical Learning Lab Teaching Practicum	1
NUR 614	Clinical Practicum for Acute/Critical Care CNS	6
NUR 615	Clinical Practicum and Role Development CNS	8
<b>15 hours</b>		

## Specialization Curriculum – Family Nurse Practitioner

NUR 621	Diagnostic Ordering & Interpretation	1
NUR 622	Primary Care Practicum I	4
NUR 632	Well Adult & Selected Health Problems in Primary Care Settings	3
NUR 642	Well Child/Adolescent & Selected Health Problems in Primary Care Settings	2
NUR 653	Women's Health	
NUR 623	Primary Care Practicum II	3
NUR 633	Adult Selected Health Problems	3
NUR 643	Child/Adolescent & Selected Health Problems	2
NUR 624	Primary Care Practicum III	4
NUR 644	Role Transition & Issues for the Advanced Practice Nurse	3
<b>25 hours</b>		

## Sample Curriculum Plan

### M.S.N. for Nurse Educator (NED) – Full-time

#### Semester 1 (Summer)

NUR 601	Nursing Theory & Knowledge Development	2 hrs
NUR 602	Advanced Health Assessment	3 hrs
NUR 607	Advanced Pharmacology	3 hrs
NUR 675	Statistics for Behavioral & Clinical Sciences	3 hrs

#### Semester 2 (Fall)

NUR 600	Clinical Learning Lab Teaching Practicum	1 hr
NUR 603	Advanced Physiology/Pathophysiology	3 hrs
NUR 606	Educational Theory & Curriculum Design	3 hrs
NUR 611	Instructional & Evaluation Strategies	3 hrs

#### Semester 3 (Spring)

NUR 608	Health Care Policy Issues	2 hrs
NUR 613	Teaching Practicum & Role Development for the Nurse Educator	6 hrs
NUR 618	Research Methods for Advanced Nursing Practice	4 hrs

#### Semester 4 (Summer)

NUR 616	Designated Clinical Practicum	3 hrs
NUR 620	Capstone Clinical Project	2 hrs

**TOTAL COURSE HOURS** .....38 hrs

## Sample Curriculum Plan

### M.S.N. for Clinical Nurse Specialist (CNS) – Full-time

#### Semester 1 (Summer)

NUR 601	Nursing Theory & Knowledge Development	2 hrs
NUR 602	Advanced Health Assessment	3 hrs
NUR 607	Advanced Pharmacology	3 hrs
NUR 675	Statistics for Behavioral & Clinical Sciences	3 hrs

#### Semester 2 (Fall)

NUR 600	Clinical Learning Lab Teaching Practicum	1 hr
NUR 603	Advanced Physiology/Pathophysiology	3 hrs
NUR 614	Clinical Practicum for Acute/Critical Care CNS	6 hrs

#### Semester 3 (Spring)

NUR 608	Health Care Policy Issues	2 hrs
NUR 618	Research Methods for Advanced Nursing Practice	4 hrs

#### Semester 4 (Summer)

NUR 615	Clinical Practicum & Role Development for Acute/Critical Care CNS	8 hrs
NUR 620	Capstone Project	2 hrs

**TOTAL COURSE HOURS** .....37 hrs

Total program hours with a concentration in Acute/Critical Care Clinical Nurse Specialist = 37 credit hours. This program of study includes 500 minimum clinical hours necessary to take the American Nurses Credentialing Center (ANCC) or the American Association of Critical Care Nurses (CCNS) clinical nurse specialist certification examination.

# Sample Curriculum Plan

## M.S.N. for Family Nurse Practitioner (FNP)

### *YEAR ONE*

#### **Semester 1 (Summer)**

NUR 601	Nursing Theory & Knowledge Development	2 hrs
NUR 602	Advanced Health Assessment	3 hrs
NUR 621	Diagnostic Ordering & Interpretation	1 hr
NUR 607	Advanced Pharmacology	3 hrs
NUR 675	Statistics for Behavioral & Clinical Sciences	3 hrs

#### **Semester 2 (Fall)**

NUR 603	Advanced Physiology/Pathophysiology	3 hrs
NUR 622	Primary Care Practicum I	4 hrs
NUR 632	Well Adult & Selected Health Problems in Primary Care Setting	3 hrs
NUR 642	Well Child/Adolescent & Selected Health Problems in Primary Care Setting	2 hrs
NUR 653	Women's Health	2 hrs

#### **Semester 3 (Spring)**

NUR 608	Health Care Policy Issues	2 hrs
NUR 618	Research Methods for Advanced Nursing Practice	4 hrs
NUR 623	Primary Care Practicum II	3 hrs
NUR 633	Adult Selected Health Problems	3 hrs
NUR 643	Child/Adolescent & Selected Health Problems	2 hrs

### *YEAR TWO*

#### **Semester 4 (Summer)**

NUR 620	Capstone Project	2 hrs
NUR 624	Primary Care Practicum III	4 hrs
NUR 644	Role Transition & Issues for the Advanced Practice Nurse	3 hrs

**TOTAL COURSE HOURS** .....49 hrs

This program of study includes a minimum of 660 clinical hours.

A student completing this specialty will be prepared to meet requirements to sit for the certification examination under American Nurses Credentialing Center (ANCC) specific specialties and/or American Academy of Nurse Practitioners Certification Program (AANPCP) examination for Family Nurse Practitioner.

## D.N.P. Program Courses and Curriculum Plan

The Doctor of Nursing Practice (D.N.P.) 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. Limited on campus “Formation of Scholars: sessions occur in the Fall and Spring semesters. A sample full-time curriculum plan is provided below.

### Sample Curriculum Plan

#### Doctor of Nursing Practice (D.N.P.) – Full-time

##### *YEAR ONE*

###### **Semester 1 (Fall)**

NUR 700	Research & Evidence Based Practice	3 hrs
NUR 702	Doctor of Nursing Practice: Role Development	2 hrs
NUR 811	Philosophical Influences on Nursing Science	2 hrs
NUR 800	Pathway to Scholarship	1 hr

###### **Semester 2 (Spring)**

NUR 703	Population Health Trends: National & Global Issues	3 hrs
NUR 701	Health Care Leadership, Evaluation, & Change	3 hrs
NUR 801	Pathway to Scholarly Writing	1 hr
NUR 705	D.N.P. Project Identification	4 hrs

###### **Semester 3 (Summer)**

NUR 810	Ethics in Health Care & Research	2 hrs
NUR 706	D.N.P. Practicum	4 hrs
NUR 802	Pathway to Grant Writing	1 hr

##### *YEAR TWO*

###### **Semester 4 (Fall)**

NUR 814	Health Care Systems Analysis	2 hrs
NUR 707	Financial Management in Health Care	3 hrs
NUR 706	D.N.P. Practicum	4 hrs

###### **Semester 5 (Spring)**

NUR 708	Pathway to Success as a Clinical Scholar	1 hr
NUR 706	D.N.P. Practicum	4 hrs
NUR 704	Resources Management in Health Care	3 hrs

Total core course credits = 43

Total clinical hours = 540

D.N.P. degree students desiring to enhance their curriculum with nursing education courses must declare this course of study at the time of acceptance to the program. Three additional courses must be taken. Students will take: NUR 816 Foundations of Nursing Education (3 hours), NUR 817 Nursing Program Design, Implementation, and Evaluation (3 hours), and NUR 818 Leadership in Higher Education (3 hours).

## 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. Limited on campus “Formation of Scholars: sessions occur in the Fall and Spring semesters. A sample full-time curriculum plan is provided below.

### Sample Curriculum Plan (with education cognate series) Doctor of Philosophy in Nursing Practice – Full-time

#### ***YEAR ONE***

##### **Semester 1 (Fall)**

NUR 805	Quantitative Research in Nursing, Education, & Health Care . . . . .	3 hrs
NUR 811	Philosophical Influences on Nursing Science . . . . .	2 hrs
NUR 807	Applied Statistical Methods . . . . .	4 hrs
NUR 800	Pathway to Scholarship . . . . .	1 hr

##### **Semester 2 (Spring)**

NUR 806	Qualitative Research in Nursing, Education, & Health Care . . . . .	3 hrs
NUR 812	Knowledge & Theory Development in Nursing . . . . .	2 hrs
NUR 808	Principles of Measurement in Research . . . . .	3 hrs
NUR 801	Pathway to Scholarly Writing . . . . .	1 hr

##### **Semester 3 (Summer)**

NUR 816	Foundations of Nursing Education . . . . .	3 hrs
NUR 810	Ethics in Health Care & Research . . . . .	2 hrs
NUR 809	Mixed Methods Research in Nursing Education & Health Care . . . . .	3 hrs
NUR 802	Pathway to Grant Writing . . . . .	1 hr

#### ***YEAR TWO***

##### **Semester 4 (Fall)**

NUR 814	Health Care Systems Analysis . . . . .	2 hrs
NUR 817	Nursing Program Design, Implementation, & Evaluation . . . . .	3 hrs
NUR 821	Advanced Data Management in Research: Quantitative and Quantitative Approaches . . . . .	2 hrs
NUR 813	Dissertation Proposal Development . . . . .	1 hr
NUR 803	Pathway to Success as a Nursing Scholar . . . . .	1 hr

##### **Semester 5 (Spring)**

NUR 815	Dissertation . . . . .	6 hrs
NUR 818	Leadership in Higher Education . . . . .	3 hrs

##### **Semester 6 (Summer)**

NUR 815	Dissertation . . . . .	6 hrs
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#### ***YEAR THREE***

NUR 815	Dissertation (continue until complete) . . . . .	Variable hrs
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Total core course hours = 31  
 Cognate hours = 9-12  
 Total dissertation hours = 12 minimum  
 Total hours in program = 52 minimum

## Course Descriptions

*Additional courses may be developed during the academic year. See the nursing website for the latest course offerings.*

### **NUR 600 Clinical Learning Lab Teaching Practicum**

The purpose of this course is to foster the development of the nurse as educator while utilizing a controlled learning environment. Course faculty facilitates the learner's ability to teach and evaluate psychomotor skills, critical thinking, and best practices. Incorporation of simulation is an integral component of the course.

Prerequisite: Admission to the Graduate Program. (0-3-1)

### **NUR 601 Nursing Theory and Knowledge 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 and nurse educator roles will be emphasized. Prerequisite: None. (2-0-2)

### **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. 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 will be assessed by the learner.

Prerequisite: None. (3-0-3)

### **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. (2-0-2)

**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. Nurse educator role development will be emphasized. 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 607; or permission of the Associate Dean for Graduate Programs (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. Clinical Nurse Specialist role development will be emphasized. The learner will collaborate with an advanced practice nurse in the clinical setting. Prerequisites: NUR 614. (2-18-8)

### **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 601 and NUR 602. (1-6-3)

### **NUR 618 Research Methods for Advanced Nursing Practice**

The purpose of the course is to explore the methods and processes used to conduct quantitative and qualitative nursing research. Emphasis is placed on the development of knowledge and skills that facilitate sound critique of existing research and utilization of research findings to promote evidence-based nursing practice. (4-0-4)

### **NUR 619 Directed Studies**

Enrollment in directed studies is arranged directly with a faculty member and includes coursework that is not in the curriculum plan. Students may not enroll in this course unless approved by the faculty member and the Graduate Programs Committee. (Variable hours)

### **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 project, presentation, and manuscript 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. (2-0-2)

### **NUR 621 Diagnostic Ordering and Interpretation**

This course facilitates an understanding of evidence-based diagnostic and screening procedures for health promotion and disease prevention as well as appropriate testing in the management of acute and chronic health issues in diverse populations. Emphasis is placed on developing a comprehensive understanding of diagnostics such as laboratory testing, cardiovascular testing, and imaging studies. Prerequisite: Admission to the FNP concentration Pre or Co-requisite: NUR 602. (0-4-1)

### **NUR 622 Primary Care Practicum I**

This practicum course is the first of three courses that provide an opportunity for application of knowledge in a clinical setting. The learner provides primary care to adult and children/adolescents in various settings. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. Emphasis is on the application of assessment skills and diagnostic testing learned in Advanced Health Assessment. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice. Prerequisites: Admission to the FNP concentration, NUR 602, NUR 607, NUR 621.

Co-requisites: NUR603, NUR 632, NUR 642, NUR 653. (0-16-4; 240 clinical hours)

**NUR 623 Primary Care Practicum II**

This course builds on the previous clinical course experiences and is the companion clinical application course to the Adult, Child, and Women's Health courses. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to adults and children/adolescents with acute and chronic conditions. Care is also provided to women with reproductive health issues including sexual health, prenatal, and postpartum care. The learner participates in clinical practice activities to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice. Prerequisite: NUR 622, Co-requisites: NUR 633, NUR 643. (0-12-31; 180 clinical hours).

**NUR 624 Primary Care Practicum III**

This clinical course provides the learner with the opportunity to synthesize all of the theory and coursework included in the nurse practitioner specialty and apply the information to clinical practice in collaboration with an advanced practice nurse or physician preceptor. Learners participate in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to clients in various settings. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor's practice. Prerequisites: NUR622, NUR623. (0-16-4; 240 clinical hours).

**NUR 632 Well Adult and Selected Health Problems in the Primary Care Setting**

This course focuses on the advanced practice nursing role of the family nurse practitioner in primary care of adults in a variety of community based, clinical settings. The specific focus is on health promotion, health protection, disease prevention, and clinical management of common episodic illnesses and health alterations of ambulatory adults from adolescent through senescence. Critical thinking, enhanced problem solving, effective communication, and collaboration with other health providers enable the learner to apply theory and evidence based research in comprehensive care of individuals and families. Prerequisites: NUR 601, NUR 602, NUR 621. Co-requisites: NUR 603, NUR 622 (3-0-3)

**NUR 633 Selected Health Problems of Adults with Acute and Chronic Illnesses**

This course focuses on the advanced practice nursing role of the family nurse practitioner in primary care of adults from adolescence through senescence in a variety of community based, clinical settings. The specific focus is on assessment, management, and/or referral of ambulatory, adult patients with acute and chronic health problems. Critical thinking, enhanced problem solving, effective communication, and interdisciplinary collaboration with other health providers enable the learner to apply theory and evidence based research in comprehensive care of individuals and families. Prerequisite: NUR 632; Co-requisite: NUR 623. (3-0-3)

**NUR 642 Well Child/Adolescent and Selected Common Health Concerns**

This course prepares the learner to provide community based, advanced practice nursing with children and adolescents within a family context as appropriate to the role of the family nurse practitioner. Emphasis is on application of theories and research findings in the development of comprehensive management plans, provision of anticipatory guidance, and health care management for children from birth through adolescence. Focus includes health promotion, illness prevention, and diagnosis and management of common acute illnesses, including family dysfunction and behavior problems. Prerequisites: NUR 602, NUR 607, NUR 621; Co-requisite: NUR 603, or permission of program coordinator. (2-0-2)

**NUR 643 Child/Adolescent and Selected Health Problems**

This course focuses on the management of chronic conditions and disabilities in the ambulatory care setting in children and adolescents within a family context as appropriate to the role of the family nurse practitioner. The course addresses concerns in the mental health, psychosocial and behavioral domains. Collaborative care with other providers and appropriate referral are integrated throughout. Co-requisite: NUR 623. (2-0-2)

**NUR 644 Role Transition and Issues for the Family Nurse Practitioner**

This course concentrates on specific aspects of professional roles assumed by the family nurse practitioner (FNP) in the health care system of the United States. The FNP fulfills the roles of practitioner, care coordinator, and researcher in diverse settings. The learner develops an understanding of the family nurse practitioner role in the current health care environment. The learner also examines legal, ethical, economic, and technological aspects of the role; business and legislative issues related to FNP practice; and the necessity for interprofessional collaboration to promote health outcomes. Co-requisite: NUR 624. (3-0-3)

**NUR 653 Women's Health**

This course engages the learner in the role of the advanced practice nurse in the provision of health care to women across the life span and from diverse patient populations. Specific emphasis is on health promotion, disease prevention, and the clinical management of common conditions and health alterations affecting women from the onset of menarche to senescence. Critical thinking, enhanced problem solving, therapeutic communication, and interprofessional collaboration are also essential components of the course. (2-0-2)

**NUR 675 Statistics for the Behavioral and Clinical Sciences**

This course is intended for a mixed class of students in the fields of psychology, education or clinical sciences such as nursing or physical therapy who require an understanding of basic statistical techniques used in bio-behavioral research. Key statistical concepts relevant to biostatistics and the behavioral sciences are reviewed, such as populations and samples, variables and level of measurement, central tendency, variability, and probability. Inferential statistical tests common to biobehavioral research are studied including independent and dependent samples t-tests, simple linear regression, analysis of variance and non-parametric equivalents of these tests. The course is taught primarily as a web-based, course. Students may choose to participate in class synchronously or listen to recorded lectures and complete the course asynchronously. (3 hours)

**NUR 701 Health Care Leadership, Evaluation, and Change**

The purpose of this course is to provide a strong foundation in the important concepts and essential leadership and management skills required for success in today's complex health care system. The focus is on effective management and evaluation of safety standards, information systems, and clinical practice issues unique to the health care industry. Communication and decision making within interdisciplinary teams is explored. Students will develop adaptive, ethical strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Students will advocate for social justice, equity, and ethical policies to meet current and future needs of diverse and vulnerable patient populations. Prerequisite: Admission into program. (3-0-3)

**NUR 702 Doctor of Nursing Practice: Role Development**

This course will introduce the student to the Doctor of Nursing Practice role. It will focus on issues related to personal development as a clinical scholar. Use of information technology and evidence-based nursing will be emphasized. D.N.P. Scholarly Project options and requirements will be delineated and discussed in relation to various practice areas in advanced nursing. Students will identify a chosen area for practice immersion and design a Professional Portfolio which will be used to document personal goals, intended outcomes, and a potential focus area for the D.N.P. Scholarly Project. Prerequisite: Admission into program. (2-0-2)

**NUR 703 Population Health Trends: National and Global Issues**

This course reviews three areas of health promotion and disease prevention from an epidemiologic perspective. The first area, population health trends, focuses on the leading causes of death in the U.S. population. Cardiovascular and cerebrovascular diseases, diabetes, obesity, and cancer will be highlighted. The second area, emerging health issues, focuses on infectious diseases and health issues related to natural and man-made disasters. The third focus area covers the Human Genome Project and implications for advanced nursing practice. Prerequisite: NUR 700, NUR 702. (3-0-3)

**NUR 704 Resource Management in Health Care**

This course builds upon a foundation of leadership and management principles to employ effective methods for initiating change within health care systems. Emphasis is placed on strategic planning, developing strategies for positive change, and evaluating programs and services to assure quality, accessibility, and efficiency of care. Prerequisites: NUR 700, NUR 701, NUR 702 (3-0-3)

**NUR 705 D.N.P. Project Identification**

This initial practicum provides an immersion experience in a selected area for advanced practice. The learner will have the opportunity to demonstrate advanced nursing leadership, scholarship, and practice in a selected specialty area. The learner will assess the needs of a particular population or setting and synthesize related evidence. This practicum experience will culminate in the identification of the focus to be addressed by the D.N.P. Scholarly Project. Prerequisites: NUR 700, NUR 702 (2-6-4)

**NUR 706 D.N.P. Practicum**

This repeating practicum course will provide the learner with continued opportunities for directed practice experiences with healthcare experts in the chosen specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the learner will

design, implement, evaluate, and disseminate the D.N.P. Scholarly Project. Enrollment in this course will be repeated in subsequent semesters (while the student is in good standing) until requirements for the D.N.P. Scholarly Project are met and the degree is conferred. Practicum experiences and progress toward completion of the D.N.P. Scholarly Project will be documented in the student's Professional Portfolio each semester. Prerequisite: NUR 705 (Variable 1-4 hours per semester) (Total hours required 2-30-12)

### **NUR 707 Financial Management in Health Care**

This course provides students with the financial management tools needed to understand, interpret, and analyze financial statements and cost considerations in health care today. Prerequisite: Admission into program. (3-0-3)

### **NUR 708 Pathway to Success as a Clinical 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 the dissemination of the final DNP Scholarly Project and successive scholarly endeavors. Pre/Co-requisite: NUR 706 series (1-0-1)

### **NUR 711 Research and Evidence Based-Practice**

This course provides an overview of research concepts including methods, design, data collection, statistical analysis, internal and external validity, methods of evaluation, and the effect of sample size. The course addresses evaluation of current research and application of scientific findings for evidence-based practice. Emphasis is placed on critical review of the literature, evaluating the quality of evidence for selected clinical problems, and use of health care information systems. Prerequisite: Admission into program. (5-0-5)

### **NUR 719 Directed Studies**

Enrollment in directed studies is arranged directly with a faculty member and includes coursework that is not in the curriculum plan. Students may not enroll in this course unless approved by the faculty member and the Graduate Programs Committee. (Variable hours)

### **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 as an introduction to writing for publication. Emphasis is placed on organization, effective conveyance of thoughts through written words, and writing for multiple types of audiences. 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, Education, and Health Care**

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 813 Dissertation Proposal Development**

The purpose of this course is to facilitate development of the dissertation proposal and to initiate preparation for the dissertation prospectus defense. Practical issues related to completing the dissertation research are addressed including College and University dissertation requirements, selection of the dissertation chair and members, as well as communication with the dissertation committee.

**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**

Students work independently with faculty on his/her approved dissertation proposal.

This course may be repeated as often as necessary until successful dissertation defense and while the student is in good standing. Prerequisite: Successful completion of other core courses and comprehensive written examination. (Variable 1-6 credit hours)

**NUR 816 Foundations of Nursing Education**

This is the first course in a three cognate course sequence focusing on higher education and nursing education. The purpose of the course is to provide a foundation for the development of knowledge, understanding, skills, competencies, and values requisite for the multiple roles and responsibilities faculty must assume in an academic setting. Historical, contemporary, education, and professional influences upon theoretical foundations and the development of curricula in higher education are explored. Selected theories, perspectives, strategies, and issues in higher education are analyzed in order to understand their extant and future impact upon nursing education, practice, administration, and research. Prerequisite: NUR 811 and NUR 812 or permission of faculty (3 hours)

**NUR 817 Nursing Program Design, Implementation, and Evaluation**

The purpose of this course is to examine methods and issues in planning and evaluation of undergraduate and graduate programs in nursing. The institutional, political, economic, and social forces that influence nursing program planning and evaluation will be discussed. The impact of various accrediting organizations on nursing program design and evaluation will be critically examined. Emerging trends in nursing curricula relevant to curriculum development and evaluation will be analyzed. This is the second of three nursing education cognate courses. Prerequisite: NUR 816 (3 hours)

**NUR 818 Leadership in Higher Education**

This is the third course in a three cognate course sequence focusing on higher education and nursing education. The purpose of the course is to provide an analysis of selected responsibilities, challenges, dimensions, and controversies inherent in the role of transformational academic leaders in higher education. Particular emphasis will be placed on selected legal, professional, and ethical issues pertinent to faculty and administrators in nursing education programs situated in institutions of higher education. Prerequisites: NUR 816 (3 hours) and NUR 817 (3 hours)

**NUR 819 Directed Studies**

This course is design for coursework in a specific topic area that is not included in the curriculum plan. Student may not enroll in this course unless approved by Associate Dean for Graduate Programs or designee. May be repeated for credit when topics vary. (Variable hours).

**NUR 821 Advanced Data Management:**

This course will provide the learner with an advanced examination of qualitative and quantitative approaches to data management. Specifically, the processes and methods involved in managing data, performing data analysis, and demonstrating trustworthiness /rigor in qualitative research will be examined. Quantitative data management methods discussed in the course include the nature of quantitative data and the data base structure necessary to conduct data analysis using SPSS statistical analysis software.

Data cleaning strategies including addressing missing data and data transformations and using SPSS programming to score instruments, impute data, and save command language used for data analysis. The course concludes with an analysis of how qualitative and quantitative data approaches can validate each other in the context of mixed methods research. Prerequisites: NUR 807 (4 hours) and NUR 808 (3 hours)

### **Nursing Education Courses Required for Acceptance of NFLP Support**

Students accepting NFLP support are required to complete a nursing education coursework sequence prior to graduation. The sequence includes:

- MSN students with a Nurse Educator focus: NUR 600, NUR 606, NUR 611, NUR 613, and NUR 616.
- PhD students with Nursing Education as the cognate major and DNP students incorporating the Nursing Educator focus: NUR 816, NUR 817, and NUR 818.

### **Learning Activities:**

Graduate learning activities include reading assignments, online discussions, online and in-person presentations, and oral and written assignments and examinations. Students will engage in face to face or online sessions and informed discussions.

Learners are expected to come to Synchronous Class Sessions prepared to be active participants in discussions. To prepare for classes, all assignments should be completed prior to class. One intention of the graduate programs is to create an ethical, sensitive, and respectful community of learners. The free discourse of ideas and thoughts is expected. However, with this freedom comes responsibilities. Learners are expected to foster open communication among class members. The readings, assignments, and discussions should challenge views, values, philosophical beliefs, and/or theoretical frameworks.

### **E-Culture/Email Policy:**

Georgia Baptist College of Nursing of Mercer University supports the use of Mercer University email for all students and faculty. Mercer University email is the official means of communication with all students. Through the use of email, the College and University provide students with relevant and timely information designed to facilitate student success. In particular, important information concerning College and University requirements, coursework, registration, financial aid and scholarships, payment of bills, special events, and graduation will be sent to students through email.

All students are assigned an email account. Information about activating and using email is available in the Graduate Student Handbook. Students are responsible for checking their email on a regular basis.

### **Attendance & Punctuality:**

It is a distinct, earned privilege to be a graduate student in the Georgia Baptist College of Nursing of Mercer University. "Earning" this privilege extends from the time of admission to the time of graduation. A significant part of this "earning process" encompasses being punctual and attending all classes in each of the courses in the graduate program.

The graduate programs are Web-based hybrid programs with face to face, asynchronous, and synchronous class sessions. Academic success and engagement within the community of scholars are predicated on active participation in both

asynchronous discussions/learning activities as well as synchronous class sessions held on-site and via Blackboard Collaborate. Consequently, it is imperative students assure there are no scheduling conflicts (work or other life commitments) that prevent regular attendance and participation in Nursing classes. Additionally, students should be punctual in joining the face to face and synchronous class sessions.

Students must attend a minimum of 80% of face to face and synchronous class sessions in order to obtain a passing grade in a course. Students who cannot attend 80% or more of the face to face or synchronous class sessions in any course should not register for that course until the scheduling conflict is resolved. Students are expected to attend every synchronous class session; however, should an emergency require a student to be absent from a session, course faculty should be notified immediately. Course faculty have the discretion to decide by what method students will make-up the class session and whether the absence will lower the class participation grade.

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**Amos Mansfield, B.S., M.Ed.**  
*Assistant Athletic Director for Sports Medicine*

**Daniel Tate, B.S.**  
*Assistant Athletic Director for Marketing and Director of Football Operations*

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

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

**Steve Bradley, B.A.**  
*Head Men's Golf Coach*

**Myra J. Cameron**  
*Administrative/Eligibility Coordinator*

**Jason Childs, B.A.**  
*Head Men's Lacrosse Coach*

**James Defeo, B.A.**  
*Head Softball Coach*

**Tony Economopoylos, B.S., M.Ed.**  
*Head Women's Soccer Coach*

**Damian Elder, B.S.**  
*Head Volleyball Coach and Sand  
Volleyball Coach*

**Susie Gardner, B.S., M.Ed.**  
*Head Women's Basketball Coach*

**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*

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

**Andy Stabell, B.A.**  
*Sports Information Director*

# College of Nursing

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

*Dean and Professor:*

*B.S., Indiana State University, 1978; M.S., Old Dominion University, 1984; D.S.N., University of Alabama at Birmingham, 1991.*

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

*Associate Dean for Graduate Programs and 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.*

## Full Time Faculty

**Laura Kim Baraona**, R.N., D.N.P., CNM

*Clinical Assistant Professor: Parent-Child Nursing. Diploma, Cleveland Metropolitan General Hospital School of Nursing, 1975; R.N., M.N., Emory University, 1991; D.N.P., Georgia Health Sciences University, 2011.*

**Tammy Barbe**, R.N., Ph.D.

*Assistant Professor: Adult Health Nursing. A.D.N., Gulf Coast Community College, 1977; B.S.N., University of South Alabama, 2000; M.S.N., University of South Alabama, 2002; Ph.D., University of Northern Colorado, 2010.*

**Linda Mason Barber**, R.N., Ph.D.

*Assistant Professor: Adult Health Nursing. B.S.N., University of Florida, 1975; M.S., University of South Florida, 1999; Ph.D., Mercer University, 2012.*

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

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

**Lanell Bellury**, R.N., Ph.D., AOCNS

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**Tara F. Bertulfo**, R.N., M.S.N.

*Instructor: Maternal-Child Nursing. B.S.N., University of Florida, 1992; M.S.N., University of Florida, 1996; D.N.P. currently in progress, University of Alabama.*

**Susan J. Bulfin**, R.N., D.N.P.

*Clinical 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

*Clinical 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.*

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

**Susan Estes**, R.N., M.S.

*Clinical Associate Professor: Adult Health Nursing. B.S., Georgia State University, 1984; M.S., Georgia State University, 1988.*

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

*Professor: Adult Health Nursing. Family Nurse Practitioner Coordinator; 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.*

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

*Professor: 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

*Clinical 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.*

**Julie Deanna Jones**, R.N., M.A., M.S.N.

*Assistant Professor: M.S.N., (tenure track) University of Colorado Health Sciences Center, 2001; N.D., University of Colorado Health Sciences Center Denver, 2001.*

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

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

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*Clinical 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, 1992; Family Nurse Practitioner Post Master's Certification, Emory University, 1994.*

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

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

**Karon Maxwell**, M.S.N., RN-BC

*Clinical Assistant Professor: Adult Health Nursing. Diploma, Georgia Baptist School of Nursing, 1977; BSN, Graceland University, 2000; M.S.N., Georgia Baptist College of Nursing of Mercer University, 2004; Ed.D. in progress, The University of Alabama.*

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

*Clinical 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.*

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

*Clinical 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.

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

*Clinical Associate 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.*

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

*Clinical 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.*

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