t 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, Diane Baca, Personnel Office, 1485 Edgewood Avenue, Macon, GA 31207, phone (478) 301-2786.

VOLUME 5 August 2006 NO. 1

This catalog is effective for students entering after July 2006 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
School of Engineering
Tift College of Education
McAfee School of Theology
Georgia Baptist College of Nursing
College of Continuing and Professional Studies

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

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.
As a currently enrolled student in the above named program, my signature below indicates that I have received the 2006-2007 Academic Catalog. I acknowledge that this Catalog will be a resource to me throughout my program of study. It is my responsibility to keep abreast of any changes within the program. This Catalog is effective for students entering after July 2006 and contains information and regulations pertaining to programs offered by the Georgia Baptist College of Nursing of Mercer University.

_______________________________
Signature of Student

_______________________________
Print Name

_______________________________
Date
2006 - 2007 Academic Catalog

Georgia Baptist College of Nursing of Mercer University
3001 Mercer University Drive
Atlanta, GA 30341
Telephone: (678) 547-6700
Internet: nursing.mercer.edu

Mercer University is:
Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools
1866 Southern Lane, Decatur, Georgia 30033-4097
Telephone: (404) 679-4501
to award bachelor's, master's, and doctorate degrees.

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

The Bachelor of Science in Nursing program and the Master of Science in Nursing program at Georgia Baptist College of Nursing of Mercer University are accredited by the Commission on Collegiate Nursing Education,
One Dupont Circle, NW, Suite 530,
Washington, DC 20036,
Telephone: (202) 887-6791

Approved by the Georgia Board of Nursing
237 Coliseum Drive, Macon, Georgia 31217-3858
Telephone: (478) 207-1640
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# 2006-2007 Academic Calendar

## Fall Semester, 2006

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<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Tuition and Fees Due for Fall 2006</td>
</tr>
<tr>
<td>August 21</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>August 21-28</td>
<td>Late Registration and Drop/Add</td>
</tr>
<tr>
<td>September 4</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>October 13</td>
<td>Midterm, Last Day to Withdraw and Receive “W” Grade</td>
</tr>
<tr>
<td>October 16, 17</td>
<td>Fall Break</td>
</tr>
<tr>
<td>November 6</td>
<td>Spring 2007 Advisement/Registration</td>
</tr>
<tr>
<td>November 22, 23, 24</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 8</td>
<td>Pinning</td>
</tr>
<tr>
<td>December 8</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 11-15</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 15</td>
<td>Last Day of Semester</td>
</tr>
<tr>
<td>December 16-January 7</td>
<td>Holiday Break</td>
</tr>
</tbody>
</table>

## Spring Semester, 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8</td>
<td>Tuition and Fees Due for Spring 2007</td>
</tr>
<tr>
<td>January 8</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 8-15</td>
<td>Late Registration and Drop/Add</td>
</tr>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
<tr>
<td>February 26</td>
<td>Summer 2007/Fall 2007 Advisement/Registration</td>
</tr>
<tr>
<td>March 2</td>
<td>Midterm, Last Day to Withdraw and Receive “W” Grade</td>
</tr>
<tr>
<td>March 5-9</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 6</td>
<td>Good Friday Holiday</td>
</tr>
<tr>
<td>April 27</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>April 30-May 4</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 4</td>
<td>Last Day of Semester</td>
</tr>
<tr>
<td></td>
<td>Pinning</td>
</tr>
</tbody>
</table>

## Summer Semester, 2007 (Tentative Five Week Sessions)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td>Tuition and Fees Due for Summer 2007</td>
</tr>
<tr>
<td>May 7</td>
<td>Classes Begin for Session One</td>
</tr>
<tr>
<td>May 7-8</td>
<td>Late Registration and Drop/Add</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 8</td>
<td>Last Day of Session One</td>
</tr>
<tr>
<td>June 18</td>
<td>Classes Begin for Session Two</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 20</td>
<td>Last Day of Semester</td>
</tr>
</tbody>
</table>
The University

Founded in 1833 in Penfield, Georgia, Mercer University has grown into one of the South’s premier universities. With more than 7,300 students and 1,250 faculty members on campuses in Macon and Atlanta, Mercer is one of the largest Baptist universities in the world. It is the only independent university of its size in the nation to offer programs in liberal arts, business, engineering, education, medicine, pharmacy, law, theology and nursing. Mercer has been ranked among the leading regional colleges and universities in the South by U.S. News & World Report for sixteen consecutive years.

In an educational environment where practical wisdom and compassion prevail, Mercer is motivated by the best in Baptist tradition—exploring the relationship of faith and learning and embracing the principles of intellectual and religious freedom. For more than 173 years, young men and women have left Mercer to become leaders of great deeds and influence. Their heritage and legacy promote true promise for the future.

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

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

University Mission Statement

Mercer University is an institution of higher learning that seeks to achieve excellence and scholarly discipline in the fields of liberal learning and professional knowledge. The University 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.

University Goals

• To offer undergraduate, graduate and professional programs based upon some 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.
• To administer services efficiently and effectively to support the University’s instructional, research, and public service programs.
University-Wide Assessment

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

University History

Mercer University first opened its doors as Mercer Institute on January 14, 1833, at Penfield, Greene County, Georgia. It is named for Jesse Mercer (1769-1841), an eminent Georgian, distinguished Baptist clergyman and a principal organizer of the Georgia Baptist Convention. Establishment of Mercer Institute was due largely to his leadership and to the exemplary pioneering of Adiel Sherwood, a noted Baptist minister and, later a faculty member. In 1871, the University was moved from Penfield to Macon, and two years later, the Law School was established.

Early in the administration of Spright Dowell, which began in 1928, a new charter was approved and corresponding reorganization was perfected. Significant growth of the University ensued. Before he retired in 1953 to the position of President Emeritus, the facilities, property and endowment of the University had been increased more than in all of its previous years. In keeping with this growth, in 1959 the Southern School of Pharmacy merged with Mercer University. The scope of Mercer's Atlanta programs was further extended in 1972 when Atlanta Baptist College merged with Mercer.

Until 1990, three colleges and schools constituted Mercer University Atlanta: the Cecil B. Day College of Arts and Sciences and the Stetson School of Business and Economics, located on the Northeast Campus; and the Southern School of Pharmacy, located on the Downtown Campus. In July, 1991 the Northeast Campus was redesignated as the Cecil B. Day Campus of Mercer University. In fall 1991 the Southern School of Pharmacy moved to the Cecil B. Day Campus of Mercer University. The campus is named in honor of Cecil B. Day Sr., founder of Days Inns. He was a dynamic and creative entrepreneur and a great-hearted business leader whose exceptional humanitarian concern set the highest standards of corporate responsibility. His Judeo-Christian values and charitable generosity were hallmarks of his character.

The James and Carolyn McAfee School of Theology began offering the Master of Divinity degree program on the Cecil B. Day Campus in August, 1996.

The Georgia Baptist College of Nursing, a long-established institution of nursing education in Atlanta, merged with Mercer University in January, 2001.

The College of Continuing and Professional Studies, established in 2003, offers undergraduate degrees in major career fields at Mercer's regional academic centers and a master's degree in community counseling and in Public Safety Leadership on the Atlanta campus. The College also provides non-credit programs in professional development and community enrichment.

Seven units of the University are located in Macon: the College of Liberal Arts, the Walter F. George School of Law, the School of Medicine, the Eugene W. Stetson School of Business and Economics, the Tift College of Education, the School of Engineering, the School of Music and the College of Continuing and Professional Studies. The Tift College of Education, the Stetson School of Business and Economics and the College of Continuing and Professional Studies also offer degree programs at regional academic centers across Georgia.
The Foundation of Mercer Education: Mercer’s Mission, Common Outcomes and Defining Values

Consistent with its mission, Mercer University is a community of learning that shapes the minds and spirits of tomorrow’s leaders. As a community of learning, Mercer is a student-centered university, committed to the Baptist heritage in higher education. Together, the schools and colleges at Mercer pursue three outcomes they hold in common: fostering learning, developing character and preparing leaders.

This commonly held ideal is rooted in the history of higher education and can be traced to the formative influence of “paideia,” the philosophy of education birthed in ancient Greece. Paideia connotes the sort of education that uniquely prepares individuals to lead virtuous and responsible lives within a democratic society. It addresses the character as well as the mind of the learner and celebrates the ideal of educating the whole person. At Mercer, teachers committed to their students, their disciplines, and the vocation of teaching inspire students to share in a passionate quest for knowledge and the wisdom that transforms knowledge into power.

Mercer promotes the principles of free and critical inquiry, excellence in teaching and learning, responsibility for civic engagement, and the importance of diversity and inclusiveness. Consequently, a Mercer education prepares students to expand their horizons, enjoy a “well-stocked mind,” find their vocation, establish a high standard of ethics, appreciate the fine arts and find fulfillment in enriching and improving the lives of others.

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.

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. In 1959, Southern College of Pharmacy merged with Mercer and later became known as Southern School of Pharmacy of Mercer University.

The Founding of the Atlanta Campus

In the late 1950s, members of the Atlanta Baptist Association, under the leadership of Dr. Monroe F. Swilley, senior pastor of Second-Ponce de Leon Baptist Church in Atlanta, decided to establish a Baptist college in Atlanta. After walking tracts throughout the metropolitan area, they purchased some 500 acres of farm land, northeast of downtown Atlanta, just off I-85.
The group founded Atlanta Baptist College in 1964, and began classes in 1968 with an enrollment of 286 students. The small college had a hard time growing and maintaining stability. 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.

University Growth in the 1980s

The University established several schools in the 1980s.

In 1982, Mercer School of Medicine accepted its charter class for the doctor of medicine program in Macon.

In 1983, the business programs at the University became the Stetson School of Business and Economics, offering both undergraduate and graduate programs on the Atlanta and Macon campuses. The school was named for one of Mercer’s most distinguished alumni who facilitated the purchase of the Coca-Cola Company by the Woodruff family from the Candler family.

In 1984, the Mercer School of Engineering was established in Macon, accepting its charter class the following year.

Atlanta Campus Changes Focus to Graduate and Professional Studies

In 1989, after an extensive outside study, Mercer decided the focus of the Atlanta campus should be graduate and professional programs, with the traditional undergraduate programs housed on the Macon campus. Students in the College of Arts and Sciences were merged with the College of Liberal Arts in Macon. The graduate programs in Education and Business continued on the Atlanta campus.

Growth on the Atlanta Campus

The 1990s were marked with continued growth in students and facilities on the Atlanta 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 1995, the education degree programs became a School of Education, offering the master of education degree, the specialist of education degree and initial teacher certification of the Atlanta campus. The school’s name would later change to Tift College of Education in recognition of Tift College, a small Baptist women’s college that merged with Mercer in the 1980s. It began offering a PhD in Educational Leadership in 2006.

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 offered undergraduate and graduate programs. On the Atlanta campus, the college has a master’s degree program in community counseling and in public safety leadership, as well as the Public Safety Leadership Institute and the Center for Continuing Counselor Education and Supervision for licensed marriage and family therapists and licensed professional counselors.
A Message from the Dean

“Start by doing what’s necessary; then do what’s possible; and suddenly you are doing the impossible.” These words of St. Francis of Assisi bespeak cogent advice for those in the nursing profession in the 21st century, as well as for all nurses who have preceded us.

Nurse educators are often asked to give counsel to individuals considering the nursing profession as their career choice. Using the sagacious insight of Florence Nightingale and Parker J. Palmer, I will share with you some of my beliefs and values about the challenging and magnificent profession of nursing.

Much has been written about Florence Nightingale, at sixteen years of age, being “called into service” by God. Nightingale believed she had a divine mission—she had been chosen by God to be an instrument to others. But at that critical moment, “how” she was to be an instrument was a mystery. Palmer (2000, p. 4) noted that the word “vocation” is derived from the Latin term for “voice.” Nightingale would agree with Parker’s assertion that vocation is a calling which one hears only after listening “for the truths and values at the heart” (pp. 4-5) of a person’s identity. In essence, she believed she must (as opposed to should) discover what her vocation was supposed to be in order to make it possible to be God’s instrument.

Nightingale’s “must” became possible when she was sure her destiny was centered in helping those who were ill. However, it was years after her perceived calling from God before she realized what she must do to make the impossible (i.e., becoming a nurse) become possible. Her divine mission began with “doing what’s necessary.” According to Parker J. Palmer, “most of us arrive at a sense of self and vocation only after a long journey through alien lands” (2000, p. 17). Indeed, it does seem as though some parts of our nursing education journey are “through alien lands.” But what tremendous rewards we receive for completing this journey! Articulated by Palmer (2000, p. 3), but also, Florence Nightingale could have said:

“Before you tell your life what you intend to do with it, listen for what it intends to do with you. Before you tell your life what truths and values you have decided to live up to, let your life tell you what truths you embody, what values you represent.”

In the later years of life, Nightingale captured the challenge of nursing in this quote:

“We are only on the threshold of nursing. In the future, which I shall not see, for I am old, may a better way be opened! May the methods by which every infant, every human being, will have the best change of health—the methods by which every sick person will have the best chance of recovery, be learned and practiced!”

The “better way” of giving care to patients and clients is taught and role-modeled by outstanding faculty at Georgia Baptist College of Nursing of Mercer University.
Undergraduate and graduate students embrace both the vision and vocation of Nightingale as they learn and practice the art and science of nursing. Our students internalize that the practice of professional nursing is physically, intellectually, and emotionally demanding. We believe that nurses have countless opportunities to affect the quality of health care of persons for whom they are called to serve, and to effect positive, dynamic changes within the nursing profession.

In closing, for those of you considering the nursing profession as your vocation in life, and for those who have selected (or been called) to practice nursing, I encourage you to embrace this command of Florence Nightingale: “Always keep up the honor of this honorable profession!” In order to fulfill this directive, you must first “start by doing what’s necessary” in your life.

Susan S. Gunby, RN, PhD
Dean and Professor
Georgia Baptist College of Nursing 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 Honor System as my way of life.

The GBCN Honor System

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

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

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

1. The right to inspect and review a student’s education record within 45 days of the day the Office of the Registrar receives a request for access.

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

2. The right to request the amendment of the student’s education records that the student believes is inaccurate.

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

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

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

   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.

   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.

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.
Health Insurance Portability and Accountability Act Statement

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

Atlanta Regional Council for Higher Education

Mercer University is a member of the Atlanta Regional Council for Higher Education (ARCHE), a consortium of institutions in higher education in the Atlanta-Athens area. The member institutions are Agnes Scott College, Atlanta College of Art, Brenau 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, 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.
The “Mercer University Student Health Form” is required and must be signed by a physician or other health care provider, and stamped with the provider’s name and address. No other immunization forms or physicians records will be accepted. Students are encouraged to keep a photocopy of this completed form for their personal records. The Student Health Form is a Mercer document and will not be forwarded to other institutions.

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

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

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

Exemptions from compliance with the immunization policy include:

1. Religious exemption, written on letterhead stationery, and signed by religious official and notarized.

2. Medical exemption written on office stationery, and signed by a health care provider.

The letter should state the reason for exemption, and whether the exemption is permanent or temporary.

Immunizations for the following diseases are recommended, but not mandatory: chickenpox (varicella), hepatitis A, hepatitis B, polio, and tetanus. The most recent tetanus booster should have been within the past 10 years. Immunization against meningococcal meningitis is recommended for college students.
Upon admission to the College, students are required to submit a completed health history and list of immunizations. Immunizations must be current. This includes a Tetanus booster every 10 years, Hepatitis B vaccine series of three injections, and Measles, Mumps, and Rubella (MMR). The statement of immunization must include month and year of immunization. A statement of “up-to-date” is not sufficient.

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

**Hepatitis B:** The Student Health Services Program will reimburse Campus Health Care Services for the Hepatitis B Series as follows: 1. The student should begin the Hepatitis B series of three injections prior to admission to Mercer, and submit documentation to Campus Health Care Services. 2. Campus Health Care Services will administer the remaining 1 or 2 injections following the CDC guidelines. 3. The Student Health Services Program will reimburse Campus Healthcare at the rate set forth by Mercer Health Systems and agreed upon by Student Health Services Program Administration. 4. If the student allows more than the recommended time to elapse between injections, the student will be responsible for the cost of the injection at the rate which is set forth by Mercer Health Systems. 5. If a titer is required due to injections not being given at the prescribed interval, the student will be responsible for the cost of the lab work ordered through Campus Healthcare.

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

**Tuberculosis:** The Student Health Services Program will reimburse Campus Health Care Services for PPD Screening as follows: 1. Each student should have a PPD within the last year prior to admission into Mercer and submit documentation to Campus Health Care Services. 2. Each year after, during the month of April, the student will receive an annual PPD that will be reimbursed by the Student Health Services Program at the rate set forth by the Mercer Health Systems Practice Plan Board. 3. A six month PPD will be given to only those students whose rotations require an every six months screening and will be reimbursed by the Student Health Services Program at the rate set forth by Mercer Health Systems. 4. Any student failing to return for the reading of the PPD will be required to have another PPD placed and will be responsible for the cost at the rate set forth by Mercer Health Systems. 5. Any student with a positive PPD will be required to have a Chest X-ray and provide a copy of the report to Campus Health Care Services. 6. The student with a positive PPD will also be referred to the Health Department for evaluation and treatment.

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

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

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

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

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

Legal Offenses

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

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

Prelicensure students with a criminal history must comply with the Georgia Board of Nursing and other Boards of Nursing requests for documentation. It is the decision of the Board of Nursing, not the College, that a student is eligible for NCLEX-RN. Students with a criminal background should be advised that although a degree can be achieved at GBCN it is no guarantee that the Board of Nursing will approve for testing for licensure.

Honor Societies

Sigma Theta Tau International Nursing Honor Society

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

Phi Kappa Phi

Founded in 1897 at the University of Maine, Phi Kappa Phi is the nation’s oldest, largest and most selective all-discipline honor society. Phi Kappa Phi differs from most honor societies because it draws members from all academic disciplines within colleges and universities. Phi Kappa Phi inducts annually more than 30,000 students, faculty, professional staff and alumni. The Society has chapters at nearly 300 select colleges and universities in North America and the Philippines. Membership is earned. Of the many benefits of membership, none is more significant than the sense of pride Phi Kappa Phi brings its members. Membership in Phi Kappa Phi is by invitation and requires nomination and approval by a chapter. The following persons are eligible for membership in Mercer University’s chapter: undergraduate students of good character who are of senior status, have achieved a GPA of 3.7 and are in the upper 10 percent of their class, or who have reached the final period of their junior year, have achieved a GPA of 3.8 and are in the upper 7.5 percent of their class; graduate students in the upper ten percent of the number of candidates for graduate degrees during the year; and faculty, staff members and alumni who have achieved scholarly distinction.
A History of the College of Nursing

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

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

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

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

“The College has always succeeded in embracing the best of contemporary nursing while holding onto the values of our founders,” says Dean Susan Gunby. “We’re committed to staying that course for the future.”

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

Mercer University was founded in 1833 under the leadership of prominent Georgia Baptist Jesse Mercer. The second largest Baptist-affiliated institution in the world, Mercer is the only independent university of its size in the country to offer comprehensive programs in liberal arts, business, engineering, education, medicine, nursing, pharmacy, theology and law. Approximately 7,300 students are enrolled at the University’s Macon and Atlanta 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.
Georgia Baptist College of Nursing of Mercer University offers undergraduate and graduate degrees in nursing. The undergraduate program is comprised of two tracks, both culminating in the Bachelor of Science in Nursing (BSN) degree and preparing graduates to continue their education at the master’s level. Which track a student pursues is determined by previous academic preparation.

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

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

The Master of Science in Nursing (MSN) program offers two areas of concentration. Graduate students may select either nursing education or acute/critical care nursing of the adult. See page 70 for further information.

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

Vision Statement

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

Mission Statement

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

Core Values

The College of Nursing bases its educational program and position in the community upon certain core values and expects members of the College community to display those values.

The core values of the College are: Christian Caring; Civility, Honor and Integrity; Excellence in Scholarship; “Can-Do” Attitude; Global Community Commitment; Clinical Excellence and Collaboration.
Goals of the College

1. Recruit and retain qualified students who have evidenced high standards of scholarship, outstanding personal character, and serious educational aims.

2. Maintain a high quality and diverse student body by providing financial aid services and counseling to students.

3. Provide a milieu which promotes scholarship, critical reasoning, and responsiveness to community needs.

4. 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.

5. Provide students with a wide variety of student life and student development programs that facilitate the total development of the individual.

6. Foster the integration of liberal arts, sciences, and professional nursing education so that graduates may make positive contributions to society.

7. Educate graduates who are competent in the application of knowledge and skills and who possess values and attitudes consistent with the nursing profession.

8. Educate graduates to contribute to the advancement of professional nursing and the improvement of the health care system.

9. Motivate graduates to pursue opportunities for lifelong personal and professional development.

10. Provide the foundation for continuing professional development through graduate study in nursing.

11. Recruit qualified nurse educators and professional staff who are committed to the mission and philosophy of the College (from a local, regional, and national pool).
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 lifespans, 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. 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 the entry level to practice demands baccalaureate preparation. The Faculty is further committed to graduate education to develop nursing leaders who are prepared to be nurse educators and to function in specialized advance practice. The major goal of nursing education is to prepare well-educated, professional nurses who, based on theory and research, contribute to the discipline of nursing as providers, designers, managers, coordinators of care and function as a member and leader within a interdisciplinary health care teams.

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. A competent and caring faculty promote professional pride and feelings of personal worth in each student.
Student Financial Assistance

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

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

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

How to Apply for Financial Assistance

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

General Regulations

1. The College of Nursing must accept an applicant before financial assistance can be awarded.
2. Financial assistance is ordinarily awarded for the two semesters of an academic year with one half of the award payable each semester. The exception to this rule would be work-study earnings. Summer school requires a separate Mercer Financial Aid Application.
3. Payments of funds will be made only to students who maintain satisfactory academic progress in the course of study being pursued and who are not in default on any student loans made, insured, or guaranteed under the Stafford Loan Program or
Perkins Loan Program for attendance at any previous institution. Further, students must not owe a refund on grants previously received for attendance at any institution under the PELL Grant, Supplemental Educational Opportunity Grant, or State Student Incentive Grant programs.

4. Recipients of any financial assistance should be aware that a portion of or all of any refund due from the University may be reimbursed to the source(s) of the student’s financial aid for that term. Students receiving assistance for non-direct educational expenses may be required to return a portion or all of the funds awarded for the term in the event the student ceases to be enrolled at least half-time.

5. Veteran’s benefits must be considered part of the student’s financial assistance package.

6. This institution is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and does not discriminate against the disabled or on the basis of race, creed, color, sex, age, or national origin.

Standard of Satisfactory Progress

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

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<th>Full Time</th>
<th>3/4 Time</th>
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<tr>
<td>Undergraduate</td>
<td>3</td>
<td>5</td>
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<tr>
<td>Graduate</td>
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In order to meet this standard, students should successfully complete at least the following minimum credit hours per semester:

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<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>3/4 Time</th>
<th>1/2 Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Graduate</td>
<td>9</td>
<td>—</td>
<td>5</td>
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A cumulative grade point average of at least 2.0 (3.0 for graduates) is required by the completion of the first grade level in attendance. Students who do not meet this standard due to the failure to complete the minimum hours per semester to progress to a higher class level within the specified number of semesters, or failure to meet and maintain the required cumulative grade point average will be placed in a “warning” status.

Students will be notified in writing of this warning and of any required actions necessary to meet the standard of satisfactory progress. Students placed on warning due to grade point average will be required to achieve at least 2.0 for each subsequent semester of enrollment until at least a 2.0 cumulative average is achieved. Graduate students must achieve a 3.0 cumulative average.

If a student is not meeting the standard of satisfactory progress due to incomplete course work then all incompletes must be successfully completed during the semester of warning. Any student not performing as required during the warning semester will be placed in suspension, which means the denial of any aid for at least on semester or until evidence is provided to document that any required credit has been received or that a prescribed grade point average has been achieved. Students placed in suspension may appeal in writing to the Director of Student Financial Planning. Appeals should specify exactly how or why the student did not meet the standards prescribed in the warning notification.

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

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

Veterans

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

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

Additional Information

The Office of Student Financial Planning staff is available during normal administrative working hours of the institution to provide additional assistance regarding the financial assistance program of the College of Nursing as required by the Student Information Requirements as stated in Title I of the Educational Amendments of 1976. Appointments are not necessary, but may be made by calling (678) 547-6400.

Types of Financial Assistance

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

Grants

Federal PELL Grant—The PELL Grant is a federal assistance program designed to help undergraduates defray the cost of their education. The PELL award is based on the student's resources and/or the resources of the family, along with the cost of education and is considered the base line upon which financial assistance is awarded. Students apply directly by completing the FAFSA. The maximum Federal PELL Grant is currently $4,050 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 bachelor's degree or completed more than 127 semester hours are not eligible for the GTEG.

Georgia HOPE Scholarship — The HOPE Scholarship is made available through funding from the Georgia Lottery to certain qualified residents of Georgia. To qualify, students must be undergraduate residents of the state of Georgia who have neither earned a bachelor's
degree nor completed more than 127 semester hours of coursework. In addition, students must maintain a **cumulative** GPA of 3.00. (Please note: when calculating a student’s cumulative GPA, the state of Georgia does not include any “plus” grades—e.g., B+, C+, etc.—in the calculation.) Additional information may be requested by the Office of Student Financial Planning in order to determine student eligibility or residency requirements. At private institutions, the Georgia HOPE Scholarship is currently $3,000 per year.

To be considered for the GTEG and the Georgia HOPE Scholarship, the student must complete the grant application, which is available in the Office of Student Financial Planning. No application can be accepted after the first day of registration for the semester.

The following definitions apply to the GTEG and Georgia HOPE Scholarship:

**Full-time Student:** An eligible grant recipient must be enrolled full time each school term, defined by statute as a minimum of 12 academic hours for an undergraduate and 9 hours for a graduate student.

**Legal Resident:** For purposes of this program, the term “legal resident” means a citizen or permanent resident of the United States who is domiciled in the state of Georgia. Domicile of a person in Georgia must be established a minimum of 12 months.

**Adult or Age of Minority:** A resident of Georgia 18 years of age or older is an adult or person of full age under the laws of Georgia. The domicile of an adult or person of full age who labors under no disability is the place where the person resides permanently. Students age 18-24 whose parents reside outside Georgia are presumed to be domiciled outside Georgia, unless rebuffed by the student upon proof.

**Domicile of Military Personnel:** A member of the Armed Forces is presumed to maintain during his/her entire period of military service the same domicile which was in effect at the time of entering military service. In order for military personnel to claim a new domicile in Georgia for themselves, their spouse, or for any dependent minors to be classified as legal residents of Georgia for purposes of this program, the following must be furnished to the institution as a part of an application for a grant:

1. A statement from an appropriate military official to the effect that the military personnel’s home-of-record and the state designated as his legal residence for income tax purposes, as shown on the military personnel record, is the State of Georgia.
2. Satisfactory evidence that the serviceperson, the applicant, or both are registered to vote in Georgia, and that one or both filed Georgia state income tax returns during the preceding year.

**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: $2,625 per academic year for freshman; $3,500 for sophomores; $5,500 for juniors and seniors; and up to $8,500 for graduate students. Repayment begins six months after leaving college.

**Federal Direct Unsubsidized Stafford Student Loan Program**
Graduate students or independent undergraduates may borrow regardless of income up to the following amounts per academic year: $4,000 for freshman and sophomores; $5,000 for juniors and seniors; $10,000 for graduate students. Repayment of interest begins within 60 days of disbursement. The loan principal may be deferred during at least half-time enrollment. Interest rates are variable. Repayment of principal begins within 60 days of last attendance.
A dependent undergraduate student can borrow up to the following limits:
- $2,625 for the first year (freshman status);
- $3,500 for the second year (sophomore status);
- $5,500 a year for the remainder of the program.

An independent undergraduate can borrow up to the following limits:
- $6,625 for the freshman status, with at least $4,000 of this amount being unsubsidized;
- $7,500 for the sophomore status, with at least $4,000 of this amount being unsubsidized;
- $10,500 for the remaining years in the program, with at least $5,000 a year as unsubsidized funds.

**NOTE:** The above are the MAXIMUMS that can be borrowed. The total Federal Stafford Loan debt a student can have outstanding as a dependent undergraduate is $23,000; as an independent undergraduate, $46,000.

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

**Federal Direct Parent’s Loan for Undergraduate Students (PLUS)**

Parents may borrow up to the cost of attendance for an undergraduate student. Repayment begins within 60 days of disbursement. Interest rate is based upon 52 week Treasury Bill, not to exceed 9%.

**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 Office of Student Financial Planning.

**Service Cancellation Loans**

Service Cancellation Loans are Stafford Loans offered to students enrolled in certain critical fields of study as defined by the Georgia General Assembly. Nursing is one so designated; therefore, a portion of loan eligibility can be used as service cancelable by working as an RN in the state of Georgia for one year after graduation for each year funds were received. The College of Nursing is given an allocation to be used for service loans. Sophomore-, junior-, and senior-level students will be considered for this loan if they are residents of Georgia and have completed the FAFSA and the Application for Student Financial Aid. Graduate students can receive a service cancellation loan in the amount of $4,500 per year if there are funds available.

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

**Employment Programs for Undergraduate and Graduate Students**

**Federal Work-Study** is a federally-funded program designed to provide jobs to qualified students. In order to be employed under this program, the student must (1) be enrolled or accepted for enrollment; (2) show evidence of financial need; 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. Applications may be picked up in the Office of Student Financial Planning.

**Scholarship Funds**

Private funds are available on a first-come, first-served basis for Baptist Foundation Scholarships, as well as for endowment funds, which are awarded through the College of Nursing’s Scholarship Committee. Sources of private funds include:

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

The **Georgia Baptist Convention** makes funds available to the College of Nursing each year from the Baptist Foundation for scholarships to students who are active members of churches that are members of the Georgia Baptist Convention. The amount of scholarship varies from year to year and is determined by need and by availability of funds. Applications are available from the Office of Student Financial Planning.

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 J. W. and Adelaide Humphreys Memorial Trust Fund was established in 1990, income of which is awarded to a senior-level student who demonstrates outstanding compassion and empathy to patients. The Dean of the College of Nursing names the recipient of this award.

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

The Elizabeth Perry Scholarship was established in 1997 by the Scholarship Committee to honor Lib Perry, who graduated from the School of Nursing, taught on its faculty for many years, served as director of Alumnae Affairs, and was a founding member of the Scholarship Committee. Her demonstrated love and devotion to the institution and its students led the Scholarship Committee to honor her by naming 10 “Perry Scholars” each year. The recipients are nominated by the College of Nursing Admissions Department for their academic achievement and leadership potential. Mrs. Perry was so honored by the establishment of the “Perry Scholarship” that she personally enhanced the scholarship.

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

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

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

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

The T’Lene Brinson Anderer Scholarship was established in 1995 by Mr. & Mrs. Joseph H. Anderer. T’Lene Brinson Anderer is a 1947 graduate of Georgia Baptist School of Nursing and served as a member of the Cadet Nurse Corps. Mrs. Anderer desires to perpetuate the excellence in nursing education which she believes she received as a student. Recipients of this scholarship should evidence a strong commitment to the nursing profession, academic ability, and financial need.
The **Ellie L. Stokes Bailey Scholarship** was endowed by Mr. Charles H. Bailey in honor of his wife. Mrs. Bailey graduated from Georgia Baptist School of Nursing in 1939. Mr. Bailey desired to perpetuate the Christian educational process, and it is hoped that those persons receiving a scholarship will commit themselves to Christian values, education, and service within the nursing profession. Funds from this scholarship may be used for qualified tuition fees and related expenses. All scholarship recipients shall be encouraged to make contributions to this Fund consistent with financial success and resources, so that other worthy students may receive future scholarship assistance.

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

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

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

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

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

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

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

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

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

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

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

Many other groups and organizations actively sponsor student nurses.
Other Scholarships and Grant Assistance

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

Students should contact their high school counselor concerning scholarships offered by local or national foundations, organizations, and individuals. A list of websites is available at www2.mercer.edu/FinancialPlanning.

Additional Information

The Financial Planning Staff of the College of Nursing is available during the normal administrative working hours to provide additional information regarding the Financial Aid Program as required by the Student Information Requirements as stated in Title I of the Educational Amendments of 1976.

Disbursement and Refunds

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

By May 1 of each year all complete applications are reviewed. The types and amounts of assistance offered are dependent upon the financial situations of the student as determined through need analysis and the availability of funds. Notification will be sent to all applicants. Awards must be signed by the student and returned to the Office of Student Financial Planning within two weeks.

Payment of funds will be made only to the student who is maintaining satisfactory progress in the course of study he/she is pursuing; is not in default on any loan made, insured, or guaranteed under the Stafford Student Loan or Perkins Loan Program for attendance at any institution; and does not owe a refund on grants previously received for attendance at any institution under the PELL Grant, the Supplemental Educational Opportunity Grant, or State Student Incentive Grant programs.

Recipients of any financial assistance should be aware that a portion or all of any refund due from the University may be reimbursed back to the source(s) of the student’s financial assistance for that term. Students receiving assistance for non-direct educational expenses may be required to return a portion or all of the funds awarded for the term in the event the student ceases to be at least a half-time student.

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.

Graduate Nurse Faculty Loan Program

Mercer University has received a generous allocation of funds from the Nurse Faculty Loan Program. Students who receive NFLP loans must be enrolled full-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).

If interested, contact the Office of Student Financial Planning in the Davis Building or...
**Student Life**

**Living Accommodations**

**Cecil B. Day Campus**

Housing on this campus consists of apartment-style units that are fully furnished. These units offer local telephone, cable TV and Internet connections in each bedroom. 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 has a refrigerator with ice maker, oven/range, dishwasher, microwave and garbage disposal. There is also a living room in the center of each apartment.

Laundry facilities are available in each building. All utilities are included in the monthly rent, including local telephone service and Internet access.

Housing is in close proximity to the Sheffield Student Center, the wellness and recreation center, as well as the library and the College of Nursing.

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**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. Orientation is a time to meet new friends and become familiar with a new learning environment without the pressures of a class schedule.

**Campus Health Services**

The Campus Health program is designed to focus on holistic, Christian caring and strives to meet the ever-changing health care needs of its diverse College population by promoting wellness and self-care, enabling individuals to make informed decisions about health related concerns, and empowering individuals to be self-directed and well-
informed consumers of health care services. Education is an important part of the health service and is accomplished by direct teaching by the health nurses, handouts on a variety of health care topics, and presentations of on-campus programs.

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

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

Enrolled students are required to maintain health insurance. Proof of continued health coverage will 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. Beginning with registration for the 2006 Fall term, students will be automatically enrolled for student insurance unless proof of existing health insurance is on file. The University has made arrangements with Pearce & Pearce, Inc. to provide student health insurance. Specific information can be obtained at www.studentinsurance.com or by calling 1-888-622-6001.

Counseling Center

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

• Stress reduction
• Interpersonal relationships
• Anxiety
• Depression
• Personal awareness and growth
• Vocational and career issues

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

The Counseling Center is located in the Sheffield Student Center (Room 208). Please call 678-547-6060 for an appointment.
admission to the College of Nursing is based on a number of factors depending upon one's previous educational experience. The admission requirements have been developed based on factors that indicate a reasonable probability of successful completion of academic work at the College of Nursing. Our focus is educating students as generalist nurses who will possess a well-rounded knowledge of the liberal arts and general sciences, as well as the specific art and science of nursing.

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

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

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

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

College Transfer Students

College transfer students should provide transcripts from all colleges attended. Admission will be based on overall academic performance, successful completion of general education courses required for our degree, and science grades. 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
- Introduction to American Government
- Introduction to Sociology
- Satisfactory score on Math Placement Test or College Algebra

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 requesting nursing transfer credit must submit a copy of the specific course syllabi for nursing courses to be considered for transfer. Nursing courses from a bachelor's degree program in which the applicant has received a letter grade of "B" or better will be considered for transfer credit.
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 by midterm of the semester immediately prior to that course being prescribed in the student’s curriculum plan, and the score received must be 50 or higher.

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

The College Board Advanced Placement Test

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

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

1. Submit official transcripts of all academic documents directly from the institution to the Admissions Office.

2. Provide the Admissions Office with an official evaluation of official transcripts by one of the international credential evaluation services listed below:

   (305) 273-1616  (414) 289-3400
   Email: info@silny.com  Email: eval@ece.org

3. Submit an official score report from the Test of English as a Foreign Language (TOEFL). For students taking the revised TOEFL after September 2005, only the TOEFL is required with a minimum composite score of 80, and a minimum score of 18 in each of the subtests (listening, speaking, reading, and writing).

   Students who completed either the TOEFL or TSE prior to September 2005 should contact the Admissions Office for further information.

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. Interview with a nursing faculty member who is a member of the Admissions, Progression, and Readmission Committee may be required.

6. For students entering the U.S. under a student visa (non-immigrant), the following additional items are required:
   - Proof of immigration status prior to enrollment
   - Proof of financial ability
   - Provide a 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 completed a National League for Nursing accredited program and who are currently licensed to practice in Georgia may be admitted to enroll in non-clinical courses. These courses may be used toward degree credit if the student is later admitted as a degree-seeking student. If the student chooses to pursue a degree, it is the student's responsibility to contact the Office of Admissions and complete the official admission process. Admission to the program is not guaranteed.

Enrollment Policies

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

1. Submit a nonrefundable reservation deposit of $200 to reserve a place in the class.
2. Provide an immunization report and a personal physical history (forms are provided).
3. Provide proof of health insurance.
4. Provide updated official college transcripts reflecting grades of C or better in all courses completed prior to enrollment, if applicable.
5. Provide a copy of any license held in a health-related area, including but not limited to EMT and LPN licenses.

Application Deadlines for Undergraduate Program

The admission process must be completed by the following deadlines.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>December 1— RN/BSN applicants only</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>April 15—RN/BSN applicants only</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>April 1— for International Applicants</td>
</tr>
<tr>
<td></td>
<td>May 15— for all other applicants</td>
</tr>
</tbody>
</table>
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

**Sophomore:** Students in 200-level nursing courses.

**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.

2. Proof of current health insurance prior to initial enrollment and during the spring semester of each year. Prior to initial enrollment, accepted students should send a copy of their insurance card to the Admissions Office. After enrollment, insurance data should be provided each spring to the student’s clinical nursing faculty.

3. Current CPR certification (BLS-C) prior to and during enrollment in all clinical nursing courses. Proof of certification must be provided to the Faculty Advisor prior to enrollment in the first nursing course (NUR 216). After initial enrollment, proof of certification must be provided at advisement.

4. Liability insurance is required for all students in nursing courses. The College purchases coverage for each student and includes the charge as a student fee during the spring semester each year.

Full-Time Enrollment

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

Schedule Changes, Course Withdrawal, and Term Withdrawal

Schedule Changes

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

Course Withdrawal

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

**Term Withdrawal**

Term withdrawal from the College occurs when the student officially withdraws from all enrolled courses. A student may withdraw up to the mid-point in the semester, receiving the grade of \textit{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 \textit{F}, except that in extreme personal circumstances and with appropriate documentation, a \textit{W} may be awarded by the Associate Dean for the Undergraduate Program.

Students who do not formally change their schedules, withdraw from courses, or totally withdraw from the University may be assigned grades of \textit{F}. Non-attendance does not constitute official schedule change, withdrawal, or term withdrawal.

**General Progression**

1. All clinical nursing courses are designed to be sequential.
2. The general education elective courses may be completed at any time, as long as those courses that are prerequisite to a nursing course are completed before the nursing course is begun.
3. The usual full-time load per semester is 12-15 semester hours. The maximum full-time load is 18 hours. More than that requires special permission of a faculty advisor.
4. A minimum grade of \textit{C} is mandatory in all nursing and general education courses.
5. Only one nursing course is allowed to be repeated. In addition, a second withdrawal from the same clinical nursing course will require reapplication to the College (see Reentry and Readmission).
6. A total of three grades of \textit{D} or \textit{F} in general education courses will result in academic dismissal. In addition, a repeated general education course must be passed with a grade of \textit{C} or better on the second attempt, or academic dismissal will result.
7. A minimum grade point average of 2.0 must be attained before progressing to the next level of the curriculum.
8. All courses in a level except electives must be completed prior to progressing to the next level in the curriculum.
9. Upon beginning Level 3 (see Curriculum Plan), prelicensure students must complete the program within four years. RN-BSN students must complete the Advanced Track within three years.
10. Prelicensure students must complete third and fourth level nursing courses at this College. RN-BSN advanced track students must complete NURN 307, NURN 308, NUR 410, and NUR 420 at this College.
11. Any exceptions to progression are made by the Associate Dean for the Undergraduate Program.
Petition for Progression

A student in good academic standing who falls behind in progression due to either (1) course withdrawal, (2) course failure, or (3) not enrolling in courses for a period of less than one academic year is eligible to petition for progression in the program. A Petition for Progression form must be completed and submitted to the Admission, Progression, and Readmission (APR) Committee by midterm of the semester prior to the semester the student desires enrollment. Progression decisions are made by the APR Committee. Space availability may be a factor. The student’s potential for success in the program is a major consideration in APR Committee progression decisions. Committee decisions may include requirements for remediation as a condition of progression. APR Committee progression decisions are final.

Readmission

A student who has not enrolled in coursework for a calendar year or longer for any reason must apply for readmission through the Registrar’s Office and meet all admission requirements stated in the academic catalog that is current when the application is submitted. In addition to the application, the student must submit documentation supporting the student’s potential for success if readmitted. All applications for readmission are reviewed by the 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 may stipulate that the readmission is to the beginning level of the nursing curriculum. Readmission decisions of the APR Committee are final.
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:

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

*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.

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

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

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

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

Repeat Policy: Only courses in which a student has received a grade D, F, or W may be repeated. All course grades will remain on the transcript and count toward the cumulative GPA. See GBCN progression rules related to course failures on page 39.
Second Degree: In cases where course work from a previous Mercer University degree is used to fulfill requirements for any second degree, the grade point averages for the two degrees will be combined.

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

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

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

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

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

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

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

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

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

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 have been earned for that term.

Graduation with Honors

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

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

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

College Honors

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

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

Academic Warning
A student is placed on academic warning when his or her GPA falls below 2.0 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 when 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 Honor System.
4. Failure to meet minimum College standards as stated in the Student Handbook.

Each student receives a copy of the Student Handbook each year. This document contains all policies and procedures regarding the Honor System, Standards of Conduct, and Nonacademic Violations.

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

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

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

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

Dismissal for Academic Violations

1. Students earning grades of D or F in a course may repeat the course one time. Earning a grade of D or F on the second attempt of a course will result in dismissal for academic reasons.
2. Earning a second grade of D or F in a nursing course concurrent or subsequent to a nursing course in which a D or F is received will result in academic dismissal.
3. A total of three grades of D or F in general education courses will result in academic dismissal.
4. A student dismissed for academic reasons may not enroll during the two semesters immediately following an academic dismissal, but may apply for reentry for the following term.
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 Honor System.
4. Failure to meet minimum College standards as stated in the Student Handbook.
5. A student dismissed for nonacademic reasons may not enroll during the two semesters immediately following a nonacademic dismissal, but may apply for reentry for the following term.

Administrative Suspension and Dismissal

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

Graduation Requirements

Students who enrolled through Fall 2005 are required to complete 128 semester hours, including a course in religion, with a minimum 2.0 GPA. Students who enrolled Fall of 2006 are required to complete 126 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: Students must complete a minimum of 25% of degree requirements according to the following guidelines:
• Prelicensure students must complete 3rd and 4th year nursing courses at the College of Nursing
• RN/BSN advanced track students must complete NURN 307, NURN 308, NUR 410, and NUR 420 in addition to other courses to total 32 hours at the College of Nursing. (Under exigent circumstances a student may petition to deviate from this curriculum policy. The petition must be reviewed and approved by the Associate Dean for the Undergraduate Program.)

• Curriculum Requirements: Successfully complete the College curriculum plan, which consists of a minimum of 67 semester hours in nursing and 61 semester hours in general education courses if enrolled between Fall 2001 and Fall 2005. Students enrolled in Fall 2006 must successfully complete 68 semester hours in nursing and 58 semester hours in general education courses. All courses must be completed with a C or better to meet curriculum requirements. (Although the Registrar will audit program completion, it remains the student’s responsibility to complete all requirements and to carefully review of their progress with their advisor each semester.)

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

Undergraduate Tuition and Fees 2006-2007

Tuition $8208 per semester for 12-16 hours (Does not include annual University fee); enrollment in fewer than 12 semester hours or more than 16 semester hours will be at a rate of $684/hour.

Late Registration Fee $25
Late Payment Fee $25

Related Fees
Liability Insurance $25 per year (charged to students spring semester)
Activities Fees $110 per semester
Lab Course Fees $50 for NUR 216; $25 per semester for the following courses: NUR 220, NUR 310, NUR 330, NUR 331, NUR 410, NURN 211, and BIO 255.

Purchase of a lab Nurse Pak is required for the following courses: NUR 216, NUR 220, and NUR 310 (Nurse Pak prices vary depending on course; these may be purchased from the campus bookstore).

Standardized Tests $25 per semester
Special Events Dedication Fee: $40 (charged fall semester to students in NUR 310, NURN 308)
Pinning/Graduation Fee: $125
Orientation Fee: $35

Miscellaneous Fees Transcripts: No charge
Make-up Exams: $25
Reinstatement Fee $50
(This fee is charged to a student who is dropped for non-payment and must reregister).

Additional fees assessed for graduation pins, CPR courses, etc.
Estimated University Housing Fees 2006-2006 (Mercer University Cecil B. Day Campus)

One Bedroom (12 month contract) $3,165 per semester
Two Bedroom
  9 month contract $2,740 per semester
Four Bedroom
  9 month contract $2,435 per semester

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

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

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

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

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

Contractual Obligations
The registration of a student signifies the assumption of definitive obligations between the student and the University. It is an agreement by the student to fulfill the terms of the registration contract.

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

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

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

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 \( \frac{33}{3} \% \) 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 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:

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

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 \(X \times (100 - \text{percentage to be retained})\) = Total tuition and fees to be credited to the student’s account

Total amount of Title IV Financial Aid disbursed \(X \times (100 - \text{percentage to be retained})\) = 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 US 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* 27 days = .2368 or 23.7%
114 days

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

Amount of Tuition earned by the Institution: $1,959 x 23.7% = $464.28
Amount of Tuition to be Credited to the Student's Account: $1,959 - $464.28 = $1,494.72
Amount of Title IV funds earned by Student: $3,000 x 23.7% = $711
Amount of Title IV fund to be Returned to the Direct Loan Program: $3,000 - $711 = $2,289
Amount of Title IV funds to be Returned by the University: $1,959 x (100-23.7%) = $1,494.72
Amount of Title IV funds to be Returned by the Student: *Since the student received a Direct Loan the student will be responsible for the repayment of the amount borrowed less the amount Returned by the University in accordance with the promissory note signed by the student.

Snapshot of Student Account:
Tuition $1,959.00
Direct Loan ($3,000.00)
Refund to Student $1,041.00
Account Balance -0- At time of resignation
Tuition Credit ($1,494.72)
University Refund to Direct Loan Program $1,494.72
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: Financial Aid Disbursed:
$5,000 Federal Subsidized Direct Loan
$2,000 FSEOG Award

$9,145 Tuition $7,000 Total Title IV Financial Aid
$1,750 Dorm Room $3,000 Institutional Scholarship
$1,480 Meal Plan $2,000 Outside Scholarship
$12,373 Total Charges $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 x 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 x 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 x (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:**

<table>
<thead>
<tr>
<th>Total Charges Credited:</th>
<th>$9,442.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Title IV funds returned by the University:</td>
<td>$5,341.00</td>
</tr>
<tr>
<td>Funds to be Returned to Non-Title IV Funds:</td>
<td>$4,101.12</td>
</tr>
<tr>
<td>These funds are distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>Institutional Scholarship</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Outside Scholarship</td>
<td>$1,101.12</td>
</tr>
</tbody>
</table>

**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 the student shall be receipted to their account. Students do not have to request a refund in the event of an overpayment to his/her account. Refunds are processed regularly by the Bursar’s Office. Students are welcome, though, to contact the Bursar’s Office to inquire about his/her eligibility for a refund and to determine a general time frame of when a refund will be available.
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 Student Union (BSU)**

BSU 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 Gerogia 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). There is a small fee to join the local chapter, which also gives membership at the state and national levels.

**Peer Representatives**

This group of students lends its time and talents to facilitating programs, and assisting new students during Orientation.
Undergraduate Program Outcomes

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

1. Integrate a personal philosophy of nursing care based on holism, Christian caring and professional values into nursing practice.
2. Utilize the nursing process to promote, maintain and restore health to diverse and vulnerable populations across the lifespan in a variety of settings.
3. Synthesize knowledge from liberal arts and general sciences with nursing theory as a basis for professional practice.
4. Utilize knowledge of the research process and research findings to provide care based on the best evidence available.
5. Communicate effectively in written, oral and behavioral formats within the scope of nursing practice.
6. Function as a provider, designer, manager and coordinator of care in order to perform, teach, delegate and supervise care with safety and competence.
7. Practice nursing within a framework of professional values, standards, and ethics.
8. Assume responsibility for personal and professional growth and development.
9. Apply a global health perspective to nursing practice.

Organizational Framework for the Undergraduate Program

The organizational framework upon which the undergraduate curriculum is developed integrates theories and research from nursing and other disciplines, and the American Association of Colleges of Nursing (AACN) The Essentials of Baccalaureate Education for Professional Nursing Practice (1998) to create a professional foundation. Selected concepts, processes and skills, as well as the four major components of the Essentials document, are introduced in second level nursing courses. These combined perspectives provide the focus for the general studies courses as well as the program and level outcomes, course syllabi, and classroom and clinical evaluation tools.

The curriculum approach has been organized from the following eleven concepts, processes, and skills. Viewed as essential to the practice of professional nursing, each of these components is integrated throughout the curriculum.

Concepts, Processes and Skills

Holistic, Christian Focus on Caring

A holistic, Christian focus on caring views individuals as being divinely created. Possessing physiological, psychosocial, and spiritual dimensions, human beings strive for harmony between their internal and external environments. The unity of these dimensions creates a holistic being with inherent dignity, worth, and equal rights of freedom and choice. When individuals, families, groups, or communities experience health care needs, the principles of love, concern, and caring, as essential qualities of the
Christian faith, are employed by the professional nurse to formulate and implement a plan of care. The process of human care and caring is a major focus for nursing not only because of the dynamic human-to-human transactions required of the nurse, but also because of the necessity of knowledge, commitment, and human values, and because of the personal, social, and moral engagement of the nurse with others (Watson, 1988).

**Health**

The state of health is viewed as an ever-changing process, the outcome of which can be moderated or improved by positive behaviors throughout the life-span. Wellness and health are defined by the person and, as such, are recognized as primarily individual responsibilities within the health care system. Professional nursing assists individuals, families, groups, and communities to achieve an optimal level of well-being within the constraints of situational factors. Nursing’s concern is with valuing human potential and in assisting people to maintain and develop this potential in individual life situations (Paterson & Zderad, 1988).

**Professionalism**

The practice of nursing is evolving into a discrete, autonomous profession in which nurses are assuming the authority and acceptance of responsibility for the discipline (Aydelotte, 1985).

Nursing education has the responsibility for assisting students to develop a commitment to the profession and enact a professional code of behavior. Each nursing course emphasizes this commitment to the profession and presents opportunities for professional growth within and beyond the educational setting. A framework of professional nursing behavior, based on ethical and legal standards, is presented to the student at increasingly complex levels throughout the curriculum. Within this framework a student will integrate the professional code of behavior into a personal practice of nursing.

**Nursing Roles**

The practice of professional nursing includes the roles of provider of care, coordinator of care, and active participant in the profession of nursing. These roles enable the nurse to function as a leader in primary, secondary, and tertiary health care settings through the implementation of appropriate clinical judgments and related skills, and through the maintenance of standards and internal support to the profession (AACN, 1998). Role enactment, learned through guided clinical learning experiences throughout the curriculum, builds on the concepts, processes, and skills of nursing theory and research as well as those of other disciplines.
Nursing Process

The nursing process, as a systematic decision-making approach to client-centered health care, provides the basis for professional clinical nursing practice. This process allows for an organized, theoretically-based implementation of nursing care so that the recipient of this care receives the benefit of effective and appropriate nursing actions.

Assessment, the first phase of the process, consists of a holistic appraisal of the client. The data collected provide the basis for problem identification and for the forming and prioritizing of nursing diagnoses.

The planning phase of the nursing process includes the development of short- and long-term client-centered goals. Specific and individualized nursing interventions based on scientific rationale are formulated to achieve these goals and provide holistic care.

The implementation phase consists of the actual enactment of the proposed nursing interventions. Nursing interventions represent cognitive, affective, and psychomotor behaviors directed toward holistic care.

Evaluation, the last phase of the process, requires the assessment of the effectiveness of each nursing intervention as it contributes toward goal achievement. As a collaborative process, evaluation includes the nurse, client, family, and other members of the health care team. If the nursing actions do not produce the desired outcomes, reassessment is done and the process is repeated.

Communication Process

Communication, as the process of verbal and nonverbal interaction between two or more people, is considered a critical competency in the practice of professional nursing. Communication also involves documentation of nursing actions and client responses. Interpersonal relationships based on effective and therapeutic communication skills provide a framework for interaction among all those involved in the health delivery system. In order to establish and attain realistic goals for client health, nurses must facilitate communication that is clear, open, and non-judgmental (Hill & Smith, 1985). It is for this reason that communication is a critical tool for nursing.

Research Process

The process of research is recognized as an integral component of professional nursing. Critique of research studies and the application of research findings to nursing practice are essential to maintaining professional standards and contributing to the improvement of holistic nursing care.
Teaching-Learning Process

The teaching-learning process provides the educational framework through which changes in behavior occur in the cognitive, affective, and psychomotor domains. Parallel to the nursing process, learning needs are identified and goals are formulated from which a teaching plan is devised, implemented, and evaluated. Within the realm of professional nursing practice, the teaching-learning process is inherent in the delivery of holistic nursing care.

Care-Giving Skills

Care-giving skills encompass cognitive, affective, and psychomotor behaviors which are founded on scientific rationale. The practice of nursing requires skills for collecting data about health, illness, symptoms, expected and preferred modes of treatment, recovery, and the client’s interpretation of these states (AACN, 1986). These skills provide the basis for multiple nursing actions which facilitate the delivery of safe holistic nursing care.

Human Behavior and Physiological Processes

Each individual is a holistic being with physical, intellectual, emotional, spiritual, and social dimensions. Nurses must understand holistic human needs as well as behavioral responses and physiological processes in order to deliver holistic nursing care and facilitate the achievement of health.

Critical Thinking

Critical thinking is the analysis of information through integration of attitudes, knowledge, skills, self-awareness, and values. An attitude of inquiry is necessary for the development of the component skills of sound reasoning, analyzing, decision-making, critically evaluating, and prioritizing. Underlying critical thought are awareness of multiple ways of knowing, openness to multiple perspectives, tolerance of ambiguity, and knowledge related to inferences and abstractions. Critical thinking is evident through the decision-making process and through the appropriate application of research findings.

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998)

The American Association of Colleges of Nursing (AACN) published The Essentials of Baccalaureate Education for Professional Nursing in 1998. This document is a comprehensive revision of the 1986 set of core standards for baccalaureate degree nursing education. The four major essential components of professional practice, with supporting competencies, are concurrently integrated with the concepts, processes and skills of the Organizational Framework to provide a curriculum focus.

Professional Values

- Caring
- Autonomy
- Integrity
- Altruism
- Human Dignity
- Social Justice
Undergraduate Program

Reflective of the mission, philosophy, and organizational framework of Georgia Baptist College of Nursing of Mercer University, the curriculum is organized to provide a solid foundation upon which to base the practice of professional nursing. General studies courses include the areas of the natural sciences, social sciences, humanities, and applied sciences. The study of the liberal arts and general sciences is aimed at providing students with an understanding and appreciation of their place in the human and natural world. Its focus is to build a foundation for their emerging role as citizens of both a local community and a world culture. The transmission of the rich intellectual and spiritual material of the arts and sciences is deemed essential to the deepening and rounding experience of higher education. Similarly, the critical, analytical, and creative skills fostered in the disciplined exposure to a broad array of college courses supplements in fundamental ways the professional curriculum to create a full human being, one deeply alive to the responsible engagement that is at the core of all education. If enrolled Fall 2006, a total of fifty-eight (58) semester hours of general education courses are taken in logical sequence throughout the curriculum. Students who entered GBCN from fall 2001 through fall 2005 must earn sixty-one (61) semester hours of general education credit. The study of these disciplines offers the nursing student essential supporting concepts, processes, and skills. Mercer University requires each student to pass one course in religion in order to graduate.

The natural and applied science courses include human anatomy and physiology, human pathophysiology, nutrition, microbiology, mathematics, and statistics. Social science courses include psychology, abnormal psychology, human growth and development, sociology, and political science. Two English composition courses are required in the curriculum plan. As an applied science, a management course is required to support

Core Competencies
- Critical Thinking
- Communication
- Assessment
- Technical Skills

Core Knowledge
- Health Promotion, Risk Reduction and Disease Prevention
- Illness and Disease Management
- Information and Health Care Technologies
- Ethics
- Human Diversity
- Global Health
- Health Care System Policy

Role Development
- Provider of Care
- Designer/Manager/Coordinator of Care
- Member of the Profession

The Undergraduate Curriculum
professional practice. Twelve (12) semester hours of general study electives, including one course in the humanities or fine arts, and a religion course, are required. The majority of general study courses are taken during Level 1, the freshman semesters.

Eleven nursing courses, plus four hours of nursing electives, (68 semester hours) are divided among three levels of the curriculum plan. Level 2 nursing courses begin during the first sophomore semester with Essentials of Baccalaureate Nursing (NUR 215). Nursing Processes, Skills and Concepts (NUR 216), upon which a professional nursing practice can be built, is the first nursing course with a clinical component. Within these courses, the student learns at increasingly complex levels the essential components of professional nursing practice. In Nursing Care of the Adult Client I (NUR 220), second semester sophomore year, the student applies nursing concepts, processes, and skills to adult clients experiencing health alterations.

During Level 3, the junior semesters, the student builds on and further applies nursing concepts, processes, and skills. Beginning with Nursing Care of the Adult Client II (NUR 310), these concepts, processes, and skills are applied to adult clients experiencing complex alterations. This application continues in Nursing Care of the Childbearing Family and Nursing Care of Infants and Children (NUR 330 and NUR 331), in which the student works with childbearing and childrearing families. Nursing Research (NUR 321) provides a basis for assessing research studies and applying research findings to nursing practice.

Level 4, the senior semesters, begins with Community Focused Nursing (NUR 410), and Mental Health Nursing (NUR 411). During the final semester of the curriculum plan, the Leadership Practicum and Role Transition (NUR 420) provides a framework to facilitate the student’s transition into the role as a beginning baccalaureate-prepared professional nurse.

**General Education**

Mercer University is dedicated to the ideal of educating the whole person and providing a foundation that can be described by the Greek term “Paideia.” Paideia is consistent with the founding vision of Jesse Mercer as he sought to encourage learning and culture for both clergy and laity. Teaching, character development, service and leadership, classical education, and the nurturing of a prevailing culture are all instrumental. Mercer’s aim is to prepare all students to contribute to society through sharing of their knowledge, skills, and character. A variety of courses and experiences contribute to the accomplishment of stated student learning goals and outcomes.

Through the general education curriculum Mercer University graduates will be able to:

A. Reason effectively
B. Demonstrate broad and deep knowledge
C. Demonstrate a commitment to free inquiry
D. Demonstrate a understanding of themselves in light of the values and traditions upon which the University was founded.

From these four goals flow the intended educational outcomes for the general education at Mercer University:

A.

1. Communicate clearly, responsibly, and with integrity in written and oral forms.
2. Master the basic principles of the mathematical and scientific reasoning.
3. Identify, access, and evaluate information and materials as needed for personal, academic, and professional purposes.

B.

4. Acquire foundational knowledge important to becoming an informed person and/or major.
5. Relate theory, principles, and content from one discipline to another.
6. Demonstrate familiarity with cultures and traditions other than one's own.

C.

7. Work as part of a team/group, to learn and teach cooperatively, to develop an appreciation of individual differences, and to assess one's own and other's roles in a working group.
8. Consider viewpoints other than one's own, including viewpoints associated with other cultures and traditions.
9. Commit to live as an engaged and informed citizen.

D.

10. Reflect on one's life and learning experience.
11. Demonstrate a respect for intellectual and religious freedom.

The required General Education courses described below are offered from the College of Nursing. Human Pathophysiology (BION 215) and Principles of Nutrition (NTR 220) have specific nursing courses as co- and prerequisites.

**BION 215 Human Pathophysiology**

The concepts of pathophysiology are based upon previously presented principles from anatomy and physiology. This course focuses on the biologic basis for disease, including manifestations of diseases, signs, symptoms, and laboratory findings. A variety of factors (e.g., stress, age, heredity) are discussed in relation to the pathogenesis of the disease process. (Prerequisites: All Level 1 Courses) (Corequisites: NUR 220 and NTR 220) (3-0-3)

**BIOL 255 Microbiology**

This course presents basic microbiology principles in growth, metabolism, reproduction, and control of bacteria, viruses, fungi, protozoa, and helminths. Emphasis is on the study of pathogenic microorganisms, the human diseases they cause, and the immune response. (Prerequisites: All Level 1 Courses) (3-3-4)

**NTR 220 Principles of Nutrition**

The focus of this course is on the vital role of nutrition in the care of individuals, families, and groups. This course relies on the principles from the basic sciences, pathophysiology, learning theory, and psychology relating to behavior change in individuals. (Prerequisites: Level 1 courses and NUR 216) (Corequisite: NUR 220)
The curriculum is divided among a four-year, four-level, eight-semester plan. Most of the general education courses are offered during the first year, Level One, freshman semesters. Nursing courses begin during Level Two, first semester of the sophomore year, and continue through the last semester of Level Four of the senior year.

### Level One
#### First Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECT</td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>POL 101</td>
<td>Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 106</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>*College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PSY 245</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

*If a satisfactory score is not achieved on the math placement test, then the student must take College Algebra as a pre-requisite for Introduction to Statistics.

### Level Two
#### Second Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECT</td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>BION 215</td>
<td>Human Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 255</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NUR 215</td>
<td>Essentials of Baccalaureate Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR 216</td>
<td>Nursing Processes, Skills and Concepts</td>
<td>10</td>
</tr>
<tr>
<td>NUR 220</td>
<td>Nursing Care of the Adult Client I</td>
<td>7</td>
</tr>
<tr>
<td>NTR 220</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

### Level Three
#### Third Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 310</td>
<td>Nursing Care of the Adult Client II</td>
<td>8</td>
</tr>
<tr>
<td>NUR 312</td>
<td>Pharmacology in Nursing II</td>
<td>2</td>
</tr>
<tr>
<td>NUR 321</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR 330</td>
<td>Nursing Care of the Childbearing Family</td>
<td>6</td>
</tr>
<tr>
<td>NUR 331</td>
<td>Nursing Care of Infants and Children</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Level Four
#### Fourth Year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECT</td>
<td>General Education Electives</td>
<td>6</td>
</tr>
<tr>
<td>NLELECT</td>
<td>Nursing Elective(s)</td>
<td>4</td>
</tr>
<tr>
<td>MGT 363</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>NUR 410</td>
<td>Community Focused Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NUR 411</td>
<td>Mental Health Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NUR 420</td>
<td>Leadership Practicum and Role Transition</td>
<td>8</td>
</tr>
</tbody>
</table>
The Faculty of Georgia Baptist College of Nursing of Mercer University endorses baccalaureate education as the entry level preparation for the practice of professional nursing. The RN-BSN Advanced Track is a special accelerated course of study for registered nurses holding a Diploma or Associate Degree in Nursing. As a bridge program for RNs, the College of Nursing is a participating member in the Georgia RN-BSN Articulation Model. Qualified RN students may complete the Advanced Track through full time or part time study. Courses are designed for the adult student with course times to accommodate most working RNs without duplication of prelicensure experiences. Most courses are offered one day per week. Courses extend 8 weeks, 10 weeks or 16 weeks.

Requirements for the Advanced Track program are as follows:

**General Education Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 202</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 255</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 106</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ELECT</td>
<td>General Education Electives (must include one course in religion)</td>
<td>22</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 363</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>POL 101</td>
<td>Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 245</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Nursing Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 211</td>
<td>Health Assessment for RNs</td>
<td>2</td>
</tr>
<tr>
<td>NURN 307</td>
<td>Historical and Political Perspectives in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURN 308</td>
<td>Professional Seminar for RNs</td>
<td>5</td>
</tr>
<tr>
<td>NUR 321</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NUR 410</td>
<td>Community Focused Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NUR 420</td>
<td>Leadership Practicum and Role Transition</td>
<td>8</td>
</tr>
<tr>
<td>NELECT</td>
<td>Nursing Electives</td>
<td>8</td>
</tr>
<tr>
<td>NRPRE</td>
<td>Prelicensure transfer credit</td>
<td>34</td>
</tr>
</tbody>
</table>

Students must complete a minimum of 32 semester hours at Georgia Baptist College of Nursing to meet BSN degree requirements. Individual academic advisement is required for all part-time and full-time students.

**The Validation Process**

As a participating member of the Georgia RN-BSN Articulation Model, the College of Nursing seeks to minimize barriers to entry into the baccalaureate level of education for RNs. The College offers a no-test option for validation of prior learning to qualified students. Validation of theoretical and clinical knowledge for qualified ADN and Diploma graduates is achieved by successful completion of the RN-BSN bridge course: Professional Seminar for RNs (NURN 308). Subsequent awarding of 34 semester hours, representing prelicensure coursework, is then placed on the student's transcript for further progression in the Advanced Track curriculum. All students must hold a current and valid Georgia license to practice nursing in the state of Georgia.
Participation in the articulation model effectively eliminates standardized theoretical and clinical validation testing for RNs who:

1) graduated from a Georgia ADN or Diploma program or an out of state NLNAC accredited program in the last four years; or

2) graduated more than four years ago but who have at least 1000 hours of clinical practice in the last three years.

Students who do not qualify for the no-test option include RNs who have graduated from a non-NLN accredited school outside the state of Georgia and students without current clinical practice. These students will be required to validate prior learning by selected standardized nursing exams.

The Application Process

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

1) Application for Admission for RNs, with a $50 non-refundable application fee, payable by check or money order. For an application, contact the Admissions Office of the College of Nursing.

2) A copy of a current Georgia Registered Professional Nursing License to be placed on file at the College.

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. Only courses completed with a grade of C or better are transferable. Students should contact the Admissions Office of the College of Nursing before taking any prerequisite general education courses to ensure transfer requirements are met.

The Enrollment Process

1) Interview-advisement with RN-BSN coordinator.

2) RN-BSN orientation.

3) Registration for courses. Proof of health insurance, health record, and required immunizations required for all courses. Liability insurance through the College and Basic Life Support Course C for health professionals required for clinical courses.
Curriculum Plan for the Advanced Track

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

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

Suggested Sequence of Courses

Spring
- Historical and Political Perspectives in Nursing (NURN 307—2 hrs.)
- Nursing Research (NUR 321—3 hrs.)

Summer
- *Professional Seminar for RNs (NURN 308—5 hrs.)
- Health Assessment for RNs (NURN 211—2 hrs.)

Fall
- *Community Focused Nursing (NUR 410—6 hrs.)
- Nursing Elective (NRELE—4 hrs.)

Spring
- *Leadership Practicum and Role Transition (NUR 420—8 hrs.)
- Nursing Elective (NRELE—4 hrs.)

*Denotes practicum courses which must be taken in sequence.
Undergraduate Program

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 215 Essentials of Baccalaureate Nursing**
The focus of this course is to provide the beginning student with an overview of professional nursing. Content units are organized according to the American Association of Colleges of Nursing (AACN) document, *Essentials of Baccalaureate Education* (1998). As a companion course for Nursing Processes, Skills, and Concepts (NUR 216), the novice nursing student will be well-prepared to begin professional practice. (Prerequisites: All Level 1 Courses) (2-0-2)

**NUR 216 Nursing Processes, Skills, and Concepts**
The focus of this course is to provide the beginning student with an integrated framework of nursing practice which incorporates processes, skills, and concepts relevant to foundational skills, normal health assessment across the lifespan and pharmacological principles. Concurrent practicum and learning resource center experiences allow the novice an opportunity for supervised “hands-on” learning. This course, in combination with NUR 215, Essentials of Baccalaureate Nursing, creates the underpinnings for professional practice. (Prerequisites: All Level 1 Courses; Corequisite: NUR 215) (7-9-10)

**NUR 220 Nursing Care of the Adult Client I**
This course presents the foundations of nursing care for the adult client experiencing alterations in physical and mental health. The foundation assists the student in utilizing the nursing process as a framework to provide care to individuals and families in selected settings. The student is introduced to the responsibilities inherent in fulfilling the professional role in adult and mental health nursing. Self awareness, self care, empathic care of others, personal growth and professional development are considered vital components of the student experience in this course. Utilizing the holistic view, the student is taught an approach to nursing care which takes into consideration cultural diversity, adult developmental stages and the influence of family, friends and environment. (Prerequisites: All Level 1 courses and first semester Level 2 courses; Corequisites: BION 215, NTR 220) (3-12-7)
NURN 307 Historical and Political Perspectives in Nursing  
(Registered Nurses or by permission only)  
The emphasis of this course is on the philosophy and politics of care. Students explore perspectives of historians and political commentators to critically analyze the position of contemporary nursing. (Prerequisites: None) (2-0-2)

NURN 308 Professional Seminar for RNs  
(Registered Nurses Only)  
This clinical bridge course for RNs focuses on selected concepts and theories applicable to high risk patients and families experiencing acute or chronic illness. Journal writing is integral to expected critical analysis, as well as collegial discussion, debate, shared leadership, and formal presentation. Clinical practicums are preceptored and individually tailored. (Prerequisite: NURN 307; Pre- or corequisites: NURN 211, NUR 321) (5-0-5)

NUR 310 Nursing Care of the Adult Client II  
Nursing Care of the Adult Client II presents advanced concepts in the care of adult clients who are experiencing complicated alterations in health status. This course builds upon the foundation of content taught in Nursing Care of the Adult Client I and all previous nursing courses. The student’s knowledge of the professional role in adult health nursing is expanded through integration of concepts related to complex health alterations, technology, crisis, death and dying, and family dynamics. The student is expected to utilize the nursing process and function as a provider and coordinator of nursing care for selected individuals, families, and groups. Emphasis is placed on developing and evaluating the effectiveness of a teaching-learning plan, analyzing the value of research findings, and decision-making in the clinical setting. (Prerequisites: All Level 1 and Level 2 courses) (Corequisite: NUR 312) (4-12-8)

NUR 312 Pharmacology in Nursing II  
This course focuses on concepts related to the origin, nature, chemistry, effects, and use of drug therapy. Emphasis is placed on learning specific drugs/pharmacologic agents using knowledge from nursing, natural, and behavioral sciences to understand the human response to drug therapy. Safe and effective nursing administration of drugs is stressed throughout this course. (Prerequisites: All Level 1 and Level 2 courses or Credentialed/Licensed individual) (2-0-2)

NUR 321 Nursing Research  
Nursing Research is designed to provide the baccalaureate nursing student with an understanding of the research process and its contribution to nursing practice. The course builds on concepts learned in statistics and in previous nursing courses which will enable students to be intelligent consumers of research findings and to evaluate these findings for their applicability to nursing practice. Further, NUR 321 will help students develop an attitude of inquiry and encourage them to read research studies and utilize relevant findings. (Prerequisites: All Level 1 and Level 2 courses and MATH 220 (3-0-3)
NUR 330 Nursing Care of the Childbearing Family
This course focuses on application of the nursing process with diverse childbearing women and their families, and builds on prior nursing knowledge and experience as a provider and coordinator of nursing care. Theories for understanding how the childbearing experience affects and is affected by family dynamics are analyzed. Teaching and learning considerations for childbearing families are explored. Emphasis is placed on integration and application of selected concepts, processes, and skills during clinical learning experiences with low and high-risk antepartum, intrapartum, postpartum, and neonatal populations in a variety of perinatal clinical settings. (Prerequisites: All Level 1 and Level 2 courses, NUR 310 and NUR 312) (4-6-6).

NUR 331 Nursing Care of Infants and Children
This course focuses on the nursing care of infants and children through adolescence. Theory content is taught from a framework of application of general concepts, processes, and skills to nursing care of families with children. Emphasis is placed on application of developmental theory when providing nursing care for well and ill infants and children during clinical experiences in a variety of pediatric settings. (Prerequisites: All Level 1 and Level 2 courses, NUR 310 and NUR 312) (4-6-6).

NUR 410 Community Focused Nursing
This course introduces the body of knowledge from the public health sciences and incorporates that knowledge with nursing theory for the purpose of improving the physical and mental health of the community. The focus of the course is on the application of the nursing process with individuals, families, groups, and communities, emphasizing health promotion and disease prevention. There will be continued opportunity for the student to utilize principles of research, integrate knowledge from the liberal arts and sciences, and integrate a professional code of behavior into a personal practice of nursing. (Prerequisites: All Level 1, 2, and 3 courses) (4-6-6).
NUR 411 Mental Health Nursing
This course focuses on providing the student with a theoretical foundation for the contemporary practice of mental health nursing. Theoretical content is taught from a framework of application of concepts taught in nursing and liberal arts courses. Utilizing a holistic view, the course teaches the student caregiving skills using the perspectives of physical, spiritual, social, intellectual and emotional needs in the promotion of health maintenance and the nursing management of life disruptions. Self-awareness, self-care, empathic care of others, personal growth, and professional development are vital components of the student experience in mental health nursing. (Prerequisites: All Level 1, 2 and 3 courses) (4-6-6)

NUR 420 Leadership Practicum and Role Transition
The focus of this course is on the leadership/management responsibilities inherent in the roles of the nurse as a provider of care, a coordinator of care, and an active participant in the nursing profession. Leadership Practicum and Role Transition builds on all prior courses in the College curriculum. Emphasis is placed on critical thinking, personal and professional growth, professional role transition, utilization of research, and the incorporation of selected theories into nursing practice. To facilitate the transition from education to practice, students are provided with opportunities to plan and implement nursing care for groups of clients while managing nursing personnel and resources. (Prerequisites: All Level 1, 2, and 3 courses, MGT 363, NUR 410 and NUR 411) (4-12-8)
Elective Nursing Courses

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

**NUR 150/NUR 151 Stress Management for Nurses**
This course is about stress, its effects on the human being, and methods for coping successfully with pressures of stress. Emphasis will be placed upon specific stressors likely to be present in the lives of professional nurses. Additionally, the course will help the student learn ways in which they can, as health professionals, assist others with the management of stress. (Prerequisites: BIOL 111, BIOL 112) (NUR 150 2-0-2) or (NUR 151 4-0-4)

**NUR 152/NUR 153 Successful Aging**
This course is designed to increase understanding and appreciation of normal aging processes and age-related physiological changes. Emphasis is placed on positive developmental attributes and creative approaches that enrich life processes and encourage independence and function. (Prerequisites: BIOL 111, BIOL 112, PSYC 111) (NUR 152 2-0-2) or (NUR 153 4-0-4)

**NUR 154 Spirituality in Nursing**
This nursing elective will promote a deeper understanding of the influence that spirituality, beliefs, and values have on human health and happiness. Utilizing theories from nursing, theology, pastoral care, and the physical and social sciences, the student will be guided to explore the dynamic interaction between professional nursing skills and spiritual gifts. A special focus will be on the spiritual dimensions of human development and methods whereby the nurse can use his/her gifts of ministry to facilitate the holistic health of self, individuals, families, and communities. (Prerequisites: All Level 1 courses) (2-0-2)

**NUR 156 Leadership U**
Leadership U is a course designed to increase the student’s understanding and appreciation of the benefits of participation in a professional nursing organization. The course provides a supplementary learning opportunity for students to develop leadership skills while enhancing professional socialization. This course is designed to give students the opportunity to be recognized for the leadership and management skills they develop through participation in NSNA’s programs and activities. (Varying credit 1-4)

**NUR 250/NUR 251 Caring in Times of Death, Dying, and Bereavement**
This experiential course is designed to facilitate personal growth and self-awareness as the lived experience of death, dying, and bereavement is explored. Content and activities in this seminar will facilitate each student’s identification of his/her own set of values and beliefs related to death so that the student can then examine how these factors
influence his/her use of the nursing process. The process of death and dying, including social roles of the dying person, the family, and health care professionals, will be analyzed. Cultural differences in the experience of dying and bereavement will be examined. (Prerequisites: All Level 1 and 2 courses) (NUR 250 2-0-2) or (NUR 251 4-0-4)

NUR 254 Perioperative Nursing
This course provides students with an opportunity to gain experience in perioperative nursing. Emphasis is placed on the nurse’s role during the intraoperative phase of the client’s perioperative experience. (Prerequisites: All Level 1 and 2 courses) (1-3-2)

NUR 255 Nursing in the Camp Setting
Nursing in the Camp Setting is a course designed to increase the student’s understanding and appreciation of camp nursing and the camp experience for children with a chronic disease. Emphasis will be placed on growth and development and on psychosocial adaptation of the school age child and adolescent with chronic disease. (Prerequisites: All Level 1 and 2 courses) (1-3-2)

NUR 256 Global Health
This course content will increase the student’s knowledge base and sensitivity to people of diverse cultures and their health care needs. Students will synthesize concepts from various sources. Emphasis will be placed on the integration of social, political, cultural, religious and economic realities into health care assessment, planning, intervention and evaluation, both nationally and internationally. (2-0-2)

NUR 350/NUR 354 Emergency Nursing
Emergency Nursing is distinctive because of the broad body of knowledge required in order to assess, plan, intervene, and evaluate patients who present with emergency situations. Caring for people in crisis who are of varied ages and who have varying degrees of health alterations presents a great challenge to the nurse. Course content relates to nursing responsibilities when responding to an emergency and will include an in-depth analysis of dysrhythmia recognition and management. (Prerequisite: NUR 310; Pre- or corequisites: NUR 330, NUR 331) (2-0-2) (4-0-4)

NUR 351/NUR 352 Critical Care Nursing
This course focuses on acutely ill adult patients with complex medical and surgical problems. Emphasis will be placed on recent advances in pathophysiologic, pharmacologic, and technologic intervention to provide state-of-the-art content. (Prerequisites: All Level 1 and 2 courses and NUR 310) (NUR 351 2-0-2) or (NUR 352 4-0-4)

NUR 353 Selected Topics in Perinatal Nursing
This elective course provides the student opportunities to gain in-depth knowledge and understanding of selected topics related to perinatal nursing. The nurse’s role in contributing to the successful support and outcome of perinatal clients representing the given topic of study will be emphasized. (Prerequisites: All Level 1 and 2 courses, may be co-requisite with NUR 330) (2-0-2)

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. (Prerequisites: Level 1 and 2 courses) (NUR 499 2-0-2)
Georgia Baptist College of Nursing of Mercer University offers a Master of Science in Nursing (MSN) degree. This degree includes a two-year, full-time course of study. Students may also choose part-time enrollment and have the flexibility to select a placement option that coincides with their educational and career goals. Graduate students choose between two areas of concentration: Nursing Education and Acute/Critical Care Nursing of the Adult.

Program Description

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

Graduate Program Outcomes

At the completion of the program the graduate will:
1. Articulate and model a personal philosophy of nursing that is consistent with nursing theory, ethics, professional standards, and Christian caring.
2. Collaborate with the client, family, communities, health care providers, and others to promote, maintain, and restore health across the lifespan.
3. Apply knowledge of liberal arts, sciences, nursing theories, educational theories, and frameworks to the advanced nursing role and the role of educator.
4. Utilize and disseminate research in nursing practice and education.
5. Use a variety of communication skills and information technology to provide health care and education within multiple settings.
6. Provide leadership to effect improvements in healthcare and nursing education through integration of the nursing discipline with liberal arts and sciences.
7. Utilize skills to improve standards of care for clients, nurses, students, and other professionals, communities, health care delivery systems, and society.
8. Evidence a commitment to professional growth and lifelong learning.
9. Construct a foundation for the pursuit of doctoral education.
10. Apply principles of decision-making, critical thinking, and independent judgment to the role of the advanced practice nurse and nurse educator.
Organizational Framework for the Graduate Program

The organizational framework upon which the graduate curriculum is developed integrates theories and research from nursing and other disciplines to create a basis for advanced professional nursing practice. Selected concepts, processes, and skills, as reflected in the philosophy, provide the focus for courses as well as the nursing program outcomes, course syllabi, and classroom and clinical evaluation tools.

The curriculum approach has been organized from the following eleven concepts, processes, and skills. Viewed as essential to advanced nursing practice and the nurse educator role, each of these components is integrated throughout the curriculum.

Holistic, Christian Focus on Caring

A holistic, Christian focus on caring views individuals as being divinely created. Possessing physiological, psychosocial, and spiritual dimensions, human beings strive for harmony between their internal and external environments. The unity of these dimensions creates a holistic being with inherent dignity, worth, and equal rights of freedom and choice. When individuals, families, groups, or communities experience health care needs, the principles of love, concern, and caring as essential qualities of the Christian faith, are employed by the professional nurse to formulate and implement a plan of care. The process of human care and caring is a major focus for nursing not only because of the dynamic human-to-human transactions required of the nurse but also because of the necessity of knowledge, commitment, and human values, and because of the personal, social, and moral engagement of the nurse with others (Watson, 1988).

Health

The state of health is viewed as an ever-changing process, the outcome of which can be moderated or improved by positive behaviors throughout the life-span. Wellness and health are defined by the person and, as such, are recognized as primarily individual responsibilities within the health care system. Professional nursing assists individuals, families, groups, and communities to achieve an optimal level of well-being within the constraints of situational factors. Nursing’s concern is with valuing human potential and in assisting people to maintain and develop this potential in individual life situations (Paterson & Zderad, 1988).

Professionalism

The practice of nursing has evolved into a discrete, autonomous profession in which nurses are assuming the authority and acceptance of responsibility for the discipline (Aydelotte, 1985). Graduate nursing education has the responsibility for assisting students to continue their commitment to the profession which incorporates a professional code of behavior. Each nursing course emphasizes this commitment to the profession and presents opportunities for professional growth within and beyond the educational setting. A framework of professional nursing role behavior, based on ethical and legal standards, is presented to the student in all courses throughout the curriculum. Within this framework a student will integrate the professional code of behavior into the advanced role.

Nursing Roles

The practice of professional nursing by the “master’s-prepared nurse includes the advanced nursing roles of teacher, researcher, advocate, clinician, consultant, collaborator, and manager of systems” (AACN, 1996). Effective implementation of these roles requires
knowledge and skills to deal with role ambiguity; communicate effectively with other health care professionals; develop and work in collaborative interdependent relationships; and advocate for consumers and requisite changes within the health care system. Integral components of professional role enactment are active participation in the nursing profession and the provision of leadership to both the profession and the health care system (AACN, 1996). Professional role enactment is learned through course and clinical learning experiences throughout the graduate curriculum.

Nursing Process

The nursing process provides the foundational and comprehensive approach for advanced professional practice. Critical assessment, analysis, planning, intervention, and evaluation underlie abilities to deliver care within integrated systems, engage in interdisciplinary ethical decision-making, provide culturally competent care, recognize and intervene for health risks, and serve as consumer and patient advocate. Based on the nursing process, the advanced nurse develops innovative strategies to prioritize, coordinate, and monitor care to maintain functional ability while recognizing age, gender, race, and cultural health variants. An essential goal of advanced practice is to improve health outcomes within a complex environment that affects the whole of health and illness. Refined analytical skills and broad-based perspectives, derived from the ability to connect theory, practice, and research, provide the basis for the advanced nurse to provide health systems leadership.

Communication Process

Communication, as the process of verbal and nonverbal interaction between two or more people, is considered a critical competency in the practice of professional nursing. Communication involves documentation of interdisciplinary health interventions and patient responses. Dissemination of knowledge through scholarly writing and presentations is a vital component of nursing communication. Collegial relationships based on effective and therapeutic communication provide a framework for interactions within the global system to facilitate delivery of health care. In order to be an advocate in patient care, nurses must utilize clear communication which acknowledges multiple perspectives.

Research Process

The process of research is recognized as an integral component of professional nursing practice. Critique and analysis of research study findings facilitate utilization of research to improve nursing practice. The advanced nurse must be prepared to conduct research as appropriate to the practice setting.

Teaching-Learning Process

The teaching-learning process provides the educational framework through which changes in behavior occur in the cognitive, affective, and psychomotor domains. The practice of nursing at an advanced level requires effective communication and teaching skills that are integral components of the teaching-learning process. Refinement and strengthening of communication skills, observation skills, and teaching strategies are an intangible expectation of advanced professional practice. The multifaceted nature of the advanced practice professional role necessitates the utilization of teaching-learning principles in the delivery of comprehensive care.
Care-Giving Skills

Care-giving skills encompass cognitive, affective and psychomotor behaviors, which are founded upon theory and research and serve as a foundation for clinical decision making. The practice of nursing at an advanced level requires skills for collecting a comprehensive history, physical and psychological assessment of signs and symptoms, pathophysiological changes, and psychosocial variations of the patient: the individual, family, or community (AACN, 1996). The assessment incorporates cultural, ethnic, gender, and developmental variations and needs of the patient. These comprehensive assessment skills provide the basis for a thorough understanding of the client in order to determine appropriate and effective health care delivery and outcomes including health promotion and disease prevention strategies.

Human Behavior and Physiological Processes

Each individual is a holistic being with physical, intellectual, emotional, spiritual, and social dimensions. Nurses must understand the diversity of subcultural influences impacting human behavior, including ethnic, racial, gender, and age differences (AACN, 1996). Understanding these influences allows the nurse to assess, plan, and implement culturally competent health care to individuals and communities, thus enhancing global awareness of health-seeking and health promotion behaviors.

Critical Thinking

Critical thinking is the analysis of information through integration of attitude, knowledge, skills, self-awareness, and values. An attitude of inquiry is necessary for the development of the component skills of sound reasoning, analyzing, decision-making, critically evaluating,
and prioritizing. Underlying critical thought are awareness of multiple ways of knowing, openness to multiple perspectives, tolerance of ambiguity, and knowledge related to inferences and abstractions. Critical thinking is evident through the decision-making process and through the appropriate application of research findings.

**Admission: MSN Program**

The admission requirements of the MSN Program at Georgia Baptist College of Nursing are designed to indicate scholastic success within the program. Qualified applicants will be accepted until class space is filled, after which applicants are placed on an alternate list. Application deadlines for Fall and Spring term are established during the recruitment year, and interested applicants are encouraged to apply early. Although admission requirements are established for the program, acceptance will be determined by the overall strengths of the applicant as evaluated by the requirements established within the College.

An applicant who is offered admission to the degree program is expected to enroll in the term indicated on the letter of acceptance and the application. If the applicant selects 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 Admission 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: MSN Program**

1. Graduation from a baccalaureate nursing program accredited by the National League for Nursing or the Commission on Collegiate Nursing Education.

2. An undergraduate Grade Point Average (GPA) of 3.0 on a 4.0 scale. Applicants with an undergraduate GPA of 2.75-2.99 on a 4.0 scale in their upper division undergraduate nursing courses may be conditionally accepted. Conditionally accepted students must maintain a GPA of 3.0 or higher during either one semester of full-time course work or two semesters of part-time course work to remove their conditional status.

3. A current unencumbered license to practice as a Registered Nurse (RN) in Georgia.

4. Satisfactory score on either the Miller's Analogy Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years. Codes for submission of GRE scores are Mercer University Atlanta: R5025 Nursing Department/Major Code: 0610.

5. A 300-word essay describing professional goals and reasons for seeking graduate education.

6. Satisfactory completion of both an undergraduate statistics and a nursing research course with grades of “B” or better. Faculty strongly advise students who have not reviewed statistics or participated in quantitative research for more than five years prior to the time of enrollment to consider completing an additional statistics course or purchasing and reviewing a statistics related module/program. A listing of suggested modules/programs can be provided on request.

7. Evidence of completion of a physical assessment course.

8. A minimum of one year of work experience as a registered professional nurse or by permission of the Associate Dean.
9. Three letters of professional reference from individuals who can address the applicant’s ability to successfully complete graduate study. At least one of the letters must be from a master’s degree prepared nurse. Applicants who have completed graduate level coursework must include a faculty reference from that program.

10. International student applicants or students whose prior basic education was completed in another country must demonstrate proficiency in English in one of the following ways:
   a. Submit an official score report of the TOEFL (Test of English as a Foreign Language) from the Educational Testing Service. A composite score of 80 is required on the TOEFL, as well as minimum scores of 18 in each of the subtests in listening, speaking, reading and writing.
   b. Complete the Mercer University English Language Institute (MUELI). Students enrolled in the Mercer University ELI program may register for up to 6 credit hours in graduate studies, with approval of the student’s academic advisor, while completing the upper levels of the ELI program at Mercer University.

11. An interview with the Associate Dean for the Graduate Program or faculty designee.

12. A $50 non-refundable application fee payable by check or money order.

13. Applications for admissions may be downloaded from the College website at nursing.mercer.edu

Residency Requirement

Students must complete in residence a minimum of 85% of the credit hours required for conferral of the Master of Science in Nursing (MSN) degree.

Nurse Educator Certificate

The Georgia Baptist College of Nursing’s Nurse Educator Certificate program is designed to complement an already earned advanced degree in nursing. The program includes core curriculum that will prepares nurses for work in the academic setting. All applicants who meet admission qualifications enroll as non-degree students. No degree will be awarded. Those who successfully complete the program will earn a nurse educator certificate. The nurse educator certificate provides an ideal opportunity to expand professional horizons and enhance marketability in an academic or nursing clinical education setting.

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 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. Applications may be obtained from the College website at nursing.mercer.edu. There is a $50 non-refundable application fee.

Tuition

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.
Course Completion requirements for the Nurse Educator Certificate

NUR 606  Advanced Theory and Curriculum Design  (3 hours)
NUR 611  Instructional and Evaluation Strategies  (3 hours)
NUR 613  Teaching Practicum and Role Development for the Nurse Educator  (6 hours)

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:

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

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

Satisfactory/Unsatisfactory (S or U) Grade

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

ABX and Incomplete (IC)

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

The grade of “IC” (Incomplete) means that some relatively small part of the semester’s work remains incomplete because of sickness or other reasons satisfactory to the instructor. This work must be completed no later than mid-term of the following semester or the “IC” will be changed to the grade of “F.”

All “ABX” and “IC” grades must be removed before degrees will be awarded.
In Progress (IP)

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

Class Auditing Regulations (AU)

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

Students may audit, with appropriate approval, any 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.

Academic Advisement

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. 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 provided with the greatest care, 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.
Registration Requirements

1. Required immunization records and health history prior to initial enrollment.
2. Proof of current health insurance prior to initial enrollment and during the spring semester of each year. Prior to initial enrollment, accepted students should send a copy of their insurance card to the Admissions Office. After enrollment, insurance data should be provided each spring to the advisor. Any changes to the insurance must be provided to the College.
3. Current CPR certification (BLS-C) prior to and during enrollment in all clinical nursing courses. Proof of certification must be provided to the Faculty Advisor prior to enrollment in the first nursing course. After initial enrollment, proof of certification must be provided at advisement.
4. Liability insurance is required for all students in nursing courses. The College purchases coverage for each student and includes the charge as a student fee during the spring semester each year. Beginning with registration for 2006 Fall term, students will be automatically enrolled for student insurance unless proof of existing health insurance is on file. The University has made arrangements with Pearce & Pearce, Inc. to provide student health insurance. Specific information can be obtained at www.studentinsurance.com or by calling 1-888-622-6001.
5. A copy of each student’s unencumbered license to practice as a Registered Nurse (RN) in Georgia must be maintained in the student’s file.

Course Load

A graduate student is classified as full-time when enrolled in a minimum of 9 semester hours during a term. Part-time enrollment, for scholarships and loans, is classified when enrolled in a minimum of 6 semester hours during a term. Audited courses do not count toward full time enrollment.

Although students may begin coursework in the Fall or Spring Semester, the recommended initial enrollment is Fall Semester for proper sequencing of courses. Financial aid is available to part-time and full-time students, however, preference is given to students enrolled in full-time coursework.

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

All students are required to make a formal application for graduation with the Office of the Registrar at least one semester in advance of the expected date of graduation. A degree will be awarded when the Office of Registrar determines that all academic and residency requirements commensurate with the degree of Master of Science in Nursing (MSN) have been successfully completed. A student must have a minimum cumulative grade point average of 3.0 or greater to receive a MSN from Georgia Baptist College of Nursing of Mercer University. A student must be enrolled in coursework during the semester of graduation.
Transfer and Transient Credit

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

Transient Status

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

Graduate Academic Standards

Students enrolled in the Master of Science in Nursing program are required to maintain a cumulative grade point average (GPA) of 3.0 (B) in all classes taken toward the degree.

Academic Probation

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

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

**Reentry and Readmission**

**Students in Good Standing**

Students in good standing who leave the College for less than one year are eligible to return by contacting the Registrar’s Office. Reentry will be subject to availability of and space restrictions in needed courses; the Associate Dean for the Graduate Program will make the determination.

Students who leave the College for more than one year must apply for readmission through the Registrar’s Office and must meet requirements in the latest catalog. The College Admission, Progression, and Reentry (APR) Committee will review all such applications and make the final decision on student readmission.

Students who withdraw from the same clinical nursing course twice are also required to apply for readmission to the College. A second withdrawal from the same course may indicate a progression issue and must therefore be reviewed by the Graduate Program Committee.
Students Not in Good Standing

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

Grades of “C” or Below

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

Repeating a Course

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

Limitation in Completion of Requirements

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

Students with Incomplete Coursework

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

Withdrawals

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 the Graduate Program may assign a “W.”

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 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, the Associate Dean for the Graduate Program may assign a “W.”

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 the Graduate Program 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 the Graduate Program standards of conduct have been violated. With the exception of an emergency situation, a student has the right to appeal to the Graduate Program Committee prior to the final decision concerning their continued enrollment in the College. The committee will forward a recommendation to the Associate Dean for the Graduate Program for a final decision.

Dismissal for Nonacademic Violations

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

Administrative

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

Judicial

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

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

The reasons for student disciplinary action must be clearly outlined in writing to the student. The Honor Council is responsible for hearing evidence concerning alleged violations of the Standard of Conduct, as well as determining sanctions for such violations.

Copies of the disciplinary action will be placed in the student’s file and sent to the academic advisor. Based on sanctions prescribed by the Honor Council, the student must follow policies for progression, reentry, or admission.

Exceptions and Appeals

Error in Grade

An incorrect course grade will be revised by the Office of the Registrar upon receipt of a Change of Grade Form initiated and signed by the course coordinator and Associate Dean for the Graduate Program.
Grade Appeal
A student has the right to appeal a grade received in a graduate course. It is the responsibility of the student to follow the procedure for grade appeal stipulated in the Graduate Nursing Student Handbook of Mercer University.

Graduate Program Tuition and Fees 2006-2007

**Tuition**
$7,284 per semester for 12-16 hours (does not include annual University fee); enrollment in fewer than 9 semester hours or more than 12 semester hours will be at a rate of $809 per hour.

- Late Registration Fee: $25
- Late Payment Fee: $25

**Related Fees**
- Liability Insurance: $25 per year (charged to students spring semester)
- Orientation Fee: $35 (all new students)
- Activities Fee: $50 per semester
- Lab Course Fees: $25 per semester for NUR 602
- Graduation Fee: $150
- Special Events: Re-Dedication Fee: $40 (charged fall semester to students in NUR 601)
- Make-up Exams: $25
- Transcripts: No charge
- Reinstatement Fee: $50
  (This is charged to a student who is dropped for non-payment and must re-register)

Additional fees assessed for graduation pins, CPR courses, etc.
Graduate Program Courses and Current Offerings

NUR 601 Nursing Theory and Role Development  Fall
NUR 602 Advanced Health Assessment  Fall
NUR 603 Advanced Pathophysiology  Fall
NUR 604 Quantitative Methods of Inquiry  Spring
NUR 605 Qualitative Methods of Inquiry  Fall
NUR 606 Advanced Theory and Curriculum Design  Spring
Advanced Pharmacology  Off campus; available
NUR 607 Advanced Pharmacology  Fall, Spring, Summer
NUR 608 Health Care Policy Issues  Spring
NUR 609 Thesis  Fall, Spring, Summer
(summer at the discretion of committee)
NUR 610 Project  Fall, Spring, Summer
(summer at the discretion of committee)
NUR 611 Instructional and Evaluation Strategies  Fall
NUR 612 Clinical Practicum for the Nurse Educator  Fall
NUR 613 Teaching Practicum and Role Development for the Nurse Educator  Spring
NUR 614 Clinical Practicum for Acute/Critical Care Nursing of the Adult  Fall
NUR 615 Clinical Practicum and Role Development for Acute/Critical Care Nursing of the Adult  Spring

Course Requirements

Core Courses (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 601 Nursing Theory and Role Development</td>
<td>3</td>
</tr>
<tr>
<td>NUR 602 Advanced Health Assessment</td>
<td>3</td>
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<tr>
<td>NUR 603 Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 604 Quantitative Methods of Inquiry in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 605 Qualitative Methods of Inquiry in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 608 Health Care Policy Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Curriculum

Nurse Educator (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 606 Advanced Theory and Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>NUR 609 Thesis (hours vary; minimum of 6 for total curriculum)</td>
<td>6</td>
</tr>
<tr>
<td>NUR 611 Instructional and Evaluation Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NUR 612 Clinical Practicum for the Nurse Educator</td>
<td>6</td>
</tr>
<tr>
<td>NUR 613 Teaching Practicum and Role Development for the Nurse Educator</td>
<td>6</td>
</tr>
</tbody>
</table>

Acute/Critical Care Nursing of the Adult (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Pharmacology (off campus)</td>
<td>3</td>
</tr>
<tr>
<td>NUR 610 Research Project (hours vary; minimum of 3 for a project)</td>
<td>3</td>
</tr>
<tr>
<td>NUR 614 Clinical Practicum for Acute/Critical Care Nursing of the Adult</td>
<td>8</td>
</tr>
<tr>
<td>NUR 615 Clinical Practicum and Role Development for Acute/Critical Care Nursing of the Adult</td>
<td>7</td>
</tr>
</tbody>
</table>

Graduate Level Elective Course (Nursing or Non-nursing)  3

Total = 42 hours
Sample Full-Time Curriculum Plans

Nursing Education

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Theory and Role Development (NUR 601) 3</td>
<td>Quantitative Methods of Inquiry in Nursing (NUR 604) 3</td>
<td>Thesis/Research Proposal (NUR 609) 3</td>
<td>Thesis/Research Project/Elective 3</td>
</tr>
<tr>
<td>Qualitative Methods of Inquiry in Nursing (NUR 605) 3</td>
<td>Health Care Policy Issues (NUR 608) 3</td>
<td>Instructional and Evaluation Strategies (NUR 611) 3</td>
<td>Clinical Practicum and Role Development for the Nurse Educator (NUR 613) 6</td>
</tr>
<tr>
<td>Advanced Health Assessment (NUR 602) 3</td>
<td>Advanced Theory and Curriculum Design (NUR 606) 3</td>
<td>Clinical Practicum for the Nurse Educator (NUR 612) 6</td>
<td>Thesis/Research Project 3</td>
</tr>
<tr>
<td>Advanced Pathophysiology (NUR 603) 3</td>
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<td></td>
<td>Advanced Pharmacology (off campus) 3</td>
</tr>
<tr>
<td><strong>Total = 12</strong></td>
<td></td>
<td><strong>Total = 9</strong></td>
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</tr>
</tbody>
</table>

Acute/Critical Care Nursing of the Adult

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Theory and Role Development (NUR 601) 3</td>
<td>Quantitative Methods of Inquiry in Nursing (NUR 604) 3</td>
<td>Thesis/Research Project 3</td>
<td>Clinical Practicum and Role Development for Acute/Critical Care Nursing of the Adult (NUR 615) 7</td>
</tr>
<tr>
<td>Qualitative Methods of Inquiry in Nursing (NUR 605) 3</td>
<td>Health Care Policy Issues (NUR 608) 3</td>
<td>Clinical Practicum for Acute/Critical Care Nursing of the Adult (NUR 614) 8</td>
<td>Thesis/Research Project/Elective 3</td>
</tr>
<tr>
<td>Advanced Health Assessment (NUR 602) 3</td>
<td>Advanced Pharmacology (off campus) 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Pathophysiology (NUR 603) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total = 12</strong></td>
<td></td>
<td><strong>Total = 9</strong></td>
<td><strong>Total = 10</strong></td>
</tr>
</tbody>
</table>

**Total Hours = 42**
Course Descriptions

**NUR 601 Nursing Theory and Role Development**
This core course introduces the learner to an advanced view of nursing and focuses on theoretical underpinnings of contemporary nursing. Through seminar discussions, faculty facilitate the learner’s ability to develop and utilize a broader philosophical and theoretical framework. Concepts, framework, and theories that shape advanced nursing roles will be emphasized. Prerequisite: none. (3-0-3)

**NUR 602 Advanced Health Assessment**
This course provides the theory and skills needed for comprehensive assessment of clients across the life span. Learners will be expected to build upon previous knowledge of obtaining a health history and completing a normal physical examination. Emphasis is placed on identifying and interpreting abnormal assessment findings. Clinical decision making skills, including selection and interpretation of laboratory and radiological data, are taught. In addition, health promotion, prevention, and detection of disease in culturally diverse populations is 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. (1.5-1.5-3)

**NUR 603 Advanced Pathophysiology**
This course provides learners with knowledge of pathophysiological processes and normal physiology. Knowledge of these processes provides the foundation for clinical assessment, decision-making, and management. The learner will be able to analyze alterations in normal function and related clinical manifestations indicative of illness. The client’s individual response to pharmacologic treatment and other related management would be assessed by the learner. Prerequisite: none. (3-0-3)

**NUR 604 Quantitative Methods of Inquiry in Nursing**
This course presents methods and processes of systematic quantitative investigation, critical analysis of quantitative studies, and relationships among theory, research and practice. Statistical measures associated with quantitative designs are also included. Emphasis is placed on the development of knowledge and skills that facilitate utilization of research to promote evidence-based nursing practice. Prerequisite: none. (3-0-3)

**NUR 605 Qualitative Methods of Inquiry in Nursing**
This course examines the major historical and contemporary paradigms which structure and influence qualitative inquiry. Included in the course is the analysis of qualitative research designs, including data collection, analysis, interpretation, and evaluation. The learner will examine the ethics, politics, and cultural implications of field research. Emphasis is placed on the understanding of research methodologies associated with qualitative research. Prerequisite: none. (3-0-3)
NUR 606 Advanced 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; andragogy and pedagogy models; and strategies for educators. Curriculum design and evaluation procedures are introduced. The course assists the learner in applying theory, accreditation criteria, and group techniques in the design, evaluation, and revision of nursing curricula. It includes philosophy, conceptual framework, organizational framework, program outcomes, course outcomes, content selection, teaching strategies, and evaluation methods. Prerequisite: none. (3-0-3)

NUR 607 Advanced Pharmacology
The clinical application of specific categories of drugs commonly encountered in acute/critical care settings is discussed. The use of protocols, prescription writing, and the ethical/legal and economic issues surrounding the advanced nurse’s role in pharmacologic therapies are explained. Factors such as age appropriate content related to pharmacokinetics, dosages, expected outcomes, and side effects of the drugs are discussed. First line versus second line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy are addressed. The nurse’s role and responsibility related to data collection, problem identification, and consultation with physician is explored. Application is made through age appropriate case studies. Prerequisite: none. (3-0-3)

NUR 608 Health Care Policy Issues
This course focuses on sociopolitical and economic issues that influence health care access, quality, and cost. Emphasis is placed on the analysis of health policy, health care delivery models, and health care economic models. The legal-ethical dimensions of health policy formulation and health care delivery will also be explored. Prerequisite: none. (3-0-3)

NUR 611 Instructional and Evaluation Strategies
This course is designed to provide the learner with a foundation to develop instructional and evaluation strategies for clinical and classroom settings. The educator/learner process provides the framework for the course, which emphasizes learning as a mutual partnership between faculty and students. Prerequisite: none. (3-0-3)

NUR 612 Clinical Practicum for the Nurse Educator
This core course for the nurse educator student is designed to advance the learner’s knowledge in the selected clinical specialty. The precepted practicum emphasizes the utilization of the nursing process, the incorporation of advanced health assessment techniques, and an understanding of the health-illness continuum while caring for selected populations. Through seminars, the nurse educator student focuses on commonalities of healthcare and practice, bringing their expertise perspective. Prerequisites: all first and second semester courses. (2-12-6)
NUR 613 Teaching Practicum and Role Development for the Nurse Educator
The purpose of this course is to provide the learner with a forum to critically discuss and analyze selected contemporary issues in the nursing education arena while gaining “hands-on” classroom and clinical teaching experience. Utilizing a seminar format with a faculty facilitator, the learner will have an opportunity to reflect and process aspects of the practicum within a group of peers. Concurrently, the learner will work with a faculty preceptor where clinical and classroom responsibilities will be shared. Instructional strategies, methods of evaluation, and student-faculty relationships will create the framework for scholarly exploration. Prerequisites: all first and second semester courses; NUR 611; NUR 612. (2-12-6)

NUR 614 Clinical Practicum for Acute/Critical Care Nursing of the Adult
This core 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. Through seminar discussions, faculty facilitate the learner’s ability to develop and utilize advanced clinical practices in specified areas of health care. The learner will collaborate with an advanced practice nurse in the clinical setting. Prerequisites: all first and second semester courses. (1-21-8)

NUR 615 Clinical Practicum and Role Development for Acute/Critical Care Nursing of the Adult
This course allows the learner to synthesize advanced practice concepts and theoretical foundations. Theory, research, and clinical practice are incorporated in the analysis of issues surrounding the acute care/critical care adult health client. The learner will collaborate with an advanced practice nurse in the clinical setting. Prerequisites: All first and second semester courses; NUR 614. (2-15-7)
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General Assistant to the President, Director of University Planning and SACS Liaison

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University Registrar

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Assistant Vice President for University Relations and Marketing

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Head Men’s and Women’s Cross Country Coach

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Assistant Athletic Director and Senior Woman Administrator

Myra J. Cameron  
Eligibility Coordinator

Steven Ericson, B.S.  
Assistant Sports Information Director

Tony Foti, B.A.  
Head Softball Coach

Kevin R. Gailey, B.S., MEd., MA.  
Assistant Athletic Director for Compliance and Internal Affairs

Craig Gibson, B.A., MEd.  
Head Baseball Coach

Sallie Hammel, B.B.A., M.B.A.  
Head Women’s Golf Coach

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Director of Swilley Library

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Head Volleyball Coach

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Sports Information Director

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Head Men’s Soccer Coach

Brenda Nichols, B.S., MS  
Head Women’s Basketball Coach

Jason Payne, B.S.  
Head Men’s Golf Coach

Mickey Pearce  
Head Rifle Coach

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Head Women’s Soccer Coach

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Head Men’s Basketball Coach

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

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Executive Director,  
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Kay Webb, B.S.B.A., MA.  
Registrar-Atlanta Campus
College of Nursing

Administration

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

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

Linda A. Streit, RN, DSN, CCRN
Associate Dean for the Graduate Program and Professor. B.S., Indiana State University, 1978; M.S., Old Dominion University, 1984; D.S.N., University of Alabama at Birmingham, 1991.

Full Time Faculty

Mary B. Beerman, RN, MN, CCRN
Instructor. Diploma, Georgia Baptist Hospital School of Nursing, 1978; BSN, Georgia State University, 1982; MN, Emory University, 1991.

Susan E. Blakey, R.N., MS
Assistant Professor, Coordinator of Learning Resource Center. B.S., Georgia State University, 1984; M.S., Georgia State University, 1988.

Lana Chase, APRN, B.C., MN
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.

Virginia Dare Domico, RN, DSN
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.

Jean Fields, RN, CNS, MN
Assistant Professor, Community Health Nursing. Diploma, Lady of Lourdes School of Nursing, 1967; B.S., Temple University, 1969; M.N., University of Kansas, 1977.

Freida Fuller-Jonap, RN, DSN, C.FNP

Elaine C. Grier, RN, MS, CCRN
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