MERCER UNIVERSITY
Catalog 2015-2016

CECIL B. DAY CAMPUS

Georgia Baptist College of Nursing
3001 Mercer University Drive
Atlanta, Georgia 30341
http://nursing.mercer.edu/
Federal Disclosure Requirements

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

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

Office of Institutional Effectiveness
Mercer University
1501 Mercer University Drive
Macon, GA  31207

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

**Fall Semester, 2015**

- White Coat Ceremony - (10:00am; Sheffield Gym) August 13
- Tuition and fees due for Fall 2015 August 17
- First day of classes August 17
- Late registration and Drop/Add period August 17- 24
- Labor Day Holiday - No classes September 7
- Last day to withdraw and receive a "W" October 12
- Spring 2016 advisement and registration opens November 3
- Fall Break – no classes November 23-24
- Thanksgiving Holiday - No classes November 25-27
- Last day for classes December 4
- Final Examinations December 7-11
- Last day of the semester December 11
- Grades due December 16

**Spring Semester 2016**

- Tuition and fees due for Spring 2016 January 11
- First day of classes January 11
- Late registration and Drop/Add period January 11-19
- Martin Luther King Holiday - No classes January 18
- Spring Break - No nursing classes March 7-11
- Last day to withdraw and receive a "W" March 14
- Good Friday – no nursing classes March 25
- Summer and Fall 2016 advisement for Prelicensure students; RN-BSN, graduate, and doctoral students receive Summer advisement only. Registration opens April 5
- Last day of classes April 29
- Final Examinations May 2-6
- Grades due May 11
- Pinning & Hooding Ceremony for graduating students May 13
- Commencement Ceremony May 14

**Summer Semester 2016**

- Tuition and fees due for Summer 2016 May 16
- First day of classes May 16
- Late registration and Drop/Add period May 16-20
- Memorial Day – no classes May 30
- Fall 2016 advisement and registration opens for RN-BSN, graduate, and doctoral students June 23
- Last Day to withdraw and receive a “W” June 23
- Independence Day – no classes July 4
- Last day of semester – grades due July 22
The University

Founded in 1833, Mercer University is a dynamic and comprehensive center of undergraduate, graduate, and professional education. The University enrolls more than 8,500 students in 12 schools and colleges - liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing, and Penfield College of Mercer University - on major campuses in Macon, Atlanta, and Savannah and at three regional academic centers across the state. Mercer is affiliated with four teaching hospitals - Memorial University Medical Center in Savannah, the Medical Center of Central Georgia in Macon, and The Medical Center and St. Francis Hospital in Columbus, and has educational partnerships with Warner Robins Air Logistics Center Complex in Warner Robins and Piedmont Healthcare in Atlanta. The University operates an academic press and a performing arts center in Macon and an engineering research center in Warner Robins. Mercer is the only private university in Georgia to field an NCAA Division I athletic program. Mercer has been ranked among the leading regional colleges and universities in the South by U.S. News & World Report for more than 20 consecutive years.

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

Mercer’s reputation is built on its rigorous academic programs, outstanding faculty, and state-of-the-art facilities. For 182 years, young men and women have left Mercer to become influential leaders and doers of great deeds.

University Mission

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

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

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

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

University-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 was founded in 1833 in Penfield by Georgia Baptists. The school, under the leadership of Baptist minister and spiritual father Adiel Sherwood, was named for Jesse Mercer, a prominent Baptist leader and the first chair of the Mercer Board of Trustees.

Josiah Penfield gave the $2,500 that prompted the Georgia Baptist Convention to begin plans to open a school. Many Georgia Baptists gave matching funds for Penfield's gift. The school opened under principal Billington Sanders.

Initially a boys' preparatory school named "Mercer Institute," the school at its founding consisted of a red clay farm and two hewed log cabins, valued at approximately $1,935. Enrollment for the first term was 39 students although, when the school opened, there were considerably fewer and others came over the first few weeks. Tuition was $35 for the year. Board was provided at $8 per month, and each student was required to supply his own bedding, candles and furniture.

From its humble beginnings in Penfield, Mercer today is a dynamic and comprehensive center of undergraduate, graduate and professional education. The University has 8,400 students; 12 schools and colleges – liberal arts, law, pharmacy, medicine, business, engineering, education, theology, music, nursing and continuing and Penfield College of Mercer University; major campuses in Macon, Atlanta and Savannah; three regional academic centers around the state; a university press; four teaching hospitals; educational partnerships with Warner Robins Air Logistics Center in Warner
Robins and Piedmont Healthcare in Atlanta; an engineering research center in Warner Robins; a performing arts center in Macon; and a NCAA Division I athletic program.

The institution’s reputation for exceptional academics in an engaged learning environment continues to grow. For two decades, U.S. News & World Report has ranked Mercer among the leading universities in the South. The Princeton Review repeatedly ranks it in the top 10 percent of all colleges and universities in North America. The University has been named a “College with a Conscience” by The Princeton Review and College Compact and has been named to the President’s Higher Education Community Service Honor Roll for distinguished community service. Mercer has also earned a Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching.

**Historical Highlights**

**Mercer in the 19th Century**

- **1833** Mercer Institute, the forerunner of Mercer University, is founded by Georgia Baptists in Penfield as a manual labor school for boys.
- **1838** Mercer’s first Board of Trustees is elected and Mercer Institute becomes known as Mercer University.
- **1839** First college classes begin.
- **1841** First college class is graduated.
- **1843** Principal college building at Penfield is destroyed by fire.

Early 1860s Mercer is one of the few colleges in the South and the only one in Georgia to remain open during the War Between the States. When war was declared, students and graduates of Mercer responded “to defend their constitutional rights and sacred honor.” Most of the senior classes of 1861 and 1862 joined the Confederacy together.

- **1866** Mercer awards General Robert E. Lee, C.S.A., the honorary Doctor of Laws degree. Mercer is the only university to grant an honorary degree to General Lee.
- **1870** During the April 1870 Georgia Baptist Convention (GBC) meeting, the decision is made to move Mercer away from Penfield. In August, the commission, appointed by the GBC to find a new location, votes to approve Macon. In September, President David E. Butler tells Macon Mayor George S. Obear and the City Council that Macon has been chosen and “that the proposition on their part to pay you the sum of $125,000…in bonds of the city of Macon, and a site to cost not over $25,000…was accepted.” On Oct. 28, President H.H. Tucker reports that a six-acre site, adjoining Tatnall Square, has been selected. On Nov. 2, Mayor Obear presents $125,000 in bonds and the title deed to the land; a written contract has been entered into between the Trustees and the city. The end of the year marks the closing of the school at Penfield and the University moved.
- **1871** Mercer relocates to Macon.
- **1873** A law school is organized and classes begin in February 1874. The first classes are held in the courthouse and in law offices.
- **1874** Construction of the Administration Building is completed at a cost of $100,000.
- **1880** The cornerstone of the new chapel building (current-day Willingham) is in place. The chapel is dedicated in 1881, debt-free.
- **1892** Mercer plays the University of Georgia in Athens in the first college football game in the state of Georgia and one of the first in the Southeast. The game, scheduled for Thanksgiving Day 1891, is postponed until January 1892. Georgia triumphed, 50-0.

In the fall, Mercer would record its first win in football, beating Georgia Tech, 12-6, in Macon, in the Yellow Jackets’ first game ever.
Mercer in the 20th Century

1903 Mercer opens the School of Pharmacy.
1918 The School of Pharmacy closes.

During World War I, the Mercer Board of Trustees authorized President Rufus W. Weaver to tender to the secretary of the Navy and the secretary of war the buildings and equipment of the University that they might be used effectively in service of the nation. The Student Army Training Corps is established at Mercer on Oct. 1, 1918, and continues until the following spring. Following the war, Mercer discontinues systematic military training. Altogether, Mercer's war dead numbers 14.

1919 Mrs. W. E. Jackson is the first woman to receive a degree from Mercer. Mrs. Jackson, who later becomes Mrs. Joseph Seth Weekly, is awarded the LL.B. degree.
1922 WMAZ Radio, with call letters standing for “Watch Mercer Attain Zenith,” goes on the air, located in the tower of the chapel building.
1927 Mercer turns the fledgling radio station over to the Macon Junior Chamber of Commerce.
1933 Mercer celebrates its centennial.
1939 Macon Baptist Pastors Union requests an investigation of the character of teaching in some of Mercer's classrooms. After a 10-hour hearing held in Roberts Chapel on March 30, the Board of Trustees accepts the action of the special committee disposing of the charges.
1940 Willingham Chapel Building is rededicated and a new organ is installed.
1941 Mercer discontinues competition in intercollegiate football.
1942 Mercer sets apart the Law Building and Roberts Hall for use by the War Training Service during World War II.
1943 The Navy V-12 School is established on July 1 and continues until October 1945. Mercer is one of nine institutions in the Southeast selected to give aviation instruction in the Navy War Training Service. During this period, 731 trainees receive basic aviation instruction in the Mercer V-12 program.
1947 In ceremonies held in Willingham Chapel and Ryals Law Building, the Walter F. George School of Law is named for Georgia's U.S. Senator Walter F. George.
1949 Mercer dedicates the restored Mercer Chapel at Penfield with Dr. Louie D. Newton as speaker.
1957 Construction is completed on the George B. Connell Student Center.
1959 The Southern School of Pharmacy in Atlanta merges with Mercer University.
1963 Sam Jerry Oni of Ghana, Africa, becomes the first black to enter Mercer. On April 18, Mercer Trustees vote to admit qualified students without regard to race, and Mercer becomes one of the few private colleges in the South to do this before being required by the 1964 Civil Rights Act.
1965 Mercer dedicates the Eugene W. Stetson Memorial Library.
1967 Mercer dedicates Knight Hall of Humanities.
1968 The Hugh M. Willet Science Center is dedicated.
1972 Mercer dedicates the new School of Pharmacy building in Atlanta. Atlanta Baptist College merges with Mercer University and becomes known as Mercer University in Atlanta. Today it is known as the Cecil B. Day Graduate and Professional Campus.
1973 The Law School's centennial is celebrated and Mercer graduate and U.S. Congressman Carl Vinson's 90th birthday is observed.
1974 Construction of the Ida B. Patterson Infirmary is completed.
1976 Mercer acquires the Insurance Company of North America Building on Coleman Hill in Macon as the home of the Walter F. George School of Law under a gift-purchase agreement for $1 million. The property is valued at more than $4 million.
1978 The former Tatnall Square Baptist Church on the Macon campus is rededicated as Newton Hall in honor of Dr. Louie D. Newton.

Mercer acquires the Overlook Mansion on Coleman Hill, now known as the Woodruff House. Later in the year, Mercer gives the mansion to the City of Macon, and after restoring the exterior, the City of Macon returns the mansion to Mercer in November 1981.


1980 Mercer dedicates the restored Administration Building.

Inauguration ceremonies for Mercer’s 17th president, Raleigh Kirby Godsey, are held at the Macon City Auditorium.

Mercer dedicates the A.T. Davis Administration Building, College of Arts and Sciences, in Atlanta.

Mercer dedicates the Sheffield Building, College of Arts and Sciences in Atlanta.

1981 Mercer dedicates the School of Medicine’s Education Building in Macon.

1982 Mercer University School of Medicine admits its charter class of students in the fall.

1983 Mercer establishes the School of Business and Economics in Atlanta. The dedication of the Woodruff House, formerly known as Overlook Mansion, takes place.

Mercer dedicates the W.G. Lee Alumni House in Macon.

Mercer dedicates the Monroe F. Swilley Jr. Library in Atlanta.

The Plunkett-Sewell family commissions a Holtkamp pipe organ, specially designed for Newton Chapel. The 52-rank Tracker instrument is one of the largest organs of its kind on the eastern seaboard, establishing Mercer as a center for organ performance and teaching.

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

The School of Engineering is established in Macon.

The Walter F. George School of Law becomes the home of the National Criminal Defense College.

The College of Arts and Sciences in Atlanta becomes the Cecil B. Day College of Arts and Sciences.

1985 The charter class of the School of Engineering begins its studies and construction on a new building for Engineering is begun.

1986 Tift College, a Georgia Baptist women’s institution in Forsyth, merges with Mercer University.

The new School of Engineering building opens for classes in the fall and is dedicated in October.

1987 University College, formerly the College of Continuing Education, is established, with educational centers located in Macon, Thomaston, Griffin, Eastman and Douglasville.

Nine kaolin industries in middle Georgia join together to establish the world’s first Kaolin Industry Endowed Chair at the School of Engineering.

Groundbreaking is held for a new 93,750-square-foot library building located on the main campus in Macon.

The Mercer Engineering Research Center (MERC) is established as an extension of the School of Engineering. MERC provides a broad range of customer-oriented services to commercial and government clients.

1988 The Walter F. George School of Law receives the largest gift in the University’s history at that time — $14 million from George W. Woodruff.
1989 The University’s Board of Trustees votes to discontinue undergraduate liberal arts education on the Atlanta campus. The mission of the Cecil B. Day Campus in Atlanta is changed to focus on graduate and professional education.

1991 In April, the University breaks ground on a new education and research center for the Southern School of Pharmacy on the Cecil B. Day Campus in Atlanta.

1992 In July, the Southern School of Pharmacy moves from downtown Atlanta to the 300-acre Cecil B. Day Campus in northeast Atlanta.

1994 The University’s Board of Trustees, faculty, administration and staff launch the Mercer 2000: Advancing the Vision Campaign, seeking $126 million for endowment and facilities.

The Board of Trustees approves plans to establish a School of Education and a School of Theology.

1995 In April, the University’s Board of Trustees approves plans to locate the School of Theology on the Cecil B. Day Campus in Atlanta. During its April meeting, it also votes to transfer University College’s programs to the Eugene W. Stetson School of Business and Economics, the School of Medicine and the School of Education.

On Oct. 1, contracts with Bibb County for the management and administration of The Grand Opera House in downtown Macon.

1996 Construction is completed on the new 32,000-square-foot School of Theology building on the Cecil B. Day Campus in Atlanta. The School's charter class of students is admitted in the fall.

1997 The Board of Trustees approves naming the School of Theology for James and Carolyn McAfee. The inaugural convocation and dedication of the James and Carolyn McAfee School of Theology is held in October.

The former Findlay House, located next to the W. G. Lee Alumni House on Coleman Avenue in Macon, is restored and dedicated in May as the Tift College Alumnae House.

Construction is completed on a 26,557-square-foot academic facility for the Douglas County Center.

Construction is completed on a new 52,155-square-foot facility for the Mercer Engineering Research Center in Warner Robins.

The School of Medicine completes construction on a 10,000-square-foot expansion of its research wing.

The former Stetson Library is rededicated in September as Stetson Hall and converted into office and classroom space for the Stetson School of Business and Economics and the School of Education.

1999 The James and Carolyn McAfee School of Theology graduates its charter class in May.

Mercer breaks ground for a Greek Village in Macon and student apartment buildings in Macon and Atlanta.

Mercer completes renovations on two School of Medicine buildings in downtown Macon: a 27,000-square-foot building for the Departments of Internal Medicine and Psychiatry and Behavioral Science on the corner of First and Pine Streets, and a 5,500-square-foot facility for graduate medical education on First Street.

Mercer in the 21st Century

2000 During a ceremony on April 20, Mercer dedicates the Jack Tarver Memorial Library.

Mercer breaks ground for an 8,500-square-foot Baptist Collegiate Ministries building, later named the Religious Life Center.

In August, Mercer opens its new police station and seven new apartment buildings on the Macon campus and two new apartment buildings on the Cecil B. Day Campus in Atlanta.
In September, Mercer dedicates the new 18-building Greek Village.

Mercer and LaGrange College are co-recipients of a gift of property from Remer and Emily Crum valued at the time at $123 million. The 83-acre Century Center Park property is located near I-85, north of Atlanta.

Mercer and the Georgia Baptist Convention announce that the 98-year-old Georgia Baptist College of Nursing, located in downtown Atlanta, will merge with Mercer on Jan. 1, 2001.

2001 The School of Education is renamed the Tift College of Education of Mercer University at the April Board of Trustees meeting.

2002 The McAfee School of Theology receives full membership into the Association of Theological Schools (ATS) as an accredited school of theology.

The new Georgia Baptist College of Nursing building on the Atlanta campus is dedicated during the College’s centennial celebration.

2003 Mercer and Robins Air Force Base mark the 20th anniversary of a partnership agreement that sparked a School of Engineering on the Macon campus and an engineering research center in Warner Robins.

Mercer dedicates its state-of-the-art recital hall in the McCorkle Music Building, naming it the Neva Langley Fickling Hall.

Mercer opens the doors to its newest regional academic center in McDonough, providing opportunities for adult learners in Henry County and surrounding areas. The University’s programs in Griffin and Covington are merged into the Henry County location.

The University’s 10th academic unit, the Penfield College of Mercer University, is established from the former Division of Extended Education. The non-education programs in the Tift College of Education are moved to the new college.

Mercer purchases the Georgia Baptist Center, which was previously owned by the Georgia Baptist Convention and is adjacent to the Atlanta campus. It becomes the Atlanta Administration and Conference Center.

2004 The University plays its first basketball games in the new University Center Arena during Homecoming week, Jan. 27-Feb. 1. The remainder of the signature facility on the Macon campus opens March 15. The official dedication of the University Center and the Griffin B. Bell Board Room is held in April, following the Board of Trustees meeting.

2005 Mercer partners with Piedmont Healthcare, one of the state’s prominent hospital systems, to establish the Center for Health and Learning in Atlanta.

The Townsend-McAfee Institute is established to offer graduate programs in church music that prepare musical artists for the ministry. The institute is a collaboration between the Department of Music in the College of Liberal Arts in Macon and the McAfee School of Theology in Atlanta.

2006 After 27 years as president, R. Kirby Godsey steps down from his leadership role to become chancellor, leaving office as the longest-serving president in University history. William D. Underwood, former interim president of Baylor University, former high-profile attorney and noted legal scholar and teacher, becomes the University’s 18th president on July 1.

The Department of Music in the College of Liberal Arts becomes the Townsend School of Music on July 1. Trustee Carolyn McAfee, widow of James T. McAfee Jr., former chairman of Mercer’s Board of Trustees, and her son and daughter-in-law, Tom and Julie McAfee, provided the founding endowment.

The Robert McDuffie Center for Strings is established on the Macon campus, offering conservatory-quality music training in a comprehensive university setting.
The 103-year-old Southern School of Pharmacy changes its name to the College of Pharmacy and Health Sciences on July 1. The name change reflects additional health science programs, including a new physician assistant program.

The American Baptist Historical Society, with the largest and most diverse collection of Baptist historical materials and archives in the world, announces it will relocate to Mercer’s Atlanta campus. The ABHS consolidated holdings from facilities in Valley Forge, Pa., and Rochester, N.Y.

Radio station WMUM-FM (Mercer University Macon), formerly WDCO-FM, moves into studios on the Macon campus. A partnership between Mercer and Georgia Public Broadcasting, the station provides local content to central Georgia public radio listeners.

2007 Three teams of students and faculty inaugurate the Mercer On Mission program over the summer in Kenya, Brazil and Guatemala. The program combines academic credit, study abroad and service-learning opportunities.

The School of Medicine, as it celebrates its 25th year, announces it will open a second, four-year doctor of medicine program in Savannah in fall 2008. The program will be based at Memorial University Medical Center, where Mercer has had a clinical relationship since 1996 to provide instruction for part of the school’s third- and fourth-year medical students.

The Mercer Athletic Foundation is established to raise funds for intercollegiate athletics.

The University completes a new gateway entrance to the Macon campus on Mercer University Drive, near Interstate 75, and a new Hilton Garden Inn opens on that side of the campus.

The building housing the Douglas County Regional Academic Center is dedicated to longtime benefactors Fred and Aileen Borrish.

The new Science and Engineering Building is dedicated, and the University celebrates the School of Engineering’s 22-year partnership with Warner Robins Air Logistics Center.

2008 Celebrating its 175th year, Mercer marked the anniversary with special Founders’ Day activities, including the traditional convocation on the Macon campus, as well as a Feb. 26 event on the Atlanta campus and an event featuring a discussion with five “Mercer Legends” on the Macon campus.

Mercer Trustees endorse a new vision statement and an ambitious 10-year strategic plan for the University that calls for more than $1.2 billion in new investments in the institution’s endowment, faculty and staff, facilities and technology, and academic and co-curricular programs over the next decade. Titled “Charting Mercer’s Future: Aspirations for the Decade Ahead,” the strategic plan was developed over the prior 18 months under the leadership of the University Planning Council and with the input of trustees, faculty, staff, alumni, students, community leaders, parents of current students, and other stakeholders.

Redevelopment efforts in downtown Macon and the neighborhoods surrounding Mercer’s Macon campus received a major boost from the John S. and James L. Knight Foundation. Mercer was awarded a $250,000 planning grant from Knight Foundation to facilitate a voluntary alliance of redevelopment partners to coordinate plans and leverage new investments.

Thirty first-year medical students receive their white coats and begin their education as members of the inaugural class in Mercer’s new four-year medical program in Savannah.

Moving its Homecoming to the fall under the theme “Reconnect, Reunite, Rediscover,” scores of Mercerians and their families came back to campus Nov. 21-23. In recent years, the University’s Homecoming was held in the winter at the end of the basketball season.
Mercer Trustees approved new Ph.D. programs in nursing and curriculum and instruction. The new doctoral programs – Mercer’s third and fourth – fulfill objectives in the University’s recently-adopted 10-year strategic plan to expand Ph.D. offerings. Mercer earns national recognition from the Carnegie Foundation for the Advancement of Teaching for its commitment to community engagement. Mercer is the only college in Georgia, and one of just 119 in the United States, to be selected by the foundation for its 2008 Community Engagement Classification.

2009 Griffin Boyette Bell, one of Mercer’s most distinguished graduates and the 72nd Attorney General of the United States, succumbs to cancer at the age of 90 on Jan. 5 in Atlanta.

Mercer earns the highest federal recognition for community engagement according to the Corporation for National and Community Service. For the University’s exemplary service efforts and service to the community, the corporation named Mercer to the President’s Higher Education Community Service Honor Roll for 2008.

The John S. and James L. Knight Foundation announces $5 million grants to establish the College Hill Alliance and the Knight Neighborhood Challenge program to advance the College Hill Corridor initiative, which grew out of a Mercer senior capstone class.

An announcement is made that a $10 million mixed-use development on the Macon campus will feature loft-style apartments and retail space for the Mercer Bookstore and other businesses that cater to the Mercer community and residents in the College Hill Corridor. Called “The Lofts at Mercer Village,” the development will be located on Montpelier Avenue across from Ingleside Village Pizza and Jittery Joe’s Coffee.

2010 Mercer celebrated its new Newnan Regional Academic Center on Sept. 21 with an opening ceremony and ribbon cutting. The center began classes in August with three degree programs, including the Bachelor of Science in Education in early care and education and early childhood/special education from the Tift College of Education and the Bachelor of Science in Social Science in Public Safety from the College of Continuing and Professional Studies.

The University’s Board of Trustees on Nov. 19 unanimously approved a plan to resume competition in football in the fall of 2013.

2011 Mercer Distinguished Alumnus and former Trustee Nathan Deal was inaugurated in January as Georgia’s 82nd governor. He became the 12th Mercer alumnus to hold that office. Eight Mercerians have led the State of Georgia, and four others have served as governors of the states of Alabama, Texas, New Hampshire and the Commonwealth of Puerto Rico.

Mercer’s first outdoor commencement was held May 14 on the upper fields of the Cecil B. Day Campus in Atlanta. More than 6,000 guests witnessed the largest of the University’s five ceremonies.

A grand opening was held in August for the Lofts at Mercer Village, a multi-million dollar development located on Montpelier Avenue in the College Hill Corridor. The highly anticipated opening of the Lofts, which also houses Barnes and Noble/Mercer University Bookstore, other retailers, and apartments for 117 students, culminates the collaboration between the University and Sierra Development.

On Nov. 11, the University broke ground and unveiled plans for its new football and lacrosse complex during a Homecoming weekend ceremony. In recognition of the lead gifts for the complex, President Underwood announced four major components of the project:

- The Homer and Ruth Drake Field House
- The William H. Anderson II Family Field
In December, the Center for Collaborative Journalism – a new model for journalism education designed to increase and strengthen local reporting by bringing journalists to work together with university students in a unique, joint newsroom in the College Hill Corridor – was announced. Mercer students will work alongside journalists at The (Macon) Telegraph and Georgia Public Broadcasting to learn and employ digital-age storytelling skills to meet Central Georgia’s information needs. The collaborative effort was made possible by $4.6 million in grants from Knight Foundation and a $1 million grant from the Peyton Anderson Foundation.

**2012** Mercer joined 24 institutions across the country as a participant in the prestigious Stamps Scholars Program, funded by the Stamps Charitable Foundation Inc. Initially, five entering freshmen will be designated as Stamps Scholars and receive the full cost of attendance, plus a $16,000 stipend over four years for enrichment activities, such as study abroad or undergraduate research. When the program is fully implemented, 10 members of each Mercer freshman class will be designated as Stamps Scholars.

Longtime Cooperative Baptist Fellowship Executive Coordinator Dr. Daniel Vestal was named to lead the University’s new Eula Mae and John Baugh Center for Baptist Leadership, which is being endowed with a $2.5 million grant from the Eula Mae and John Baugh Foundation. The Baugh Center will foster research and learning in Baptist history, theology, ethics and missiology, partnering with the James and Carolyn McAfee School of Theology, the Cooperative Baptist Fellowship, the American Baptist Historical Society, as well as Mercer’s Center for Theology and Public Life and other organizations and programs.

The University announced in February plans to partner with The Medical Center and St. Francis Hospital to establish a Columbus campus for its School of Medicine. Columbus joins Macon – where the School was established in 1982 to prepare physicians for rural and medically underserved areas of Georgia – and Savannah in hosting campuses for the medical school. The Mercer School of Medicine will place up to 80 third- and fourth-year medical students at the Columbus Campus, beginning in the summer of 2012.

A landmark season for the men’s basketball team resulted in the Collegeinsider.Com Championship in a hard-fought 70-67 win at Utah State. Mercer’s victory secured the team’s spot in history as the Atlantic Sun Conference’s first team to capture a post-season crown. The 2011-2012 team rewrote several school records including wins (27), points scored and blocks. Mercer’s first basketball team to win a post-season non-conference win earned home victories over Tennessee State and Georgia State before hitting the road to finish the historic run with wins at Old Dominion and Fairfield before the electrifying championship battle at Utah State.

In April, the University lost a prominent alumna with the passing of Dr. Leila H. Denmark at the age of 114. She was the world’s oldest practicing pediatrician until her retirement in 2001 at the age of 103. At her death, she was the world’s fourth-oldest verified living person in the world.

A $1 million gift from Macon cardiologist Dr. Chuck Hawkins and his wife, Kathy, to benefit the Mercer basketball program was recognized later that month with the arena housed within the University Center renamed “Hawkins Arena.”

The Board of Trustees authorized establishment of the Mercer University Health Sciences Center, a multi-campus academic health center encompassing the School of Medicine, College of Pharmacy and Georgia Baptist College of Nursing, as well as the creation in July 2013 of a new College of Health Professions. The Health Sciences
Center will enroll more than 1,700 students, employ more than 400 full-time faculty and staff, and graduate more than 500 physicians, nurses and nurse educators, physician assistants, pharmacists, physical therapists, family therapists, public health professionals and biomedical scientists each year. Dr. Hewitt W. (Ted) Matthews, longtime dean of the College of Pharmacy and Health Sciences, was named senior vice president for health sciences and will oversee the new Center.

In May, the first School of Medicine commencement on the Savannah Campus was held May 5 with 38 graduates earning their M.D. degrees.

In July, the first five Stamps Leadership Scholars, funded by the Stamps Family Charitable Foundation, were announced. Mercer is one of only 25 universities in the country to participate in the program.

A $1 million grant from Macon’s Peyton Anderson Foundation was announced to fund an innovative newsroom in Mercer’s Center for Collaborative Journalism, a partnership involving the University’s Journalism and Media Studies Department, The Telegraph and Georgia Public Broadcasting. The Telegraph’s editorial staff moved into the newly-named Peyton Anderson Newsroom.

In September, Mercer dedicated the Center for Collaborative Journalism, located on the first floor of the recently completed Phase II of the Lofts at Mercer Village, in conjunction with the fall meeting of the University’s National Journalism Advisory Board. Supported by $5.6 million in grants from the John S. and James L. Knight Foundation and Peyton Anderson Foundation, the Collaborative seeks to bring a new model to journalism education.

In November, the University dedicated the Emily Parker Myers Admissions and Welcome Center at the corner of Winship Street and Montpelier Drive. The building is named in honor of Myers, who was one of the longest serving administrators in University history, serving as senior vice president for university advancement and external affairs when she retired in 2008.

The Board of Trustees, at its November meeting, gave the green light for construction to begin on Cruz Plaza, to transform the appearance of the central part of the Macon Campus from the University Center to the Historic Quad and from the Greek Village past Tarver Library. Milton L. Cruz, his wife Aileen, father Juan L. Cruz Rosario and sister Zoraida Cruz Torres provided the lead gift for the project. An official groundbreaking was held Dec. 11, 2012.

2013

In January, one of Mercer’s most accomplished graduates, the man known by many as “Sambo,” died at the age of 90. Dr. Ferrol A. Sams. Jr. penned eight books, including a trilogy of works featuring Porter Osborne Jr., a character largely based on Dr. Sams’ own boyhood in Fayette County. Generations of Mercerians have been inspired by the accounts of his exploits while at Mercer in The Whisper of the River.

In March, Mercer earned the highest recognition for community engagement when it was named to the President’s Higher Education Community Service Honor Roll with Distinction. Mercer was one of only 113 higher education institutions – and one of only two in Georgia – named to the President’s Honor Roll with Distinction.

In May, a "groundbreaking" ceremony was held at the historic Beall House, on College Street in Macon, now the home of the Robert McDuffie Center for Strings thanks to a $1.5 million grant from the Woodruff Foundation. For many years, the house has had significant historic value as the location where the Allman Brothers once shot a famous album cover. The McDuffie Center’s growth and development created the need for a separate facility to house the program.

A $425,000 grant from ArtPlace America will support Mercer’s effort to revitalize the former Tattnall Square Presbyterian Church into the Tattnall Square Center for the Arts. The Center will serve as a community theatre and arts venue, as well as home to the University’s Theatre Department.
The University announced the acceptance of an invitation to join the Southern Conference, affiliating Mercer Athletics with the nation’s fifth-oldest NCAA Division I athletic association. Mercer, who will officially join the SoCon on July 1, 2014, will be aligned with Samford University, University of Tennessee-Chattanooga, Western Carolina University, East Tennessee State University, Virginia Military Institute, University of North Carolina-Greensboro, Wofford College and The Citadel.

In August, more than 12,000 fans overflowed the Mercer Football Stadium on Aug. 31 to watch the Bears field their first football team in more than 70 years. Mercer would proceed to break the NCAA record for most wins ever by a start-up program, sporting a 10-2 record and finishing unbeaten at home with an unblemished 8-0 campaign.

Mercer Medicine officially opened its new Sports Medicine Clinic inside Drake Field House. The Sports Medicine Clinic offers comprehensive evaluation and treatment of non-surgical, sports-related injuries and conditions to athletes and physically active persons of all ages, including pediatric and adolescent patients.

In September, former U.S. Congressman, Ambassador to the United Nations and Atlanta Mayor Andrew Young kicked off Mercer’s yearlong commemoration of the 50th anniversary of the institution’s integration during a convocation in Willingham Auditorium.

In December, Mercer, Brandenburg Productions and Georgia Public Broadcasting teamed up to produce “A Grand Mercer Christmas,” a one-hour long television special that aired on PBS stations across the nation during the holiday season.

2014 In March, former President Jimmy Carter, who serves on the Mercer University Board of Trustees, recorded a series of short videos that highlight some of the institution’s major distinctions. Carter is believed to be the first former U.S. president in modern times to serve on a university governing board.

The men’s basketball team turned the attention of the entire country - and beyond - to the University when the 14th-seeded Bears topped the third-seeded Duke Blue Devils, the winningest program in NCAA Tournament play, and head coach Mike Krzyzewski, the winningest coach in NCAA history. The 78-71 win in the second round of the NCAA Tournament on March 21 led to an unprecedented amount of exposure for the University as national and international media played and replayed the highlights of the victory.

In July, The College of Continuing and Professional Studies, established in 2003 and whose roots date back to Tift College’s merger with Mercer in the late 1980s, is renamed Penfield College of Mercer University. The Board of Trustees authorized the name change to better reflect the breadth of its academic offerings – which range from certificate programs to a Ph.D. program – and its emerging status as a national leader in meeting the educational needs of adult learners from all walks of life.

Mercer acquired the license to WRWR-LD, a Warner Robins-based television station that was donated to the University by State Sen. Cecil P. Staton and Macon neurosurgeon Dr. Joe Sam Robinson. The station’s call letters were changed to WMUB and will be integrated with Mercer’s Center for Collaborative Journalism.

In October, on the strength of its growing research profile, Mercer was admitted as a member of the Georgia Research Alliance, whose mission is to expand research and commercialization capacity in Georgia’s universities to launch new companies, create high-value jobs and transform lives. Mercer became the first Georgia institution south of the Interstate 20 corridor to join GRA. Its other members include the University of Georgia, Georgia Regents University, Emory University, Clark Atlanta University, Georgia Institute of Technology, Morehouse School of Medicine and Georgia State University.

Mercer broke ground on an $18 million expansion of School of Medicine (MUSM) facilities on its Savannah campus at Memorial University Medical Center. This endeavor will include renovation of the William and Iffath Hoskins Center for Biomedical Research.
as well as construction of an addition to the Hoskins Center to serve as a medical education and research facility for the University.

Mercer kicked off Homecoming festivities with the dedication of the M. Diane Owens Garden, named to honor the Mercer alumna, trustee and former board chair. The garden is part of a project that was designed to enhance the south campus between Stadium Drive and Claude Smith Field. Previously a detention pond, the garden is now both a more environmentally friendly solution to filter runoff and a more aesthetically pleasing gathering place.

In November, President William D. Underwood used the opening night of Homecoming weekend to announce a $400 million capital campaign for the University. "Aspire, The Campaign for Mercer University, seeks to provide financial resources that will empower Mercer, already emerging among the Southeast's elite private research universities, to become an international leader in applying its intellectual capital to better serve the needs of humankind," President Underwood told more than 1,000 alumni, students, faculty, staff and friends assembled in Cruz Plaza Friday night."

2015 In February, Mercer's two-year-old, 10,000-seat stadium, home of Mercer Bears football and lacrosse, was renamed Five Star Stadium in recognition of a multi-million dollar commitment, the largest-ever for Mercer athletics and one of the largest in the University's history. The financial commitment came from Five Star Automotive Group, owned by Charlie Cantrell and Dick Pope.

In March, a large multi-million dollar commitment from a Macon resident and devoted friend of the University established the Jo P helps Fabian Center for Musical Excellence in Mercer University's Townsend School of Music. The commitment by Fabian is the largest ever, along with the gift that founded the School of Music, to support the arts at Mercer.

In April, Mercer Theatre's first performance in the newly completed Tattnall Square Center for the Arts featured William Shakespeare’s The Tempest. The Tattnall Square Center for the Arts, formerly the Tattnall Square Presbyterian Church, was extensively renovated to serve as the new home of Mercer's theatre department as well as a community performing arts center in the heart of the College Hill Corridor.

Mercer University Presidents

In the course of its history, Mercer University has had 24 persons serving in the President’s Office. Their names and the dates of their administrations are as follows:

Billington McCarty Sanders ................................................. 1833-1840
Otis Smith ................................................................. 1840-1844
John Leadly Dagg .......................................................... 1844-1854
Nathaniel Macon Crawford .............................................. 1854-1856
Shelton Palmer Sanford, Acting President ..................... 1856-1858
Nathaniel Macon Crawford .............................................. 1858-1866
Henry Holcomb Tucker .................................................. 1866-1871
Archibald John Battle ..................................................... 1872-1889
Gustavus Alonzo Nunnally .............................................. 1889-1893
John Edgerton Willet, Acting President ......................... 1893-1893
James Burton Gambrell .................................................. 1893-1896
Pinckney Daniel Pollock .................................................. 1896-1903
William Heard Kilpatrick, Acting President .................. 1903-1905
Charles Lee Smith .......................................................... 1905-1906
Samuel Young Jameson .................................................. 1906-1913
James Freeman Sellers, Acting President ....................... 1913-1914
William Lowndes Pickard .................................................. 1914-1918
Mercer University Profile

Mercer University is one of America’s oldest and most distinctive institutions of higher learning, offering rigorous programs that span the undergraduate liberal arts to doctoral-level degrees. Founded by early 19th century Baptists, Mercer’s mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

With more than 8,500 students enrolled in 12 schools and colleges on campuses in Macon, Atlanta and Savannah; three medical school sites in Macon, Savannah and Columbus; and at four Regional Academic Centers around the state, Mercer is consistently ranked among the nation’s leading institutions by such publications as U.S. News & World Report, which in 2014 named Mercer as the No. 1 Best Value in the South. Our more than 71,000 alumni are making important contributions to their professions and communities throughout Georgia, the Southeast and the world.

While offering a breadth of programs found at much larger universities, Mercer maintains an intimate, student-focused culture more characteristic of smaller liberal arts colleges. Mercer’s uniqueness is found in the way the University integrates five defining components of its mission: Liberal Learning, Professional Knowledge, Discovery, Service to Humankind and Community.

Academic Divisions

College of Liberal Arts (Macon): The oldest of the University’s academic units, the College of Liberal Arts remains the cornerstone of Mercer’s educational programs, offering an array of baccalaureate programs in the humanities, fine arts, sciences and social sciences.

Walter F. George School of Law (Macon): Founded in 1873, Mercer’s Law School is one of the oldest law schools in the United States and the first in the state of Georgia accredited by the American Bar Association. Its innovative Woodruff Curriculum – which focuses on ethics and practical skills – earned the Gambrell Professionalism Award from the A.B.A. for its “depth of excellence.”

Eugene W. Stetson School of Business and Economics (Macon, Atlanta, Douglas County, Henry County, Savannah): Offering undergraduate and graduate (B.B.A., M.B.A.) degrees in Macon and Atlanta, the M.B.A. in Savannah and the B.B.A. degree in Douglas County, the School holds the highest level of accreditation for business education by AACSB International – the Association to Advance Collegiate Schools of Business.

School of Engineering (Macon): Mercer’s innovative and academically challenging engineering-related programs provide students with a comprehensive education, featuring a solid foundation in mathematics and sciences, a core engineering curriculum, a range of courses in engineering specialties and a strong emphasis on communication technologies. The School of Engineering marked its 25th anniversary in 2010 and
continues to be ranked by U.S. News & World Report as one of the top three master's degree-level engineering schools in the Southeast.

_Tift College of Education (Macon, Atlanta, Savannah, Regional Academic Centers)_:
The College prepares more professional educators than any other private college or university in Georgia, offering baccalaureate and graduate degrees. Guided by the conceptual framework of the “Transforming Practitioner,” Tift College is dedicated to preparing effective teachers and educational leaders who aspire to grow professionally throughout their careers, while also seeking to transform the lives of students.

_James and Carolyn McAfee School of Theology (Atlanta)_:
Established in 1996, McAfee School of Theology brings Jesse Mercer’s founding vision of providing students with a classical and theological education full circle as it prepares students for the ministry.

_Penfield College of Mercer University (Macon, Atlanta, Regional Academic Centers)_:
The College offers undergraduate and graduate programs to working adults seeking professional advancement or transition and leadership roles in and beyond their communities. The College provides students with distinctive, multidisciplinary programs that integrate theory and practice, liberal learning and professional education, and knowledge and experience.

_Townsend School of Music (Macon)_:
Townsend School of Music is nationally recognized for its artist faculty, award-winning students, wide range of performance ensembles and state-of-the-art facilities. Specialized music programs include the Townsend-McAfee Institute for Graduate Church Music Studies and the Robert McDuffie Center for Strings.

_Mercer University Libraries:_ The mission of Mercer’s libraries is to serve as learning-centered gateways of information resources through robust collections and innovative, technology-rich patron services to support the educational endeavors of the University community.

_Mercer University Press (Macon)_:
Since its establishment in 1979, Mercer Press has published more than 1,400 titles, generally in the areas of Southern history, philosophy, religion and regional studies. The Press holds membership in the Association of American University Presses.

_Mercer Engineering Research Center (MERC) (Warner Robins)_:
Founded in 1987, MERC provides engineering research services to private industries and government agencies, including the Department of Defense. Since its inception, MERC has exceeded $390 million in contract revenue.

_Mercer Health Sciences Center_

_School of Medicine (Macon, Atlanta, Savannah, Columbus)_:
The School was established in 1982 to educate physicians and health professionals to meet the primary care and health care needs of rural and medically underserved areas of Georgia. The School of Medicine currently operates two four-year campuses. Following their second year, students participate in core clinical clerkships at the School’s primary teaching hospitals: Medical Center of Central Georgia in Macon, Memorial University Medical Center in Savannah, and The Medical Center and St. Francis Hospital in Columbus.
College of Pharmacy (Atlanta): For more than a century, the College has maintained a tradition of excellence and a national reputation for producing leaders in the health care profession and has made notable contributions to the fields of pharmacy and health sciences. Mercer is ranked as the number 4 private pharmacy school in the United States and among the top private and public pharmacy schools.

Georgia Baptist College of Nursing (Atlanta): Established in 1902, the College is nationally recognized for educating superior nursing leaders who provide significant healthcare contributions around the world. In addition to a bachelor of science in nursing degree, the College also offers the following degree programs: master of science in nursing, with specialties in nursing education, family nurse practitioner, and clinical nurse specialist; doctor of nursing practice; and the doctor of philosophy (nursing).

College of Health Professions (Macon, Atlanta): The College is comprised of three departments: Physical Therapy, Physician Assistant Studies and Public Health. The College offers a Doctor of Physical Therapy (D.P.T.) degree, and master's degrees in physician assistant studies (M.M.Sc.) and public health (M.P.H.). In addition, the College offers post-professional residencies and fellowships. The College seeks to improve the health and quality of life of individuals and society through excellence in teaching, research and service.

Athletics

Mercer is the only private university in Georgia to compete in Division I of the National Collegiate Athletic Association. A member of the Southern Conference, Mercer fields teams in baseball, basketball, cross country, football, golf, lacrosse, soccer and tennis for men, and basketball, cross country, golf, lacrosse, sand volleyball, soccer, softball, tennis, track and field, and volleyball for women. For the 2013-2014 academic year, the cumulative grade point average for student athletes was 3.297.

Accreditation

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

Mercer University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate, master’s, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or at www.sacscoc.org or call (404) 679-4500 for questions about the accreditation of Mercer.

The National Collegiate Athletic Association has certified Mercer University. The website is www.ncaa.org.

The Stetson School of Business and Economics is accredited by AACSB International -- the Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602; (813) 769-6500; www.aacsb.edu.

In the Penfield College of Mercer University, the Master of Science degree in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990; www.cacrep.org. The Master of Science degree in School Counseling is approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com. The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for
Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.

In the College of Liberal Arts, the Bachelor of Science degree in Computer Science is accredited by the Computing Accreditation Commission of ABET, www.abet.org. The baccalaureate chemistry program is approved by the American Chemical Society, 1155 16th Street, NW, Washington, DC 20036; (800) 227-5558; www.acs.org.

Mercer University’s professional education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE; www.ncate.org) and approved by Georgia’s Professional Standards Commission. This accreditation includes all initial teacher preparation programs and all advanced educator preparation programs offered on all Mercer campuses and centers. Contact NCATE at 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036 or call (202) 233-0077.

In the School of Engineering, the Bachelor of Science in Engineering degree program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The College of Health Professions houses three accredited programs. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for Physician Assistant (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097; (770) 476-1224; www.arc-pa.org. The Master of Public Health program is accredited by the Council on Education for Public Health, 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910; (202) 789-1050; http://ceph.org. The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314; (703) 684-2782; www.capteonline.org.

The Juris Doctor and Master of Laws programs in the Walter F. George School of Law are accredited by the American Bar Association, 312 North Clark Street, Chicago, IL 60654; (312) 988-5000; www.americanbar.org.

The School of Medicine houses two accredited programs. The Doctor of Medicine is accredited by the Liaison Committee on Medical Education (LCME). LCME (www.lcme.org) is jointly sponsored by the Association of American Medical Colleges (2450 N. Street, NW, Washington, DC 20037; (202) 828-0596) and the Council on Medical Education of the American Medical Association (515 North State Street, Chicago, IL 60654; (312) 464-4933. The Marriage and Family Therapy program is accredited by the Commission on Accreditation of Marriage and Family Therapy Education, American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria, VA 22314; (703) 839-9808; www.aamft.org.

The baccalaureate and master’s music programs of the Townsend School of Music are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; (703) 437-0700; www.nasm.arts-accredit.org.

The Bachelor of Science in Nursing, the Master of Science in Nursing, and the Doctor of Nursing Practice programs in the Georgia Baptist College of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; (202) 887-6791; www.aacn.nche.edu/ccne-accreditation. Georgia Baptist College of Nursing is approved by the Georgia Board of Nursing, 237 Coliseum Drive, Macon, Georgia, 31217-3858, (478) 207-1640.

The Doctor of Pharmacy program in the College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603; (312) 664-3575; www.acpe-accredit.org.
The Master of Arts in Christian Ministry, the Master of Divinity, and the Doctor of Ministry programs in the James and Carolyn McAfee School of Theology are accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275; (412) 788-6505; www.ats.edu.

Mercer’s First Atlanta Program

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

The Founding of the Atlanta Campus

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

The all-commuter campus was later named the Cecil B. Day Campus in honor of one of Mercer’s most distinguished alumni and benefactors, and one of the founders of Atlanta Baptist College. He was also the founder of the motel chain, Day’s Inn. The 1990s were marked with continued growth in students and facilities on the Cecil B. Day Campus. In 1991, after being located for 88 years in downtown Atlanta, the School of Pharmacy moved to the Atlanta campus. The additional space allowed the School to expand its research programs and establish a Ph.D. program in pharmaceutical sciences. In 2006, the School changed its name to the College of Pharmacy and Health Sciences, to better identify the national scope of its programs and the addition of other health science programs. In January 2008, the College began offering a Physician Assistant program.

In 1996, the James and Carolyn McAfee School of Theology was established on the Atlanta campus, offering the master of divinity degree. In 1999, the first class of 10 students graduated. A doctor of ministry degree program was introduced in 2003. After 32 years as a commuter campus, the University added on-campus housing in 2000. The apartments quickly filled, transforming the campus to a residential center.

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

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

In 2003, the University established the Penfield College of Mercer University, which offers undergraduate and graduate programs. The Penfield College of Mercer University was established in 2003 and offers undergraduate and graduate degree programs

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tailored to the needs of working adults. Significant parts of its programs are based on the Atlanta campus.

Special Programs

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, Clark Atlanta University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Paper Science 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 the 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 of library resources and services. Interdepartmental groups provide support for cooperative academic programs and a visiting scholars program. A cross registration program permits a student at any member institution to register for an approved course at any ARCHE school and receive credit that may be applied to his/her degree program. Tuition costs are paid to the student’s home institution. The aim of the program is to enable students to enrich their undergraduate programs by pursuing course-work in areas of study that are not available on their own campuses. To be eligible to participate, a student must have the recommendation of the Associate Dean for Student Affairs and Admissions and the approval of the Coordinator of Cross Registration.

Office of International Programs

The Office of International Programs (OIP) is the central administrative unit of international education. The OIP is responsible for study abroad programs, student and faculty exchange programs, international student and scholar services, and the English Language Institute (ELI).

Detailed information on international programs and services that are offered by Mercer University is found in the Cecil B. Day catalog.

Campus

The Cecil B. Day Campus of Mercer University is located on a superb tract of approximately 300 beautifully wooded acres in northeast Atlanta. The campus is conveniently accessed from two interstate highways, I-85 and I-285. The campus houses the College of Pharmacy and Health Sciences, the James and Carolyn McAfee School of Theology, the Georgia Baptist College of Nursing, and elements of the Tift College of Education, the Stetson School of Business and Economics, and the Penfield College of Mercer University. Located in one of the major growth corridors of Atlanta, the campus is conveniently close to a rapidly growing business and corporate environment, as well as to an expanding population base.

Monroe F. Swilley, Jr. Library

"Learning happens here" is both the motto and the vision of the Monroe F. Swilley, Jr. Library. The library is a place, both real and virtual, for students at the Cecil B. Day Campus of Mercer University to pursue their research needs.
Built in 1982, the library holds approximately 150,000 books (16,000 of which are digital), 1.9 million microforms, 900 print journals, and 6,000 full-text electronic journals. These materials, plus videos, CD’s, and DVD’s support the programs of the six colleges of the Atlanta campus.

For materials that are inaccessible locally or online, the library may borrow them from Mercer University’s other libraries through BEARCAT, the campus’s integrated library system. Additionally, the library offers an interlibrary loan service, which allows students to access a broad spectrum of materials from national as well as international sources. The Swilley Library also belongs to the Atlanta Regional Council for Higher Education, a metro-area consortium of educational institutions that share interlibrary loan and interlibrary use privileges. The library’s other memberships include those in the Atlanta Health Sciences Libraries Consortium, the Georgia Interactive Library Network, the American Theological Library Association, and the American Library Association.

The library has both hard-wired and wireless networks for use by students and faculty who have their own laptops or who wish to check out one of the library’s laptops. For group work, students may check out one of twenty group study rooms equipped with white boards and laptop connections. The library has two multimedia seminar rooms with computer projection equipment that graduate students may use if that equipment is needed.

Liaison librarians work with each college that is supported academically by the library. The liaisons offer customized library instruction in regular classrooms or in the Dr. Jean Hendricks Library Classroom, which is fully equipped and located on the lower level of the library. Liaisons specialize in reference work in their subject areas and offer to develop web pages to facilitate work and college assignments in those areas. Liaisons also work to build the library’s print and electronic collections collaboratively with the faculty of each college. Liaisons frequently serve as adjunct faculty in the colleges.

The library is a cultural gathering point on campus as well as a center of learning. Many students choose to study in the “quiet zone” on the lower level, surrounded by the quarterly art exhibits hanging in the Brown Art Gallery. Displays and exhibits from the library’s Special Collections and Archives are scattered throughout the building. Special Collections and Archives itself is open by appointment.

The library has seating for 350 students and is open eighty-six hours per week. After-hours study is available virtually 24/7 by use of the library’s 120+ databases or real time after-hours study is available in the cafeteria which has wireless connections and Bearcard access for safety.
Georgia Baptist College of Nursing

A History of the College of Nursing

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

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

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

The considerable experience of the College’s first century of educational excellence strengthens the program as professors, administrators, and students boldly embrace a future filled with promise. Students in the Georgia Baptist College of Nursing of Mercer University become part of a living legacy. The vision still in sight, the College of Nursing invites today’s students to enjoy the rewards of a career in nursing that begins with acceptance to a College with a rich heritage and a future bright with promise.

Vision Statement

Georgia Baptist College of Nursing of Mercer University will be nationally recognized for academic excellence and the development of professional nurses committed to scholarship, leadership, practice, research, and service.

Mission Statement

The mission of Georgia Baptist College of Nursing is to excel in teaching, scholarship, leadership, practice, research, and service, while embracing the core values of the College.

Core Values

Georgia Baptist College of Nursing embraces the following core values:

- Excellence
- Christian Caring
- Compassion
- Civility
- Integrity
- Collaboration
- Social Responsibility
The GBCN Creed

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

Goals of the College

1. Enroll and retain highly qualified students from diverse backgrounds for all degree programs.
2. Integrate liberal arts and sciences into nursing education to broaden intellectual capacity for engaging in innovative professional practice and making socially responsible contributions to the profession and healthcare.
3. Provide an environment which fosters student excellence in scholarship, interprofessional clinical practice, and leadership development.
4. Prepare students for a professional career that embraces lifelong learning, promotes health and quality of life, and contributes to the College, the profession, and society.
5. Recruit and support a highly qualified faculty and professional staff who embrace the vision and mission of the College.
6. Provide an academic environment which supports faculty excellence in teaching, scholarship, and service.

Types of Programs

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

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

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

Graduate degree programs in nursing at Mercer University include the Master of Science in Nursing (M.S.N.), the Doctor of Nursing Practice (D.N.P), and the Doctor of Philosophy in nursing (Ph.D.). The M.S.N. degree program offers the family nurse practitioner. The D.N.P. Track degree program provides a foundation of advanced nursing competencies to prepare nurses for leadership roles in health care delivery, and to propose solutions for the improvement of health care outcomes for individuals and for society. The College of Nursing utilizes various settings for clinical experiences, including Atlanta area hospitals and community-based facilities.
Philosophy Statement of the College

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

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

The Faculty is committed to the ideals and values of professional practice and believes that the entry level to practice demands baccalaureate preparation. The Faculty further views the baccalaureate generalist education as the foundation upon which additional nursing education programs should be built. The Faculty has embraced a vision of nursing education to include the generalist, advanced generalist, and advanced specialty nursing education. The Faculty is further committed to graduate education that prepares scholars and leaders who advance knowledge through research, education, and practice. The Faculty is obligated to make sure that the baccalaureate, master’s, and doctoral nursing programs build on one another as appropriate and are derived from the discipline of nursing.

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

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. Nonrefundable reservation deposit of $200 to reserve a place in the class.
2. Proof of health insurance or purchase health insurance through Mercer University.
3. Updated official college transcripts reflecting grades of C or better in all courses completed prior to the date specified in the acceptance letter.
4. Certificate of completion for online training for HIPAA (Health Insurance Portability and Accountability Act of 1996) and OSHA (Occupational Safety and Health Administration).

5. Liability Insurance: The College purchases coverage for each student and includes the charge as a student fee during the spring semester of each year.

Immunization Policy

Students are required to have the following immunizations on-file in their nursing program’s Administrative Secretary’s Office prior to registration.

REQUIRED IMMUNIZATIONS

VACCINES

- PPD/TB Skin Test: PPD results must be updated annually and must be valid until May 1st of the following year. If results are Positive, typically proof of a normal Chest X-Ray within last 5 Years is required. However, the time frame may vary according to clinical agency requirements.

- Tetanus, Diphtheria, Pertussis: TDAP (Adult Booster) Vaccine must be updated every 10 years.

- Flu/Seasonal Influenza: Flu vaccines are updated once a season. Student must provide proof of flu vaccine received within the current season for the upcoming academic year. Vaccines for the new season are usually available mid-August. Proof of vaccination must be on file by the date specified by GBCN.

TITERS

ONLY TITERS WILL BE ACCEPTED AS PROOF FOR MMR, VARICELLA, AND HEPATITIS B IMMUNITY. RESULTS MUST BE ON FILE IN THE APPROPRIATE ADMINISTRATIVE SECRETARY’S OFFICE.

- Mumps, Rubeola (Measles), and Rubella Titers: Proof of positive Mumps, Rubeola and Rubella Titer must be submitted. If lab results are Negative for the Mump, Rubeola, or Rubella Titer, proof of (2) MMR vaccines are required.

- Varicella Titer: If lab results are negative for the Varicella titer, proof of (2) Varicella Vaccines are required.

- Hepatitis B Titer: Following the Hepatitis B vaccination series, a positive Hepatitis B titer is required. If the titer is Negative, the student must repeat the vaccination series (3 injections) followed by a repeated titer. If still negative after (6) injections and (2) titers, Immunity is assumed.

Records may be faxed to 678-547-6777, Attn: Administrative Secretary, or mailed to Mercer University, Attn: Georgia Baptist College of Nursing.

Required Credentials

Students are required to have the following credentials on-file in their nursing program’s Administrative Secretary’s Office.

- Background Check: The Background Check must be initiated through advantagestudents.com no earlier than (30) days before the first day of the entry semester. A copy of the Background Check’s confirmation page must
clearly indicate that the Background Check is COMPLETED and include the student’s first and last name, date initiated, and the advantagestudents.com ID. (Ph.D. students are exempt)

- Drug Screen: The Drug Screen must be initiated through advantagestudents.com no earlier than (30) days before the first day of the entry semester. A copy of the Drug Screen’s confirmation page must clearly indicate that the Drug Screen is COMPLETED and include the student’s first and last name, date initiated, and the advantagestudents.com ID. (Ph.D. students are exempt)

- CPR Card: A copy of the CPR card must be current, include the student’s signature. American Heart Association BLS for Healthcare Providers is the only acceptable certification. The card must be valid through the end of the current academic year. This may require a re-certification earlier than the current card’s expiration date. (Ph.D. students are exempt)

- Personal Health Insurance Card: A copy of proof of personal health insurance must be current.

- HIPAA Test Assessment: HIPAA training is required for all enrolling students. After completing the training, submit the confirmation page with first and last name, date completed, and score. Training is accessed through the Mercer University HIPAA Compliance webpage, http://hipaa.mercer.edu.

REQUIRED for prelicensure undergraduate students and licensed nurses not actively engaged in clinical practice.

- OSHA Test Assessment: After completing the training, submit the confirmation page with first and last name, date completed, and score.

REQUIRED for RN-BSN, MSN, DNP, and PhD programs

- Nursing Licensure: A copy of official, current, unencumbered Georgia RN license (not verification) must be on file in the appropriate administrative secretary’s office. Ph.D. students’ licenses may be from any state or jurisdiction of the USA.

Records may be faxed to 678-547-6777, Attn: Administrative Secretary, or mailed to Mercer University, Attn: Georgia Baptist College of Nursing.

Health Insurance Requirement

All Mercer University nursing students are required to have health insurance and submit proof of health insurance for class enrollment. To ensure that all students have insurance coverage, students are automatically enrolled in and billed for health insurance with CORE Management. If a student has an active health insurance policy, the student can exempt this charge through the waiver process located at http://studentaffairs.mercer.edu/studenthealthcenter/insurance.cfm. The student is not responsible for the insurance charge if a waiver for coverage is made through this website within the time frame specified.

Health Insurance Portability and Accountability Act Statement

It is the policy of the College 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.
Student Services

Honor Societies

**Sigma Theta Tau International Nursing Honor Society**

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

**Phi Kappa Phi**

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

**Graduate Nursing Student Academy**

The American Association of Colleges of Nursing (AACN) launched the Graduate Nursing Student Academy (GNSA) to provide free high value programs, services, and resources to nursing students enrolled in master’s and doctoral programs. Through the GNSA, AACN focuses on meeting the professional development needs of graduate nursing students poised to assume leadership roles within the profession as faculty members, researchers, advanced practiced nurses, clinical nurse leaders, policy experts, and health care administrators. Students from AACN member schools joining the GNSA may take advantage of a full range of student services and resources, including: (1) career resources, (2) webinar series, (3) leadership opportunities, (4) policy engagement, (5) information sharing, and (6) many others. To join the Academy, students need to register online at http://www.aacn.nche.edu/students/gnsa.

**ACCESS and Accommodations Statement**

Students requiring accommodations for learning differences should inform their instructors in advance of the first class meeting or as soon thereafter as possible. If not already registered with the ACCESS and Accommodations Office, the instructor will refer the student to that office for consultation regarding documentation of the differences and
eligibility for accommodations under ADA/504 guidelines. In order to receive accommodations, eligible students must provide each instructor with a Faculty Accommodation Form from the Access and Accommodation Coordinator (212 Sheffield Student Center). The student can send this information through Campus Mail, fax the form to (678) 547-6373 or e-mail the information as an attachment to stilley_r@mercer.edu. Students can find the ACCESS and Accommodations mission, eligibility for services, and services provided at https://atlstuaffairs.mercer.edu/disability-services.cfm. Students with documented differences who do not wish to use academic accommodations are also strongly encouraged to register with the Access and Accommodation Office.

**Housing Accommodations**

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

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

Housing is close to the College of Nursing, the Library and the Sheffield Student Center. Located in the Student Center are a gym, pool, and fitness facility, as well as offices for Counseling, Student Health, and Access and Accommodations. For more information or to apply, please see the housing website http://atlstuaffairs.mercer.edu/housing.

**Wellness and Recreation**

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

Wellness and Recreation Classes can be taken at the Sheffield Student Center which includes a basketball court, pool, and weight room with many exercise and weight lifting machines. A variety of fitness classes are also offered each semester to help students to maintain a healthy lifestyle. For more information, please contact Karen Reynolds, Assistant Director for Wellness and Recreation, or by email at Reynolds_kr@mercer.edu. She may be reached at (678) 547-6815.

**Student Health and Counseling**

Student Health and Counseling (SHAC) provides medical and mental health services to all currently enrolled Mercer students. In 2011, Campus Health Services and Counseling Services combined into one, integrated department reflective of a commitment to help students meet both physical and mental needs. The department strives to facilitate the importance of physical and mental wellbeing. The website is: http://atlstuaffairs.mercer.edu/shac for details regarding our services.

The Student Health Clinic (located at 206 Sheffield) is staffed by a part-time family nurse practitioner, one part-time registered nurse, and one administrative assistant, all supported by underwritten protocols of a physician consultant. A physician is onsite for $\frac{1}{2}$
day three times a month for visits and consultations via appointment. A variety of services, treatments, and medications are made available to students.

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

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

**Drug-Free Workplace and Campus Program**

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

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

Mercer University makes every effort to keep the cost of education at a reasonable level and to help qualified students to finance a Mercer education. Many types of financial assistance are available. The Bursar’s Office and the Office of Student Financial Planning are eager to help students in their financial planning to meet the costs of education.

Tuition and Fees 2015-2016

Please note that these tuition rates and miscellaneous fees are for the 2015-2016 academic year and are subject to change without prior notice.

Undergraduate

Bachelor of Science in Nursing
Student enrolled in 12-17 hours ....................... $11,190 per semester/$ 22,380 annual
Student enrolled in less than 12 credit hours or more than 17 credit hours
Per Semester Hour ......................................................... $932
Registered Nurse to Bachelor of Science in Nursing ............... $350 per semester hour

Graduate

Note: For the 2014-2015 Academic Year, Mercer University is the recipient of Health Resources and Services Administration (HRSA) funding through the Nurse Faculty Loan Program (NFLP). Funding awards have not been announced for the 2015-2016 Academic Year.

Master of Science in Nursing
Student enrolled in 9-14 hours ........................................... $9,928 per semester
Student enrolled in less than 9 semester hours or more than 14 semester hours
Per Semester Hour .......................................................... $1,103

Doctor of Nursing Practice
Student enrolled in 6-8 hours ........................................... $6,990 per semester
Student enrolled in fewer than 6 semester hours and more than 8 semester hours
Per Semester Hour .......................................................... $1,165

Doctor of Philosophy
Student enrolled in 9-10 hours ........................................... $10,481 per semester
Student enrolled in less than 9 semester hours or more than 10 semester hours
Per Semester Hour .......................................................... $1,165

University Housing Fees 2015-2016 (Mercer University Cecil B. Day Campus)

One Bedroom (12 month contract only) .......................... $875 per person
(1BD/1BA) ................................................................. Fall (5) $4,375; Spring (5) $4,375;
Summer (2) $1,750

Two Bedroom (9 or 12 month contract) ......................... $760 per month per person
(2BD/2BA) ................................................................. $3,420 per semester per person

Four Bedroom (9 or 12 month contract) ....................... $685 per month per person
(4BD/2BA) ................................................................. $3,082.50 per semester per person

All prices include: Utilities; basic cable; local telephone service; Internet access through University; furnished apartment.
All fees are non-refundable unless otherwise noted.

Application Fee ......................................................................................................... $50
Reservation Deposit ....................................................... $200 non-refundable, applicable to tuition
Late Registration Fee ............................................................................................... $50
Late Payment Fee .................................................................................................... $50
Monthly Payment Plan Fee ...................................................................................... $50
Reinstatement Fee ................................................................................................. $50 this is charged to a student who is dropped for non-payment and must re-register.
Returned Check Fee ................................................................................................. $50 or 1% of the face value of the check, whichever is greater. Returned checks must be paid by cash, money order or certified check. (Note: following two returned checks, students are placed on a "cash only basis.")
Liability Insurance ..................... $25 per year (charged to all students Spring Semester)
Activities Fees ........................................................................................................ $125 per semester
Facilities & Technology Fee for Undergrad Students:
For 1-11 hours ................................................................................................. $12.50 per credit hour
For 12 or more hours .............................................................................................. flat rate of $150 per semester
Facilities & Technology Fee for Graduate Students:
For 1-8 hours ........................................................................................................ $17 per credit hour
For 9 or more hours ................................................................................................ $150
Skills Module Fee ................................................................................................... $98 one time only
For NUR 302 Re-entry students are re-assessed on re-entry
Lab Course Fees
 NUR 302, NUR 304, NUR 400, NUR 405, and NUR 407 ........................................ $100
 NUR 600 and NUR 602B ......................................................................................... $50
 NUR 602A ................................................................................................................ $150
 NUR 622 and NUR 623, NUR 624 ........................................................................ $75
Orientation Fee (NUR 301, NUR 603, NUR 811) ...................................................... $40
Purchase of a lab Nurse Pak is required for the following courses:
NUR 302 and NUR 304, (Nurse Pak prices vary depending on course
Nursing Central Software Fee .................................................................................. $150
upon initial enrollment into NUR 302, NURN 301 and for NUR 603 and NUR 712
ATI Standardized Testing Fee
Charged Fall semester for NUR 302 ................................................................. $262 annual fee
Charged Fall semester for NUR 400 ................................................................. $232 annual fee
(re-entry students are assessed for ATI on re-entry)
CERT Prep Fee (NUR 644) ..................................................................................... $430
Rededication Ceremony ......................................................................................... $40
(Charged Fall Semester for NUR 712 and NUR 825)
White Coat Ceremony .............................................................................................. $40
(Charged Fall Semester for NUR 603)
White Coat Ceremony .............................................................................................. $40
(Charged Fall Semester for NUR 302)
Pinning/Hooding and Graduation Fee ...................................................................... $150
Transcripts (two to five-day) .................................................................................. No charge regular request
$25 on demand
Make-up Examinations .............................................................................................. $25 per examination
Additional costs will be associated with CPR, criminal background check, etc.
Hurst Review (NCLEX) NUR 404 ......................................................................... $200
Exam Soft NUR 304, NUR 306, NUR 602A, NUR 602B, NUR 653 ......................... $25
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.

Course Fees

Additional fees may be assessed for special course requirements.

Statement of Student Responsibility

Prior to registering, students are required to read and acknowledge the Statement of Student Responsibilities indicating their understanding of their academic and financial obligations associated with enrollment at Mercer University. This document is available in the MyMercer Portal and must be completed online each academic year prior to registration.

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

Billing and Fee Payment

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

Only those students who register for a given semester during early registration will be billed for the semester in advance. Accounts may later be adjusted and rebilled based on changes in class schedules and financial aid awards. Students who are not early registered and billed prior to the beginning of the semester must be prepared to pay tuition and fees at the time they register. A $50 fee per month 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.

PLEASE NOTE: If payment arrangements have not been made by the first day of the term, 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.

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

Payment Methods

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University), or by MasterCard, Visa, Discover, and American Express. Credit card payments must be made online through the student’s MyMercer Portal for a small service fee. Students may also pay online by electronic check at no additional cost. The Bursar Office is unable to accept coin payments in excess of five dollars.

Students will be notified of their anticipated amounts of financial aid by way of electronic award notifications from the Office of Student Financial Planning. All balances not covered by financial aid are due by the first day of class.

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

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

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

Third Party Payments

Special billing arrangements involving third parties must be approved by the Office of the Bursar prior to the start of each semester, and applicable vouchers and payment contracts must be received by the last day of the drop/add period. All outstanding balances must be paid 30 days from the last day of classes for a semester. A student using a third-party payment arrangement will be held liable for payment of his or her account in the event that the third party does not pay.

VA Benefits

Individuals who are contemplating enrollment and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs should contact the University’s Office of the Registrar on the Macon Campus regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. Students are responsible for notifying the Office of the Registrar of any changes in benefits or exhaustion of entitlement. **Students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar no later than the first day of class each semester to ensure that their tuition and fees will be paid in full.**

Students receiving tuition assistance paid directly to the University will have their total tuition and fees submitted to VA for payment, minus any tuition-based scholarships awarded for the term. Housing fees, meal plan fees, and miscellaneous fees (parking tickets, housing fines, etc.) are not eligible to be paid by VA and are the responsibility of the student. **Students who have less than 100% entitlement are responsible for paying any outstanding balance that will not be covered by VA no later than the first day of the semester.**

Students receiving tuition assistance paid directly to the student are encouraged to enroll in the Monthly Payment Plan to avoid holds and late fees on their tuition account. In these cases, the University does not receive funds directly from VA and the student is solely responsible for ensuring that their balance is either paid in full or they are enrolled in a payment plan by the first day of classes.

Post-9/11 GI-Bill: The U.S. Department of Veterans Affairs provides a maximum amount of benefit per academic year, paid fall through summer, based on the entitlement percentage of the student. This entitlement is available for a maximum of 36 months. Once the maximum has been paid by VA for the academic year, or the end of the entitlement period is reached, the student is responsible for paying any remaining balance on their tuition account. Students with 100% entitlement may be eligible to receive Yellow Ribbon to help cover their balance once the maximum benefit has been paid for the year. For more information on this program, please contact the Office of the Registrar.
Student Insurance

All students enrolled in three of more credit hours are required to carry active health insurance while enrolled at Mercer University. Each semester, an insurance premium is assessed at the time of registration. Those who do not wish to purchase the school policy must provide proof of coverage by completing an online insurance waiver at the CORE Management website by the published deadline. Once coverage is verified, the premium charge will automatically reverse off the student ledger. **If the waiver is not entered each semester by the published deadline, the student will be held responsible for payment of the non-refundable insurance premium. No exceptions are made to this deadline.**

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 scholarships, loans, state grants, or any other student financial aid (unless prohibited by regulations governing said aid). Students with outstanding indebtedness will not be eligible for early registration and may be subject to late penalties.

Failure to pay any sums due to Mercer University may result in the submission of the students account to a collection agency. If such action is required, the student will be liable to pay the fees of any collection agency, which may be based on a percentage at the maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney’s fees, Mercer University incurs in such collection efforts. All accounts placed with collections will be reported to the Credit Bureau and NSLDS.

Refund Policy

Mercer University will maintain a fair and equitable refund policy by adherence to the 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 policy with which it may conflict.

The criteria for the Mercer Institutional Refund Policy are based upon federal mandates established by the Federal Return Policy, which took effect on All Mercer campuses on August 15, 2000, replacing all existing refund policies throughout the University. The policy applies whether or not Title IV awards are involved.

Questions regarding refund procedures and amounts should be directed to the Office of the Bursar, 1501 Mercer University Drive, Macon, GA 31207 (Telephone: 478-301-1111).

Refunds will be calculated based on enrollment of either semester-based programs or session-based programs, as defined below;

**Semester-Based Programs:** Class enrollment spans the entire semester. Classes typically run 16-weeks.

**Session-(or module) Based Program:** Enrolled in one or more courses that do not span the entire semester. Typically, there are two 8-week sessions within the semester.

*Special requirements for session-based program refunds will be notated throughout this policy by an asterisk.*
Eligibility for refund of tuition, fees and other institutional charges:

A student is not eligible for any refund if:

1) The student fails to formally withdraw
2) The student is suspended for disciplinary reasons
3) The student withdraws when a disciplinary action or honor code violation is pending
4) The student withdraws from a class or classes while currently enrolled in other classes for the semester
5) *The student provides written confirmation that they will return for a future session in the same semester.

Official and Unofficial Withdrawals

Officially Withdrawing:

1) To officially withdraw from the semester, a student must drop or withdraw from all courses for the term.
2) Students contemplating dropping or withdrawing from courses are urged to first consult their student financial aid counselor for information regarding the impact of this action on their financial aid award.
3) To officially withdraw, the student must complete and return the Term Withdrawal Form obtained from Mercer University Registrar’s Office, or printed from their webpage.
4) The completed form must be received by the Registrar’s Office before withdrawal can be finalized.
5) Refund calculations will be based upon the date the student officially notifies the Registrar’s Office in writing or in person of his/her intent to withdraw.
6) Per federal regulations, a calculation for the return of federal funds will be completed within 45 days of the student “officially withdrawing.”
7) Any balance or overpayment created due to financial aid disbursements being returned to their original source of funding per the withdrawal calculation will then become immediately due and payable, by the student, to the University and in some cases to the U.S. Dept. of Ed.
8) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.
9) *Session-Based students who officially withdraw from Session I and are also enrolled in Session II must provide written notification they plan to attend Session II classes. Without this written documentation, the student will be dropped from the Session II classes and a Term Withdrawal Calculation will be completed.
10) *Session-Based students who drop Session II courses while still attending Session I are not considered withdrawals. However, if the student is Pell eligible or receiving the Georgia Tuition Equalization Grant, a downward enrollment calculation is necessary. NOTE: If the student drops all Session II courses on the final class day for session I through the end of drop/add period for Session II, a withdrawal calculation must be performed even if Session I courses were completed with grades.

Unofficially Withdrawing

1) Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal
2) Failure to “officially withdraw” will result in academic penalties and may affect the student’s Satisfactory Progress rating.
3) Students failing to officially withdraw will be held financially accountable for tuition, fees, and stipends issued to them for the term.

4) 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 an academically related activity.

5) Per federal regulations, a withdrawal date will be determined within 30 calendar days from the end of the semester for those students who ceased attendance without “officially withdrawing” from the University and those students who are determined not to have earned any credit for the semester.

6) Any balance or overpayment created due to financial aid disbursements being returned to their original source of funding per the withdrawal calculation will then become immediately due and payable, by the student, to the University and in some cases to the U.S. Dept. of Ed.

7) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

8) *Session-based students who complete Session I, earning a grade(s), then ceases attendance in session II courses are considered “unofficial withdrawals.”

Refund of Non-Tuition Charges

1) If a student withdraws before the first day of classes for the term, housing and/or meals will be charged based on usage up until that point in time.

2) If a student withdraws prior to the beginning of the semester or during the official drop/add period, lab fees, facility/technology fees, and insurance premiums will be refunded.

3) If a student withdraws after the end of the official drop/add period, housing and meal plan refunds are calculated based on the percentages allowable under the Federal Return Refund Schedule.

4) Pre-enrollment deposits and dormitory or housing deposits are non-refundable.

5) Insurance Premiums are non-refundable after the waiver deadline.

6) Additional charges for housing and meals will be assessed on a prorated basis from the date of withdrawal until the student vacates the room and returns his/her key and keycard.

7) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

Refund Appeals

Any exception to the University Refund Policy requires a written appeal by the student to the Refund Appeals Committee. Letters must be submitted, along with any supporting documentation, to the University Bursar by the beginning of the semester following the one in dispute. The committee meets monthly and responds in writing. This is the student's final venue of appeal.

Withdrawal Refund Calculations

The federal government requires the Office of Financial Aid to calculate how much Title IV aid a student has earned. Federal regulations state that a student earns Title IV aid based on the period of time he/she remains enrolled for a particular term.
Per federal regulations, any federal funds not earned by the student must be returned to the Title IV program in the following order:

- Unsubsidized Federal Direct Stafford Loan
- Subsidized Federal Direct Stafford Loan
- Federal Perkins Loan
- Federal Direct Plus Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV Aid Programs

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

- State and other loans
- State and other grants/scholarships
- Mercer institutionally-funded loans
- Mercer institutionally-funded grants/scholarships
- Mercer endowment-funded loans
- Mercer endowment-funded grants/scholarships
- Other loans
- Other Scholarships
- Student/parent payments

Once a student completes enrollment for 60% of the term, the student has earned 100% of the Title IV aid awarded; no return of Title IV aid is required.

**Semester-Based Federal Return Calculation Example**

The following scenarios illustrate how Federal Return calculations are performed for Semester-Based programs:

**Scenario #1:**
First day of class: August 20th
Last day of exams: December 14th
Holidays: Thanksgiving - November 27-December 1

Number of calendar days in this enrollment period = 112 days

A Macon undergraduate student completes and submits a term withdrawal form in the Registrar's office on October 17th.

Total number of days student is enrolled = 59 days

\[
\frac{59 \text{ Days}}{112 \text{ Days}} = 52.7\% \text{ Charges/aid earned by the Student}
\]
### Charges

<table>
<thead>
<tr>
<th>Charges</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$8,648.07</td>
<td>$7,761.93</td>
</tr>
<tr>
<td>Fees</td>
<td>$79.05</td>
<td>$70.95</td>
</tr>
<tr>
<td>Housing</td>
<td>$1,222.64</td>
<td>$1,097.36</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$1,515.39</td>
<td>$1,360.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$8,727.12</td>
<td>$7,832.88</td>
</tr>
</tbody>
</table>

### Financial Aid Refund Calculation

- **Total Title IV aid to be returned**
  \[ \text{Total Title IV aid to be returned} = \frac{4,245 x 47.3\%}{100} = 2,007.89 \]

- **Total Non-Title IV aid to be returned**
  \[ \text{Total Non-Title IV aid to be returned} = 7,832.88 - 2008 = 5,824.88 \]

### Title IV Aid

<table>
<thead>
<tr>
<th>Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Subsidized Loan</td>
<td>$1,750.00</td>
<td>$0.00</td>
<td>$1,750.00</td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td>$2,495.00</td>
<td>$2,237.00</td>
<td>$258.00</td>
</tr>
<tr>
<td><strong>Total Title IV Aid</strong></td>
<td>$4,245.00</td>
<td>$2,237.00</td>
<td>$2,008.00</td>
</tr>
</tbody>
</table>

### Non-Title IV Aid

<table>
<thead>
<tr>
<th>Non-Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA Tuition Equalization Grant</td>
<td>$350.00</td>
<td>$0.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>HOPE Scholarship</td>
<td>$1,854.00</td>
<td>$0.00</td>
<td>$1,854.00</td>
</tr>
<tr>
<td>Mercer Scholarship</td>
<td>$7,000.00</td>
<td>$3,379.12</td>
<td>$3,620.88</td>
</tr>
<tr>
<td><strong>Total Non-Title IV Aid</strong></td>
<td>$9,204.00</td>
<td>$3,379.12</td>
<td>$5,824.88</td>
</tr>
</tbody>
</table>

**TOTAL FINANCIAL AID**
- $13,449.00
- $5,616.12
- $7,832.88

### Session-Based Federal Return Calculation

**Scenerio #1:**

<table>
<thead>
<tr>
<th>Session</th>
<th>First Day of Session</th>
<th>Last Day of Session</th>
<th>Total # of days in Enrollment Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>January 6th</td>
<td>March 3rd</td>
<td>57</td>
</tr>
<tr>
<td>Session 2</td>
<td>March 7th</td>
<td>May 3rd</td>
<td>58</td>
</tr>
<tr>
<td>Session 3</td>
<td>January 6th</td>
<td>May 3rd</td>
<td>118</td>
</tr>
</tbody>
</table>
A Regional Academic Center student is enrolled in 2 classes for session 1 and 2 classes for session 2 for a total of 12 hours. The student begins both session 1 courses on January 6th. On January 22nd the student withdrawals from both session 1 courses and drops both session 2 courses on the same day.

**Total number of days student is enrolled = 17 days**

<table>
<thead>
<tr>
<th>Charges</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
<td>$708.48</td>
<td>$4,211.52</td>
</tr>
<tr>
<td>Fees</td>
<td>$75.00</td>
<td>$75.00</td>
<td>$21.60</td>
<td>$128.40</td>
</tr>
<tr>
<td>Total</td>
<td>$2,535.00</td>
<td>$2,535.00</td>
<td>$730.08</td>
<td>$4,339.92</td>
</tr>
</tbody>
</table>

**Financial Aid Refund Calculation**

Total Title IV aid Earned = $5,120 x 14.4% = $737.28

Total Title IV aid Unearned = $5,120 x 737.28 = $4,382.72

Total Title IV aid to be returned by the Institution = Lesser of Unearned Title IV aid vs. Unearned Charges returned by the Institution

Mercer to return $4,340 in Title IV aid.

<table>
<thead>
<tr>
<th>Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Unsubsidized Loan</td>
<td>$4,452.00</td>
<td>$112.00</td>
<td>$4,340.00</td>
</tr>
<tr>
<td>Direct Subsidized Loan</td>
<td>$668.00</td>
<td>$668.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Title IV aid</td>
<td>$5,120.00</td>
<td>$780.00</td>
<td>$4,340.00</td>
</tr>
</tbody>
</table>

The amount of Title IV aid required to be returned by the student = Total Unearned Title IV aid - Amount of Title IV aid returned by the Institution

Title IV aid to be returned by the student = $4,382.72 - $4,340 = $42.72

**Scenario #2**

A student is enrolled in 6 credit hours for session 1 and 6 credit hours for session 2. The student completes session 1. On March 7th, the student drops both session 2 courses. This student is considered a term withdrawal as of March 7th.
Total number of days student is enrolled = 61 days

<table>
<thead>
<tr>
<th>Total number of days enrolled = % of Charges/aid Earned by the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of days in enrollment period</td>
</tr>
<tr>
<td>61 Days = 51.7%</td>
</tr>
<tr>
<td>118 Days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Charges</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
<td>$2,460.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$75.00</td>
<td>$125.00</td>
<td>$75.00</td>
<td>$125.00</td>
</tr>
<tr>
<td>Total</td>
<td>$2,535.00</td>
<td>$2,585.00</td>
<td>$2,535.00</td>
<td>$2,585.00</td>
</tr>
</tbody>
</table>

Since the student dropped session 2 courses during the institution’s scheduled drop/add period for session 2, the institution will refund 100% of the session 2 charges.

Financial Aid Refund Calculation

Before the Title IV refund calculation is performed, the Financial Aid office will have to adjust some of this student’s aid due to the reduction in attempted hours. Since the student dropped his session 2 courses, he is now eligible for a reduced Pell Grant award for half-time attendance. The Return to Title IV calculation will only include $1,412 of the Pell Grant awarded.

Total Title IV aid Earned $7,599 x 51.7% = $3,928.68

Total Title IV aid Unearned $7,599 – $3,928.68 = $3,670.32

Total Title IV aid to be returned by the Institution = Lesser of Unearned Title IV aid vs. Unearned Charges returned by the Institution

Total Unearned charges = $5,120 x 48.3% = $2,472.96

Mercer to return $2,473 in Title IV aid.

<table>
<thead>
<tr>
<th>Title IV Aid</th>
<th>Disbursed</th>
<th>Amount Retained</th>
<th>Amount Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$2,823.00</td>
<td>$1,412.00</td>
<td>$1,411.00</td>
</tr>
<tr>
<td>Direct Unsubsidized</td>
<td>$3,465.00</td>
<td>$992.00</td>
<td>$2,473.00</td>
</tr>
<tr>
<td>Direct Subsidized Loan</td>
<td>$2,722.00</td>
<td>$2,722.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Title IV aid</td>
<td>$9,010.00</td>
<td>$5,126.00</td>
<td>$3,884.00</td>
</tr>
</tbody>
</table>

This Refund was not part of the Return to Title IV.
The amount of Title IV aid required to be returned by the student = Total Unearned Title IV aid - Amount of Title IV aid returned by the Institution

Title IV aid to be returned by the student = $3,670.32 - $2,473 = $1,197.32

A look at the student's statement:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Tuition – Session 1</td>
<td>$2,460.00</td>
</tr>
<tr>
<td></td>
<td>Fees – Session 1</td>
<td>$75.00</td>
</tr>
<tr>
<td></td>
<td>Tuition – Session 2</td>
<td>$2,460.00</td>
</tr>
<tr>
<td></td>
<td>Fees – Session 2</td>
<td>$75.00</td>
</tr>
<tr>
<td></td>
<td>Lab Fee – Session 2</td>
<td>$50.00</td>
</tr>
<tr>
<td>January 16th</td>
<td>Federal Pell Grant</td>
<td>($2,823.00)</td>
</tr>
<tr>
<td></td>
<td>Direct Unsubsidized Loan</td>
<td>($3,465.00)</td>
</tr>
<tr>
<td></td>
<td>Direct Subsidized Loan</td>
<td>($2,722.00)</td>
</tr>
<tr>
<td>January 18th</td>
<td>Refund to student</td>
<td>$3,890.00</td>
</tr>
<tr>
<td></td>
<td><strong>BALANCE DUE</strong></td>
<td><strong>$0.00</strong></td>
</tr>
<tr>
<td>March 7th</td>
<td>Refund – Tuition Session 2</td>
<td>($2,460.00)</td>
</tr>
<tr>
<td></td>
<td>Refund – Fees Session 2</td>
<td>($75.00)</td>
</tr>
<tr>
<td></td>
<td>Refund – Lab Fee Session 2</td>
<td>($50.00)</td>
</tr>
<tr>
<td>March 8th</td>
<td>Reduce Pell Award due to reduction in attempted hours</td>
<td>$1,411.00</td>
</tr>
<tr>
<td>March 10th</td>
<td>Return Unsubsidized Loan due to Title IV refund Calculation</td>
<td>$2,473.00</td>
</tr>
<tr>
<td></td>
<td><strong>BALANCE DUE</strong></td>
<td><strong>$1,299.00</strong></td>
</tr>
</tbody>
</table>

**Refunds and Stipends**

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

A student may select their method of refund or stipend through their MyMercer student portal. Mercer currently offers Direct Deposit, Reloadable Prepaid Debit Card, or paper check. As paper checks are mailed to the address listed on the Student's Master File, each student is responsible for ensuring his/her address is accurate to avoid delays in receiving their check. The Bursar Office encourages students to enroll in Direct Deposit to ensure the fastest and most efficient handling of their stipends.

**Leave of Absence**

**Approved Leave of Absence**

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

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

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

An unapproved leave of absence is a leave granted by the University for academic reasons that do not meet the conditions of the Title IV regulations for an approved leave of absence. However, this unapproved leave of absence must be treated as a withdrawal for Title IV purposes.

For a student who takes a leave of absence that does not meet the requirements for approval, the withdrawal date is the date that the student begins the leave of absence.

General Information

Books: Books and other supplies are available at the Mercer Bookstore. The cost of books varies with the courses of study and course load. Based on historical costs, we estimate $1,200 for books per year.

Parking Fee: No fees are charged for University parking. However, parking decals are required and may be obtained from the University Police. Unauthorized or illegal parking violations are subject to fines set by Mercer Police, and vehicle impoundment. Failure to pay parking fines and penalties will result in the student being denied transcripts and clearance to register for further classes. Students disputing parking fines should contact the Mercer Police.

Miscellaneous Fees: Fees or fines may be imposed for dorm or property damage, library fines, honor code violations, and campus safety violations.

Fire, theft, and damage to personal property: The University assumes no responsibility for damages or loss of personal property due to fire, theft, or other causes.

Student Identification: All Mercer students are required to have a valid student identification card. A validated I.D. is required for check cashing, dining hall, and library privileges.

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 for dependent students, 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 Officer.

How to Apply for Financial Assistance

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
Applicants must complete the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA on the web at www.fafsa.ed.gov. The FAFSA Application must be renewed each year.

Full-time undergraduate students who are legal residents of Georgia will be considered for the Georgia Tuition Equalization Grant, HOPE, and Zell Scholarship, eligible upon completion of the FAFSA application. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) may be completed by going to GACollege411.org.

**Summer Term-Mercer.** A summer Financial Aid Application is required for the summer term. Summer is normally considered the end of the academic year and awards are made based on remaining eligibility.

**Financial Aid Policies**

Students are encouraged to visit the Financial Planning Office website at www.financialaid.mercer.edu to learn more about financial aid policies and to email their financial planning counselor with any questions related to financial aid. Please review the policies listed below:

1. An applicant for financial assistance must be a U.S. citizen or eligible non-citizen.

2. An applicant for financial assistance must be fully admitted as an eligible degree-seeking student to the University before financial assistance can be awarded. Provisionally accepted students are not eligible for financial aid.

3. In most instances, financial assistance is granted only to students who take a course load of at least six semester hours per term, although assistance from the Pell Grant may be available to those enrolled in less than six hours.

4. Ordinarily, unless summer term is required, financial assistance is awarded for the two semesters of the regular academic year. One-half of the annual financial assistance award will be paid each semester after the drop/add period, provided that all necessary paperwork is completed, with the exception of work-study awards. Work-study funds are paid directly to the student after the funds have been earned. If a student chooses to use work-study funds to pay their balance, they must sign up for a payment plan through the Bursar’s Office.

5. If a student has met their annual subsidized and unsubsidized Direct Loan Limit prior to the start of the summer term, ordinarily, no additional loan funds are available for summer. Summer semester is normally considered the end of the academic year and students must proactively plan the financing of their summer enrollment with their Financial Planning Counselor.

6. Students receiving financial assistance from sources other than Mercer University are required to advise the Office of Student Financial Planning of this fact. A written statement that identifies the sponsor(s) and the amount of the award(s) is required. Some adjustment of the original financial aid award may be necessary.

7. No financial aid will be disbursed while a student is in verification. Verification is the process in which the Federal Government requires schools to verify the accuracy of the information reported by the students on the FAFSA. Some students will be randomly selected by the federal
processor for verification, while other students will be selected through specific FAFSA edits or by the Mercer Financial Planning Office. If a student has been selected for verification, they will be notified by the Financial Planning Office of all documentation required to be submitted in order to complete verification.

8. Students must be official enrolled and attending class at the end of the term’s drop-add period in order to receive financial aid for a class. Since financial aid is based on enrollment, enrollment changes during the term may affect student financial aid award(s). Please contact your Financial Planning Counselor before making any enrollment changes.

9. Students who fail to earn a passing grade in all of their classes for a semester may be considered, for financial aid purposes, to have unofficially withdrawn from the University. If the institution cannot document that the student completed at least one during the semester, a portion or all of the students’ federal and possibly state financial aid funds will be returned to the original source of funds in accordance with the Federal Return Policy.

10. Students must make progress towards the completion of their courses study, according to the Satisfactory Academic Progress (SAP) standards listed in this section. SAP will be checked at the end of each term.

11. The fact that a student receives an award one year, in no way automatically renews the application for subsequent years. Applicants are reminded to re-apply for financial aid annually by completing the FAFSA.

12. To be considered for financial aid, students must not be in default or owe a refund on a federal or state funds.

13. Recipients of financial assistance who become subject to disciplinary probation may be required to forfeit financial aid during the period of probation.

14. 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 handicapped or on the basis of race, creed, color, sex, age or national origin.

**Standard of Satisfactory Academic Progress (SAP)**

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

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

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

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

<table>
<thead>
<tr>
<th>Total Hours Earned</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 16</td>
<td>1.4</td>
</tr>
<tr>
<td>17 – 32</td>
<td>1.7</td>
</tr>
<tr>
<td>33 – 48</td>
<td>1.8</td>
</tr>
<tr>
<td>49 – 63</td>
<td>1.9</td>
</tr>
<tr>
<td>64 – 128</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

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

For Graduate/Professional Programs on the Atlanta Campus, student must maintain the GPA required to remain in individual program of study.

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

Quantitative Standard

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

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

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

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

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

Completion Percentage for payment period: Students must earn at least 67% of all hours attempted (cumulatively for program) at the end of each semester. The Completion Percentage will be checked at the end of each payment period.
- **Transfer hours** – Accepted into a student’s program will count as both hours attempted and hours earned
- **Withdrawals** – Will count as hours attempted ONLY
- **Incompletes** – Will count as hours attempted, only until the course is completed. A passing grade will count as hours earned; a failing grade will remain as hours attempted only
- **Repeat Courses**:
  - Repeat courses are counted for previously failed classes
  - Repeat of previously passed courses are counted ONE TIME only
  - Cannot count repeat of previously passed courses at all IF the repeat of the course is due to the failing of another course in a prior period

**Quantitative Evaluation Points**

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

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

**Appeal Process**

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

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

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

Cost of Attendance

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

Disbursement

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

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 students, as determined through need analysis and the availability of funds. Notification will be sent to all applicants. A notification of awards should be acknowledged by the student within 2 weeks.

Veterans

Mercer University was recognized as Georgia’s First Purple Heart University. Mercer has worked extensively to better assist military connected prospective students through the enrollment process. These efforts resulted in the University being named a Military Friendly School, a designation reserved for the top 15% of universities and technical schools who serve military service members, veterans, and family members as students to ensure their success on campus. Any veteran who wishes to attend Mercer University under one of the veterans’ benefits programs should make application in the normal manner for the program of study selected.

A Veterans Coordinator is located in the Registrar’s Office to assist veterans. As soon as new veterans are accepted for admission, they should contact the Veterans Coordinator for further instruction.

The administration of the veterans’ benefits is handled through the Office of the Registrar in Macon. The veteran student is responsible for notifying the Registrar’s Office of any change in status. The veteran is responsible for observing the current regulations regarding his status. These regulations are available for review in the Registrar’s Office.

Additional Information and Types of Financial Assistance

The Student Financial Planning staff is available during the normal administrative working hours of the institution to provide additional information regarding the Financial Assistance Program of Mercer University.
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 calculated Expected Family Contribution as determined by the FAFSA, and Cost of Attendance. If you are eligible for a Federal Pell Grant, you will receive the full amount for which you are qualified. Effective on July 1, 2012, a student can receive the Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years). A scheduled award is the maximum amount a student can receive for the award year if the student were enrolled full-time for the full year.

To determine how much of the maximum six years (600%) of Pell Grant a student has used each year, the U.S. Department of Education (ED) compares the actual amount the student received for the award year with the student’s scheduled award. If the student received the full scheduled award for the award year, the student would have used 100%. It is possible that a student will not have received their full scheduled award for an award year due to not being enrolled the full year, not being enrolled full-time or both.

If a student did not receive the full scheduled award, ED calculates the percentage of the scheduled award the student did receive. For example, if a student scheduled award is $5000, but the student was only enrolled one semester and received only $2500, the student would be calculated as using 50% of his scheduled award for that year. Or, if a student received $3,750 for the award year due to three-quarter time enrollment and not full-time, the student usage would be calculated at 75% for the year.

Lifetime Eligibility Used (LEU) is calculated by adding together the percentages of Pell Grant a student uses each year.

<table>
<thead>
<tr>
<th>Examples of Pell Grant Lifetime Eligibility Used</th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant Scheduled Award</td>
<td>$5,550</td>
<td>$5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Pell Grant Amount Received</td>
<td>$2,775</td>
<td>$3,750</td>
<td>$4,000</td>
</tr>
<tr>
<td>Percent Used</td>
<td>50%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>Award Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant Scheduled Award</td>
<td>$5,200</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Pell Grant Amount Received</td>
<td>$5,200</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Percent Used</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Award Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant Scheduled Award</td>
<td>$4,700</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Pell Grant Amount Received</td>
<td>$4,700</td>
<td>$1,250</td>
<td>$5,550</td>
</tr>
<tr>
<td>Award Year 4</td>
<td>Percent Used</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Pell Grant Scheduled Award</td>
<td>$4,700</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Pell Grant Amount Received</td>
<td>$4,700</td>
<td>$5,000</td>
<td>$5,550</td>
</tr>
<tr>
<td>Percent Used</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Total Lifetime Eligibility Used — LEU**

**Note:** From 2009–10 through 2010–11, it was possible for a student to receive up to two scheduled awards in a year. So some students will have a “percent used” of up to 200% for one or more of those years.

350% 300% 400%

If a student’s LEU equals or exceeds 600%, the student is no longer eligible to receive the Pell Grant. Similarly, if a student’s LEU is greater than 500% but Less than 600%, the student is Pell eligible; however, the student is not eligible for a full scheduled award. If the student’s LEU is less than 500%, the student is eligible for a full scheduled award. The LEU percentage is reported on the a student's Student Aid Report; the document sent to a the student after the Free Application for Financial Aid has been processed.

**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 $4,000 per year and are contingent upon availability of funds.

**Georgia Tuition Equalization Grant**— 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, a student (and parents of dependent students) must be a United States citizen who meets Georgia Residence requirements for at least 12 consecutive months prior to the first class day for any particular semester. Students who do not meet Georgia Residency requirements at the time of high school graduation, Home Study Program completion or successful GED test must meet Georgia Residency requirements for 24 consecutive months prior to the first day of class. The student must be degree-seeking, enrolled and attending at least 12 credit-hours of undergraduate coursework through the end of the drop-add period of Session II.

To be considered for the grant, a student must complete a Free Application for Federal Student Aid Application (FAFSA) prior to the beginning of his/her first term of enrollment as a full-time student and meet all eligibility requirements. If a student does not wish to complete a FAFSA, a Georgia Scholarship Grant Application (GSFAPPS) must be completed by going to GaCollege411.org. Student can only receive this grant for 127 paid semester hours. The dollar value of the grant varies depending on the fund.
appropriated by the state legislature. The grant is expected to be up to $450 per
semester for the 2015-16 academic year.

**HOPE and Zell Scholarship** – For undergraduate Georgia residents only, designated
HOPE Scholars currently receive $3,936 and designated Zell Miller Scholars receive
$4,348 per academic year. All amounts are contingent upon Georgia Legislation and
subject to change. Georgia high school graduates who are name HOPE Scholars by the
Georgia Student Finance Authority may receive only one of these scholarships. A
cumulative 3.0 GPA is required for renewal of the HOPE scholarship and a 3.3 GPA is
required for the renewal of the Zell Miller Scholarship. The cumulative GPA requirement
also applies to all students who wish to enter the program after 30, 60 or 90 cumulative
attempted hours. Please note that all degree courses attempted at Mercer and all other
postsecondary institutions are included in the GPA and hours attempted calculations.
Certificate/diploma courses are only included in the GPA and hours attempted
calculation if the courses have ever been accepted toward a degree by Mercer or any
other post-secondary institution. Also, only whole letter grades are used in the GPA
calculation (e.g. a B+ is counted as a B). The FAFSA application serves as the student's
application for HOPE and Zell Miller Scholarships. If a student does not wish to
complete a FAFSA, a Georgia Scholarship/Grant Application (GSFAPPS) must be
completed by going to GAcollege411.org.

Hope and Zell Scholarship recipients at private colleges and universities can attend half-
time (at least 6 to 11 semester hours) and receive a HOPE Scholarship of $1,968 per
academic year ($984 per semester). Zell Miller recipients attending half-time can
receive a Zell Miller award of $2,174 per academic year ($1,087 per semester). Student
must be enrolled half-time 15 calendar days after the end of the drop-add period to
receive the half-time HOPE and Zell Miller Scholarships.

Students’ HOPE and Zell Miller gpa will be evaluated at the end of every spring
semester, regardless of the student’s attempted hours. Students earning less than a 3.0
cumulative HOPE gpa after spring semester lose eligibility for HOPE and Zell until the
next entry point (30, 60, or 90 hours) in which their HOPE gpa is at least a 3.0 and Zell
Miller gpa is at least a 3.3 gpa. Zell Miller recipients who do not meet the 3.3 renewal
requirement but do meet the 3.0 HOPE renewal requirement, may receive HOPE in
place of the Zell Miller Scholarship; however, a designated HOPE recipient can never
receive Zell Miller based on cumulative GPA at time of renewal. A student who does not
have sophomore/junior status because of withdrawing from classes will still be evaluated
based on the total number of hours attempted (e.g. student may receive a “W” o “F” in a
course, not earn credit for the course, but the course will still be counted as attempted
hours for HOPE/Zell purposes).

Students who have not received HOPE or Zell prior to summer 2011, and who meet all
other eligibility criteria, may receive HOPE or Zell until seven years after their high school
graduation, GED test, or Home Study program completion date. Students who served in
active duty in the military following high school graduation, or equivalent, may request
that such active duty service time be added back to their seven year eligibility.

A student may receive HOPE or Zell for a maximum of 127 semester hours. To meet
eligibility requirements, full-time students must be enrolled and attending at least 12
credit hours of undergraduate course work through the end of the drop/add period of
Session II. Part-time students must be enrolled and attending at least 6 credit hours of
undergraduate coursework through the end of the drop/add period of Session II. The
Registrar’s Office will perform a HOPE Scholarship eligibility review for all students who
are fully admitted to the University.

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Loan Programs

WILLIAM D. FORD FEDERAL DIRECT LOANS - William D. Ford Federal Direct Loans are low-interest (variable rate) loans awarded by the school and provided by the federal government. The interest rate is adjusted each July 1 but will not exceed 8.25%. These loans may be either subsidized or unsubsidized.

Interest rates for July 1, 2014 through June 30, 2015
Direct Subsidized Loans - Undergraduate Students – 4.29%
Direct Unsubsidized Loans - Undergraduate Students – 4.29%
Direct Unsubsidized Loans - Graduate Students – 5.84%

Federal Direct Loan amounts are based on the cost of attendance at a particular school and the student's grade level. Dependent students may borrow the following amounts:

- $3,500/year for 1st-year undergraduates subsidized and $2,000/year unsubsidized.
- $4,500/year for 2nd-year undergraduates subsidized and $2,000/year unsubsidized.
- $5,500/year for 3rd or 4th-year undergraduates subsidized and $2,000/year unsubsidized.

The aggregate limit that an undergraduate dependent student can borrow is $31,000.

Independent students may borrow the following amounts:
- $9,500/year for 1st-year undergraduates (at least $6,000 must be unsubsidized).
- $10,500/year for 2nd-year undergraduates (at least $6,000 must be unsubsidized).
- $12,500/year for 3rd or 4th-year undergraduates (at least $7,000 must be unsubsidized).
- $20,500/year for graduate students (unsubsidized only).

The aggregate limit that an undergraduate independent student can borrow is $57,500.

The amounts listed above are maximums. Remember, a student may not borrow more than Mercer's designated Cost of Attendance minus other financial aid and/or scholarships.

All first time borrowers at Mercer are required to complete entrance counseling before funds can be disbursed. In addition, if they have not done so already, a student is required to complete a Master Promissory note for their Federal Direct Loans. Students are encouraged to complete this required processes electronically at www.studentloans.gov to expedite the loan process.

Graduate Students

Effective for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. The $65,500 subsidized aggregate loan limit for graduate or professional students includes subsidized loans that a graduate or professional student may have received for periods of enrollment that began before July 1, 2012, or for prior undergraduate study. A graduate student’s aggregate limit is $138,500 and includes all federal loans received for undergraduate study.
**Subsidized Federal Direct Loan**

Subsidized Federal Direct Loans are awarded to undergraduate students only on the basis of financial need as determined by the FAFSA. The interest on this loan is paid by the federal government while the student is enrolled in school at in at least half-time (six hours for undergraduates), and during the “grace period” (the first 6 months following withdrawal or graduation from school). After this period, the student is responsible for the loan payment and interest. Please note if a student’s first disbursement was made between July 1, 2012 and July 1, 2014, the student will be responsible for paying any interest that accrues during the grace period.

**For undergraduate students, all subsidized eligibility must be used before a student can receive an unsubsidized loan.**

If a student is a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct Plus Loans. The "maximum eligibility period" for a Direct Subsidized Loan is based on the published length of a student’s academic program. A student cannot receive Direct Subsidized Loans for more than 150 percent of the published length of their program.

For example, if a student is enrolled in a four year bachelor’s degree program, the maximum period for which the student can receive a Direct Subsidized Loan is six years (150 percent of 4 years = 6 years).

Because a student’s maximum eligibility is based on the length of his/her current program of study, the student's eligibility can change if they change to a program that has a different length. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will count towards your new maximum eligibility period. The Dept. of Education will be calculating student’s maximum eligibility period for subsidized loans.

**Graduate students are NOT eligible for subsidized loans.**

**Unsubsidized Federal Direct Loan**

Unsubsidized Federal Direct Loans are not awarded on the basis of financial need. Interest is charged from the time the loan is disbursed until the loan is paid in full. The student can choose to pay the interest or allow it to accumulate. If the interest is allowed to accrue, it will be added to the principal amount of the loan, thereby increasing the amount of money the student is required to repay. Students must be enrolled in at least six credit hours to be eligible to receive this loan. Although unsubsidized loans are not awarded based on need, a student is required to complete a FAFSA to receive the loan.

Students who accept a Federal Direct Loan must complete the Master Promissory Note (MPN) by going to studentloans.gov. Because the MPN is applied to all Direct loans received within a 10 year period, you should only need to complete an MPN once while in attendance at this institution. The MPN must be completed before funds can be disbursed.

All first-time borrowers at Mercer are required to complete Entrance Counseling before funds can be disbursed. Students are encouraged to complete this requirement process electronically (studentloans.gov) to expedite receipt of loan funds.

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

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

Parents may borrow up to the cost of attendance minus any other financial aid for an undergraduate student. The current interest rate is 6.84%. Applications are printable at financialaid.mercer.edu/Atlanta-campus/forms.
Federal Graduate PLUS Program

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

Parent Plus Loan and Graduate Plus Loan Credit Requirements

All Plus loans required credit checks. Once a credit check has been run it is valid for 180 days. Credit check responses are approved or denied based on credit history.

Approved credit checks: Absent any other adverse credit history finding a PLUS loan applicant whose credit check shows that the total of any debts that are 90 or more days delinquent or that have been placed in collection or charged off is $2085 or less will not be considered to have adverse credit and therefore, will be approved and eligible for a PLUS Loan.

Approved credit check status means the borrower has been approved for the PLUS loan and that status will not expire for 180 days. As a result, any additional Plus Loan added within the 180 day approved credit check standing will be approved. COD will not run another credit check before the expiration date.

To complete the PLUS loan process the borrower must complete a Master Promissory Note for Parent Plus Loan or Graduate Plus Loan on line at StudentLoans.gov

Denied credit check due to adverse credit conditions: A denied credit check means that the student was found to have adverse credit history.

Adverse Credit History as defined by the Department of Education:

Applicant found to have adverse credit condition such as bankruptcy, foreclosure, tax lien, or a default determination etc.

OR

The applicant has one or more debts that are 90 or more days delinquent, in collection or have been charged off during the two years preceding the date of the applicant’s credit report and the total combined outstanding balance of those debts is greater than $2,085.

Options for Adverse Credit Conditions: If you have received an adverse credit decision, you may still be eligible to receive a Direct Plus Loan. To become eligible, you may take one of the following actions:

1. Obtain an endorser and complete Plus Counseling.
   • An endorser is someone who does not have an adverse credit history and agrees to repay the loan if you do not repay it.
   • If you are a parent borrower, the endorser may not be the student on whose behalf you are requesting the Direct Plus Loan.

2. Document to the satisfaction of the U.S. Department of Education that:
   • The information causing the adverse credit decision is incorrect
   OR
   • There are extenuating circumstances relating to the adverse credit history (NOTE: Endorsers are not eligible for this option)
AND

- Complete Plus Counseling (available on StudentLoans.gov) Counseling will match the valid stand of the credit check. If after 180 days, a student applies for another PLUS Loan and is originally denied but then approved based on extenuating circumstances or endorser, another PLUS counseling will need to be completed. If a student complete the Plus Counseling more than 30 days prior to the credit check, Plus Counseling will need to be completed again.

If you feel that the information your credit decision is based on is incorrect or you believe you qualify for a review based on extenuating circumstances, you may begin the process in one of the following ways:

1. Log in to StudentLoans.gov and select "Document Extenuating Circumstances" on the left navigation bar. Follow directions. Applicant Services will contact you with further instructions.

2. Contact Applicant Services between 8:00 AM to 8:00 PM, Eastern Time, Monday through Friday. Applicant Services may be reached toll-free, at 1-800-557-7394.

3. Contact Applicant Services between 8:00 AM to 8:00 PM, Eastern Time, Monday through Friday via Live Chat on the Contact Us page.

FEDERAL PERKINS LOANS - Limited long-term loans are available through the Federal Perkins Loan Program. Although many students borrow Perkins funds to enable them to continue or complete their education, funds are not sufficient to assist every eligible applicant. Exceptional need for financial assistance, availability of funds, and receipt of FAFSA determine an applicant's award.

Based on current legislation, The Department of Education is closing out the Perkins Loan Program. Thus, absent Congressional action, schools may not make Federal Perkins Loans to new borrowers after September 30, 2015. If prior to October 1, 2015, a school makes the first disbursement of a Federal Perkins Loan to a student for the 2015-2016 award year, the school may make any remaining disbursements of that 2015-2016 loan after September 30, 2015.

In addition, the Department of Education has allowed a narrow “grandfathering” provision that allows schools to make Federal Perkins Loans to certain students for up to five additional years (through September 30, 2020) to enable students who received loans for award years that end prior to October 1, 2015 “to continue or complete courses of study.” The award year that ends prior to October 1, 2015, is the 2014-2015 award year, which ends on June 30, 2015. Thus, a school may make a new Perkins Loan to a student after September 30, 2015, if all of the following conditions are met:

1. The school made at least one Perkins Loan disbursement to the student on or before June 30, 2015.

2. The student is enrolled at the same institution where the last Perkins Loan disbursement was received. For example, a student who received a Perkins Loan disbursement for enrollment at School A, and then received a Perkins Loan disbursement for enrollment at School B would be considered to be an eligible grandfathered borrower at School B, provided all other conditions are met, but not for a subsequent enrollment at School A.

3. The student is enrolled in the same academic program for which the student received his or her last Perkins Loan disbursement. We consider an academic program to be the same program only if the first four digits of the program’s Classification of Instructional Program (CIP) code are identical to
the first four digits of the CIP code for the program for which the student received his or her last Perkins Loan disbursement.

4. While the law provides for this limited “grandfathering” continued eligibility for Perkins Loans “as may be necessary to enable students . . . to continue or complete courses of study,” many of these grandfathered students could have their need met by a combination of other student aid and thus will not need a Perkins Loan to “enable [them]...to continue or complete [their] courses of study.” Therefore, a Perkins Loan can be made to an otherwise eligible grandfathered student to meet all or some of the student’s unmet need only after the student has been awarded all Direct Subsidized Loan aid for which the student is eligible.

Note that because the grandfathering provision applies only to students who received a Perkins Loan for award years 2014-2015 or earlier, a student who received his or her first Perkins Loan for the 2015-2016 final award year of the program, (e.g., an incoming first-year student) will not be an eligible grandfathered student for purposes of receiving loans beyond that 2015-2016 award year.

Employment Programs for Undergraduate and Graduate Students

Federal Work Study: 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. Students are placed, by the OSFP, into positions available in various departments on campus. 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
All available part-time positions for currently enrolled students are posted on the Student Employment website. You may contact the Office of Student Financial Planning for further information. Jobs are posted in the Office of Student Financial Planning.

Scholarships and Grant Assistance

All applicants will be considered for every scholarship coordinated through the Office of Student Financial Planning.

Students should also independently pursue scholarships offered by local or national foundations, organizations, and individuals. A list of websites is available at financialaid.mercer.edu/atlanta-campus.

Graduate Nurse Faculty Loan Program

Mercer University receives an allocation of funds from the Nurse Faculty Loan Program. Students who receive NFLP loans may be enrolled full-time or part-time in the graduate nursing program course of study, which includes the education component(s) to prepare them as qualified nurse faculty. The borrower must agree to serve as full-time faculty in a school of nursing following graduation. Up to 85% of the loan may be cancelled with four years of employment. Loans may be requested to cover tuition, fees, books, and other reasonable education expenses (not including living expenses). Funds are made available by the U.S. Department of Health and Human Services.
Undergraduate Program

Academic Information

The undergraduate curriculum is composed of two parts. The General Education Program is broad in scope, requiring study in several areas. It affords an introduction to some of the major areas of human knowledge and endeavor, and lays the foundation for continued study and for the student’s contribution to society. In addition, the various undergraduate degree programs call for more specialized study that deepens the 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 seek to prepare students to be innovators in the realms of teaching, learning, research, scholarship and service.

General Education

Mercer University’s founding vision, articulated by Jesse Mercer in the 1830s, dedicates us to promote free inquiry, religious liberty, and inclusiveness -- values consonant with Baptist heritage. University President William D. Underwood underscored that vision in 2006, noting that “…the extent to which a university transforms the lives of individual students, who in turn transform their communities, represents the ultimate measure of a university’s greatness.” To put this transformative vision into practice within the communities we serve, a Mercer University education emphasizes experiences that infuse intellectual growth, cultural understanding, civic responsibility, and moral discernment with practical competencies.

The distinctiveness of their programs and traditions notwithstanding, Mercer University’s undergraduate colleges and schools share learning goals and competencies that reflect Mercer’s mission to educate the whole person. These undergird the General Education Curricula, which provide the necessary foundation for disciplined study and lifelong learning.

General Education is designed to help students cultivate and refine habits of mind that prepare them to contribute constructively and meaningfully to society. Toward this end, General Education strives to instill in persons broader perspectives while empowering them to find fuller and richer citizenship in a world in which different cultures, social institutions, and technologies intersect in multiple and diverse ways.

Four Student Goals of General Education

A Mercer education is designed to foster intellectual growth, cultural understanding, civic responsibility, and moral discernment. Critical thinking is essential to attaining these goals and is demonstrated in and through the exercise and development of the following practical competencies:

- Communicating effectively in writing
- Communicating effectively orally
- Reasoning quantitatively
- Analyzing observed phenomena through the use of scientific reasoning
- Critical thinking from diverse perspectives

In accordance with the university’s accrediting body and in collaboration with the faculty of the colleges and schools, these competencies are built through satisfactory completion of the following requirements.
Requirements of General Education

General Education core requirements must include at least one course (3 credit hours) in each of the six broad categories listed below, and sum to at least 30 hours. Each school/college may select its own general education requirements from among the list of approved courses in each category and may choose to require more than the minimum number of hours and courses. Individual schools/colleges may also include additional college core requirements. Students should consult the requirements of their respective college to determine which courses are needed for graduation.

Communication (both written and oral communication competencies in English must be addressed):

Written Communication: GBK 101; GBK 202; GBK 203; INT 101; INT 201; LBST 175; LBST 180; TCO 141; WRT 120
Oral Communication: COM 210; COMM 171; GBK 304; INT 301; TCO 141
Other Communication: ENGL 300; any foreign language; INSY 102; LBST 275; LBST 280

Religion
CHR 101; CHR 150; CHR 170; ENG 225; GBK 203; HIS 160; PHI 240; RELG 110; RELG 115; RELG 120; RELG 130; RELG 200; RELG 215; RELG 220; RELG 225; RELG/WGST 320; RELG 356;

Humanities/Fine Arts

Humanities: CHR 210; CHR 270; CLA 101; CLA 102; COMM 251; ENG 224; ENG 226; ENG 233; ENG 234; ENG 235; ENG 237; ENG 263; ENG 264; GBK 202; GBK 305; FLL 195; HIS 110; HIS 145; HIS 165; HIS 176; HIST 101; HIST 102; HIST 200; HIST 201; HIST 202; HIST 210; HIST 220; HIST 366; HIST 367; HIST 368; JMS 220; JMS 225; JMS 230; LITR 115; LITR 207; LITR 247; LITR 277; LITR 334; PHI 176; PHI 190; PHIL 215; PHI 230; PHI 260; PHI 265; PHI 269; POL 176; SCLT 201; RELG 356; SOCI 356; SST 180; WLT 101;

Fine Arts: ART 106; ART 107; ART 108; ART 115; ART 116; ART 223; ART 224; ART 225; ART 226; ART 254; ART 257; COMM 104; COMM 205; LBST 250; LBST 255; MUS 151; MUSC 150; PHO 230; THR 115; THR 218; (3 credit hours may also be selected from the 1-hour music ensembles to meet this requirement: MUS 182; MUS 183; MUS 191; MUS 192; MUS 197; MUS 198)

Behavioral/Social Science

AFR 190; AFR 210; ANT 101; COM 230; COM 250; ECN 150; ECN 151; ENV 250; GBK 407; GEO 111; GHS 200; JMS 101; JMS 240; ORGL 210; PHI 237; POL 101; POL/IAF 253; PSY 101; PSYC 111; SEP 200; SOC 101; SOC 210; SOCI 111; SOCI 356; WGS 180; WGST 210

Quantitative Reasoning
CSC 204; MAT 104; MAT 133; MAT 141; MAT 191; MAT 192; MATH 129; MATH 130; MATH 140; MATH 160; MATH 220; PHI 180; STA 126

Scientific Reasoning (including a lab)
BIO 102; BIO 110; BIO 202; BIOL 101; BIOL 105; CHM 110; CHM 111; CHM 112; ENB 150; ENV 105; ENV 110; ENVYS 210; ENVYS 215; PHY 102; PHY 105; PHY 108; PHY 109; PHY 115; PHY 141; PHY 142; PHY 161; PHY 162; PHYS 106; PHYS 220; PHYS 225; SCIE 100; SCIE 215; SCIE 220; SCIE 250

Note: Any cross-listed course taken to fulfill the requirements of one category cannot also be used for a second category.

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Undergraduate Admissions

Admission Policy

Admission to the College of Nursing is based on a number of factors. 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 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.

Undergraduate Admissions Criteria

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

Prelicensure BSN Admission Criteria

Admission to the prelicensure BSN completion program of study is competitive. Prospective students must meet the following qualifications:

- Grade of C or higher in required general education courses
- Achievement of the minimum composite score on the Test of Essential Academic Skills (TEAS)
- Ability to meet the College’s Undergraduate Essential Requirements for nursing practice (posted on the GBCN website)
- Cumulative GPA of 3.0 in all college coursework (academic) or cumulative GPA of 2.5 in all college coursework (academic) and a Pattern of Change (POC) in the most recent coursework. A POC is defined as a 3.0 earned in the most recent 20 semester hours (or 30 quarter hours), preferably including at least one transferable science course.*

*Applicants may be considered for admission if they do not have a minimum cumulative GPA of 3.0 or the minimum TEAS composite score on a case by case basis (adds a second consideration).
Application Process

Prerequisites for BSN students may apply for enrollment for fall semester program entry. Applicants should submit the following for consideration of their eligibility for the prelicensure BSN track:

1. Application for Admissions of RNs, with a non-refundable application fee, payable to Georgia Baptist College of Nursing of Mercer University by check or money order.

2. Official college transcripts from all colleges (except Mercer University) previously attended verifying completion of prelicensure general education and nursing courses and award of associate degree in nursing or diploma in nursing. Selected general education courses with grade C or better, and selected nursing courses with grade B or better may be transferrable.

3. Completion of Test of Essential Academic Skills (TEAS). See additional details about TEAS below.

Students should contact the Admissions Office of the College of Nursing before taking any prerequisite general education courses to ensure transfer requirements are met.

Admissions Criteria for the RN-BSN Completion Track

Admission to the RN-BSN completion program of study is competitive. Prospective students must meet the following qualifications:

- Associate Degree or Diploma in Nursing from an accredited program
- Current unencumbered Georgia RN license
- Georgia residency (defined by valid physical address, excluding P.O. Boxes or other mailbox services)
- Ability to complete all clinical experiences in the state of Georgia
- Ability to meet the College’s Undergraduate Essential Requirements for nursing practice (posted on the GBCN website)
- Cumulative GPA of 2.5 on all college coursework (academic)*

*Applicants may be considered for admission if they do not have a minimum cumulative GPA of 2.5 on a case by case basis.

RN-BSN Completion Track Application Process

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

1. Application for Admissions of RNs, with a non-refundable application fee, payable to Georgia Baptist College of Nursing of Mercer University by check or money order.

2. A copy of a current unencumbered Georgia Registered Professional Nursing License to be placed on file at the College. License must be renewed, remain valid, and unencumbered while enrolled in the program.

3. Two professional references from individuals who can attest to the applicant’s ability to successfully complete a baccalaureate nursing program.
4. Official college transcripts from all colleges (except Mercer University) previously attended verifying completion of prelicensure general education and nursing courses and award of associate degree in nursing or diploma in nursing. Selected general education courses with grade C or better, and selected nursing courses with grade B or better may be transferrable.

5. Interview with RN-BSN coordinator or designee.

Students should contact the Admissions Office of the College of Nursing before taking any prerequisite general education courses to ensure transfer requirements are met.

There is a mandatory on campus 2 day RN-BSN orientation held at the beginning of each semester. Students unable to attend must defer program entry to the following semester.

Test of Essential Academic Skills (TEAS)

Georgia Baptist College of Nursing of Mercer University requires all undergraduate applicants, with the exception of registered nurses, to submit scores from the Test of Essential Academic Skills (TEAS).

Students must complete the TEAS prior to the application deadline. Applicants may attempt the TEAS two times within one academic year (June-May). The TEAS must be taken at a site based at an accredited college or university.

The TEAS, in conjunction with the evaluation of transfer, cumulative, and science grade point averages, will be used to evaluate applicants. Other factors, including the essay, community involvement, as well as clinical and volunteer experiences and professional behaviors will be considered in selection of applicants for admission. Achieving the minimum TEAS score does not guarantee admission to the College of Nursing.

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

Application Deadlines

The application process, including receipt of all academic credentials, must be completed by the following deadlines:

Prelicensure BSN Track

April 1 for priority deadline and international student deadline
May 1 final deadline for students who are not international students (space available)

RN-BSN Completion Track

Fall semester entry
June 1, priority deadline and international student deadline; July 1, final deadline (space available)

Spring semester entry
November 1, priority deadline and international student deadline; December 1, final deadline (space available)

Summer semester entry
March 1, priority deadline and international student deadline; April 1, final deadline (space available)
Orientation

Prelicensure BSN Track
Orientation is an important time for prelicensure BSN 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. Summer orientation, which is held prior to classes beginning in fall for all new students, is a fast-paced and highly concentrated one day experience that provides an abundance of information.

RN-BSN Completion Track
Orientation is a mandatory program requirement for RN-BSN students when they begin the RN-BSN Completion track. It is designed to give students information and hands-on strategies to be successful in the program and develop beginning competence in the technology that is used in the online delivery format of the program. Program orientation is scheduled for two days prior to classes beginning for the upcoming semester and is published on the GBCN website. Students unable to attend the orientation are required to delay program entry until the subsequent semester when orientation can be completed.

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

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

- Only official transcripts will be evaluated for transfer credit.
- General education courses with a grade of C or better from a regionally accredited college or university may be considered for transfer credit provided they meet degree requirements in the College’s curriculum.
- Courses may be considered for credit, regardless of the age of the course, however, the age of coursework is a factor in the admission decision.
- Science courses completed more than five (5) years ago may require validation by faculty before credit can be granted.
- Total hours earned include transfer credits and hours earned at Mercer, but only Mercer hours are used to calculate the cumulative grade point average.

Advance Placement, CLEP, and International Baccalaureate Credit

Students who take Advanced Placement (AP) courses at the high school level and complete the examinations administered by the Educational Testing Service are awarded credit based on the scores and course equivalent(s), as determined by the appropriate Mercer academic department for each exam. No credit may be awarded for scores of 1 or 2. Applicants should request that an official score report from The College Board be sent to the Nursing Admissions Office.

Credit is also awarded for examinations administered by the College Level Examination Program (CLEP). Credit is awarded for scores of 50 or higher on the general and/or subject exams. CLEP credit will not be awarded if a student has already taken the equivalent college-level course.

The International Baccalaureate Program is an internationally recognized curriculum that is taught at numerous high schools in the United States, Canada, and other countries. Mercer awards credit for scores of 5, 6, or 7 on the higher-level examinations of the International Baccalaureate Program. Score reports should be included with the student’s final high school transcripts or provided by the International Baccalaureate Office. A student may receive no more than 30 hours of credit from all course examinations including Advanced Placement, CLEP, and the International Baccalaureate Program. Educational Testing Service are required. Credit must be approved by the Registrar’s Office.

International Student Applicants

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

1. Submit official transcripts of all academic documents directly from any institution attended outside the United States to the Admissions Office.
2. Provide the Admissions Office with an evaluation of official transcripts from universities outside the U.S. by one of the international credential evaluation services listed as follows:

   www.jsilny.com                  www.ece.org
World Education Services
www.wes.org

3. Submit an official score report from the Test of English as a Foreign Language (TOEFL) when requested. A total official TOEFL score of 80 IBT (internet based TOEFL), 213 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS is required, with a minimum score of 18 in each subtest.

4. Provide a recommendation from a teacher, employer, or professional acquaintance addressing the applicant’s ability to converse in, write, and understand the English language.

5. Participate in an interview, when requested, with an admission advisor and/or complete an on-site writing assignment.

6. Provide the following items upon acceptance, if required to process a student visa:
   - Proof of financial ability
   - Visa clearance form from the last college attended verifying that the student has remained in status

Non-Degree Students

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

Academic Advisement

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

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

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

Class Organization

Junior: Students in 300-level nursing courses

Senior: Students in 400-level nursing courses

Registration Requirements

1. Required immunization and credential proof prior to initial enrollment, then PPD is required annually.
2. PPD and CPR must remain current for the full academic year (August through May). This may require students to complete requirements earlier than expiration date.

3. 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.

4. Current CPR certification (American Heart Association Basic Life Support for Healthcare Providers only) must be submitted prior to enrollment and be updated as needed to remain current during entire enrollment. Certification must be renewed prior to beginning any clinical course if the expiration date will occur before the end of the clinical course.

Full-Time Enrollment

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

Class Auditing Regulations

Students who audit courses are assumed to be seriously interested in the courses for which they enroll. An official entry of “audit” on a student's permanent academic record will be made only if he or she attends 75 percent of the class-sessions of the course. Auditing classes outside of the students College of record requires approval of the Dean of the College in which the course is taught.

Full-time students may audit, with the approval of the instructor, any courses for which they are eligible. (Laboratory science and computer science courses may be audited, but the auditor may audit only the lecture sessions.) There is no special audit fee for full-time students. Courses audited may not later 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). Courses that a student audits may not later be taken for credit. 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.

A part-time student may audit courses with approval. The auditing fee for such auditors is listed in the Financial Information section of this catalog.

Schedule Changes, Course Withdrawal, and Term Withdrawal

Schedule Changes

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

Course Withdrawal

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

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

Term withdrawal from the College occurs when the student officially withdraws from all enrolled courses. A student may withdraw up to the mid-point in the semester, receiving the grade of W. The student must complete a Term Withdrawal Form and submit it to the Office of the Registrar by the announced deadline. A student withdrawing after the deadline will receive an F.

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

Re-enrollment

1. A student in good academic standing (G.P.A. 2.0 or higher) who either withdraws from a nursing course(s), fails only one nursing course, or does not register for required nursing courses for less than one year due to nonacademic reasons is eligible to petition the Undergraduate Admissions, Progression, and Readmission Committee (UAPR) for re-enrollment.

2. Acceptance for re-enrollment is not guaranteed.

3. Students must obtain a re-enrollment packet from the administrative secretary in the College of Nursing, including instructions on submission of an enclosed “Intent to Enroll” form and a one-two page essay about strategies for success. Specific submission timeframes and deadlines are designated in these guidelines provided by the UAPR Committee. Intent to Enroll forms must be submitted only during the following periods: the third Friday of August through the second Friday of September for re-enrollment in the following spring semester, or the third Friday of January through the second Friday of February for re-enrollment in the following fall semester.

4. The student’s GBCN academic/clinical performance record and essay submission are reviewed, and a decision is made based on the strength of academic indicators. The UAPR Committee’s decision is final.

5. UAPR Committee decisions may require a remediation course(s) and/or documentation from a health care provider supporting student’s ability to safely meet the Essential Requirements for Completion of Baccalaureate Nursing Education.

6. A $50.00 fee for re-enrollment will be assessed from the Bursar’s office.

7. A student may only petition for re-enrollment one time during enrollment at GBCN.

8. Skills Revalidation: All prelicensure BSN students accepted for re-enrollment will be required to successfully revalidate all nursing skills taught prior to the course(s) of reenrollment. The student will retrieve a Skills Revalidation packet from the administrative secretary at GBCN including detailed guidelines. Revalidation will be scheduled with the Coordinator of the Learning Resource Center and completed within one to four weeks prior to beginning course work. Unsuccessful revalidation of skills will result in the requirement to repeat the prior clinical course in which skills are taught.

9. Students accepted for re-enrollment must provide a new Background Check and Drug Screen initiated through advantagestudents.com no earlier than
(30) days before the first day of the re-enrolled semester. A copy of the confirmation pages for both the Background Check and Drug Screen must be submitted to the administrative secretary and clearly indicate COMPLETED, including the student’s first and last name, date initiated, and the advantagestudents.com ID.

10. Prelicensure BSN students accepted for re-enrollment may be required to take a new standardized exam from the prior clinical course(s) at a scheduled time communicated in the acceptance letter. The scheduled time for testing will occur within one to four weeks prior to beginning course work. To enhance preparation for testing, students will have access to electronic remediation resources and practice tests provided by the standardized testing company contracted by GBCN. A student failing to score the statistically determined level of competency deemed proficient to pass NCLEX-RN® will be required to repeat the clinical course in which deficiency was demonstrated. Failure of the repeated course will count as a second failure and result in academic dismissal from GBCN.

PLEASE NOTE: Federal support is only given once for a successfully completed course. Students cannot receive federal financial aid to repeat a course in which they have already passed.

General Progression

1. All clinical nursing courses are designed to be sequential or concurrent.

2. The usual full-time load per semester is 12-17 semester hours. The maximum full-time load is 17 hours. More than that requires special permission of a faculty advisor or the Associate Dean for the Undergraduate Program.

3. A minimum grade of C is mandatory in all courses required for the BSN degree; however, a cumulative GPA of 2.0 is required for graduation.

4. Only one nursing course is allowed to be repeated. In addition, the following require reapplication to GBCN (see Readmission): a nursing course failure and a withdrawal from a nursing course due to failing midterm status, or a second withdrawal from any nursing course due to midterm status.

5. All prelicensure BSN courses in a level must be completed prior to progressing to the next level in the curriculum.

6. Upon beginning the nursing course sequence, prelicensure BSN students must complete the program within four years. RN-BSN students must complete the Completion Track within three years.

7. Prelicensure students must complete all nursing courses at this College. RN-BSN completion track students must complete NURN 301, 302, 303, 304, 305, 306, 401, 402, 403, 404, 405, 406, and 410 at this College.

8. Any exceptions to progression are made by the Associate Dean for the Undergraduate Program.

Readmission

A student who has not enrolled in coursework for a year or longer must apply for readmission.
A student who was academically dismissed is not eligible for readmission for two (2) calendar years. Readmission applications are obtained from the Admissions Office. The readmission applicant must meet all admission requirements stated in the academic catalog that is current when the application is submitted. In addition to the readmission application, the applicant must submit current TEAS scores (prelicensure BSN applicants only) and documentation that supports the applicant’s potential for success if readmitted. All readmission applications are reviewed by the College of Nursing’s Undergraduate Admission, Progression, and Readmission (UAPR) Committee. Readmission is a highly selective process. Committee decisions may include a requirement for taking NUR 158 Learning Enhancement 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 UAPR Committee will stipulate that the readmission is to the beginning level of the nursing curriculum. Readmission decisions of the APR Committee are final. Students who have been readmitted after academic dismissal must pass all nursing courses attempted. Subsequent failure of a course will result in permanent dismissal from the college.

**Undergraduate Grading and Grade Point Average (GPA)**

**GPA Calculation**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Nursing Courses</th>
<th>Quality Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80-86.99</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>75-76.99</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>70-74.99</td>
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</tr>
<tr>
<td>F</td>
<td>Below 70</td>
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</tr>
<tr>
<td>FQ</td>
<td>Failure-Quit Attending/Never Attended</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>*</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
</tr>
<tr>
<td>ABX/ABXSU</td>
<td>Absent from final examination (excused)</td>
<td>*</td>
</tr>
<tr>
<td>IC/ICSU</td>
<td>Incomplete due to some requirement other than</td>
<td>*</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>*</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>*</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>*</td>
</tr>
<tr>
<td>Z</td>
<td>Grade Not Reported</td>
<td>*</td>
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</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. Grades are not rounded: 74.9 would be considered a D; 79.9 would be a C+ and 89.9 would be a B+.

**Repeat Policy**: Only courses in which a student has received a grade D, F, or W may be repeated. All course grades will remain on the transcript and count toward the cumulative GPA. See General Progression rules related to course failures in the
Satisfactory Clinical or Laboratory Performance: Satisfactory clinical or laboratory performance, when applicable, is required for successful course completion. If the clinical or laboratory component is unsatisfactory, a failing grade will be given in the course regardless of the lecture average. A student cannot withdraw from a course once a clinical failure has been issued, even if this notification occurs prior to the last day for course withdrawal listed in the College Calendar.

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

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

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

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

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

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

All grades of ABX must be removed before the degree will be 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 may have been earned for that term.

Graduation with Honors

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

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

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

Academic Status

Midterm Warning

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

Academic Warning

A student is placed on academic warning when his or her GPA falls below 2.0 for any term. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic warning status. A copy of the warning will be placed in the student’s file and sent to the academic advisor.

Academic Probation

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

A student is placed on academic suspension when the student fails to bring his or her cumulative GPA to 2.0 after one semester of academic probation. The Associate Dean for the Undergraduate Program is responsible for notifying the student of academic suspension status. Copies of the notification of suspension are placed in the student's file and sent to the academic advisor. A suspended student may not enroll during the term immediately following an academic suspension, but may petition for reentry for the following term.

Suspension for Nonacademic Violations

A student may be suspended for the following reasons:

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

Each incoming student is given online access to the Student Handbook. Currently enrolled students are responsible for viewing current updates on the College website. This document contains all policies and procedures regarding the Academic Integrity Council, Standards of Conduct, and Nonacademic Violations.

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

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

Dismissal

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

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

Dismissal for Academic Violations

1. Only one nursing course is allowed to be repeated. In addition, only one withdrawal from a nursing course due to failing midterm status is allowed. A second withdrawal from a nursing course due to failing midterm status or a
nursing course failure and a withdrawal from a nursing course due to failing midterm status will result in academic dismissal and require reapplication to the College.

2. Students earning grades of D or F in a course may repeat the course one time. Earning a grade of D or F on the second attempt of a course will result in dismissal for academic reasons.

3. Earning a second grade of D or F in a nursing course concurrent or subsequent to a nursing course in which a D or F is received will result in academic dismissal.

4. A student dismissed for academic reasons may not enroll for two (2) calendar years immediately following an academic dismissal.

5. Students who have been readmitted must pass all nursing courses attempted. Subsequent failure of a course will result in permanent dismissal from the College.

Dismissal for Nonacademic Violations

1. Violations of the Drug Free Campus Policy.

2. Failure to adhere to College policies.


4. Failure to meet minimum College standards as stated in the Student Handbook.

5. A student dismissed for nonacademic reasons may not enroll during the two semesters immediately following a nonacademic dismissal, but may apply for reentry for the following term.

Administrative Suspension and Dismissal

The Dean or designated agent reserves the right to suspend or dismiss any student(s) who pose(s) a threat to the student’s own health or to the safety of the College community. Furthermore, administrative action (suspension or dismissal) can be taken for any nonacademic violation described. The administrative decision is permanent. Those students who are dismissed will not be eligible for readmission.

Undergraduate Graduation Requirements

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

Degree Residency Requirements:

- Prelicensure BSN students must complete all nursing courses at the College of Nursing.

- RN-BSN completion track students must complete a minimum of 32 hours of total degree requirement hours through Mercer University.

- Students must complete 57 semester hours in nursing prerequisites, including general education and 64 semester hours in nursing. This is a total of 121 semester hours required for graduation. All courses must be completed with a C or better to meet curriculum requirements. Although the Nursing Advisors will audit program completion, it remains the student’s responsibility to
complete all requirements and to carefully review their progress with their advisor each semester.

- Students admitted to the Georgia Baptist College of Nursing must have completed a minimum of 57 hours of pre-nursing requirements. Mercer University offers two options for completing these prerequisite requirements. Students on the Macon campus should follow the course options provided by the College of Liberal Arts; students on the Atlanta campus or in a Regional Academic Center should follow the course options provided by the Penfield College of Mercer University. Transfer student transcripts will be evaluated to ensure appropriate comparable courses have been successfully completed.

Graduation Application and Clearance:
All students must apply for graduation. It is the student’s responsibility to be aware of all College and University degree requirements as published in the College Catalog and to insure that such requirements have been met or that the appropriate waivers, if applicable, have been secured and filed in the Registrar’s Office. All “holds” and debts to Mercer University must be cleared prior to graduation or the student will not be permitted to participate in the Pinning or Graduation Ceremony.

All credit hours required for the degree must be completed and on file by 5:00 p.m. the Monday prior to pinning and graduation ceremonies in order to participate.

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

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at http://provost.mercer.edu/handbooks.

Academic Integrity Council
Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses. Each student enrolling in undergraduate courses that are not a part of the Macon campus undergraduate day program consents to the following Academic Integrity Code:

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

Student Records (Transcripts)
A complete copy of a student’s academic record (transcript) may be obtained by the student by presenting a written request to the Office of the Registrar. Telephone and e-mail requests will not be honored. Transcripts include the student’s entire academic
history at Mercer University. They include all undergraduate and graduate record information.

Academic records accumulated in a professional school (i.e., law, medicine, and pharmacy) must be requested from that school.

The University does not provide copies of official transcripts received from other schools or institutions.

**Student Rights Pertaining To Educational Records**

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

1. The right to inspect and review a student's educational records within 45 days of the day the Office of the Registrar receives a written request for access.

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

2. The right to request the amendment of the student's educational records if the student believes them to be inaccurate.

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

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

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

   A school official has a “legitimate educational interest” if the official needs to review an educational record in order to fulfill his or her professional responsibility.

   Another exception which permits disclosure without student consent is disclosure to officials of another school, school system, or institution of post-secondary education where a student seeks or intends to enroll. Upon the
request of an institution in which a student seeks or intends to enroll, the University will forward the student's education records to the requesting institution. Upon request, the student may obtain a copy of the record that was disclosed and have an opportunity for a hearing as provided above.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The right of a currently enrolled student to request that his/her “directory information” not be released by Mercer University. The University, at its discretion and without the written consent of the student, may release “directory information,” which includes the following items: student name, address, e-mail address, telephone number, date and place of birth, academic program, dates of attendance, degrees and honors received, most recent previous institution attended, participation in officially recognized activities and sports, and photographs or video images.

A student request for non-disclosure of the above items must be filed with the Office of the Registrar.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mercer University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Legal Offenses

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

**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 Government Association (SGA)**

SGA is the student governing body at GBCN. This organization provides students with representation and advocacy within the college structure and serves as an umbrella for all recognized organizations of GBCN through its Executive Council, consisting of junior and senior level students.

**Student Ambassadors**

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

**Baptist Collegiate Ministries (BCM)**

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

**Georgia Baptist Association of Nursing Students (GBANS)**

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

**Undergraduate Program**

**Program Description**

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

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

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

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

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

Essential 1: Liberal Education for Baccalaureate Generalist Nursing Practice
Essential 2: Basic Organizational and Systems Leadership for Quality Care
Essential 3: Beginning Scholarship for Evidence-Based Practice
Essential 4: Information Management and Patient Care Technology within the Practice of Baccalaureate Generalist
Essential 5: Healthcare Policy, Finance, and Regulatory Environments
Essential 6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential 7: Clinical Prevention and Population Health for Optimizing Health
Essential 8: Professionalism and Professional Values
Essential 9: Baccalaureate Generalist Nursing Practice

Nursing Program Outcomes

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

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

8. Function as a nurse generalist by integrating Judeo-Christian principles of holism, caring, and professional values.

9. Practice comprehensive, holistic, knowledge-based professional nursing care with individuals, families, groups, and communities.

**Essential Requirements for Completion of Baccalaureate Nursing Education**

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

Students are responsible for taking care of their personal, physical, and mental health. The University provides basic health insurance (at a cost) that includes coverage for both physical and mental health. Students have the responsibility for seeking out the help they may need to address mental or physical health concerns, including assistance with alcohol or drug dependency problems, should they exist or develop during the course of a student’s academic program.

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

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

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

**Essential Requirements**

**A. Observation**

1. Observation necessitates the functional use of vision, hearing, tactile and somatic senses.

2. The student must be able to observe and participate in lectures, demonstrations, research, and practice situations in nursing.

3. The student must be able to observe health assessments and interventions, diagnostic procedures, and technical/electronic data (e.g. electrocardiographic waveforms) to determine a client’s condition and the effect of therapy.
B. Communication
1. Communication includes speech, hearing, reading, writing, nonverbal body language, and computer literacy.
2. The student must be able to communicate clearly and effectively in English with clients, professors and all members of the health care team. Written and oral communication must include use of standard, professional medical terminology.
3. The student must communicate with clients clearly and effectively in English to elicit information regarding health history, psychosocial status and functionality; and to perceive nonverbal communications.
4. The student must be able to relay appropriate information to clients, as well as teach, explain, direct, and counsel a wide variety of individuals, e.g. varying educational and developmental levels and cultures.
5. In some instances, the student will be required to provide clear, direct communication in English during highly stressful, crisis situations. These skills necessitate a strong command of the English language and prompt, timely interpretation of pertinent patient data.
6. The student must be able to receive and deliver communication verbally, telephonically, and electronically to perform duties associated with client care needs in a timely, professional manner, e.g., enter an electronic medical record after the patient visit.

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

1. The student must be able to read and understand written documents in English and to solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis.

2. The student must be able to synthesize knowledge, as well as integrate and prioritize all aspects of patient care in a prompt, timely fashion. This ability includes synthesis of objective and subjective findings and diagnostic studies in order to formulate and initiate a plan of care integrating the gender; age; and religious, cultural, physical and patient preferences.

3. The student must be able to integrate concepts of pathophysiology, pharmacology, and fundamentals of nursing care in order to formulate a cohesive, multidisciplinary plan of care to promote and achieve desired patient outcomes appropriate to each clinical setting.

   a. The student must be able to use the above information to identify and develop a nursing diagnosis, establish priorities, and monitor treatment plans and care modalities.

4. The student must be able to comprehend three dimensional and spatial relationships.

5. The student must be able to incorporate data from multiple patient sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe patient care.

6. The student must be able to recognize and respond rapidly and safely to changes in a patient’s status based on a variety of data such as physical assessment and pertinent laboratory findings. The student must be able to revise care to promote appropriate patient outcomes.

E. Behavioral and Social Abilities

1. The student must have the capacity to demonstrate full utilization of his/her intellectual abilities; maintain emotional stability; exercise good judgment under stressful, crisis and non-crisis situations; and promptly complete all responsibilities pertinent to the diagnosis and care of clients in a variety of settings.

2. The student must have the capacity to develop mature, sensitive, and effective therapeutic relationships with clients in a variety of settings and from multicultural backgrounds. Individual client care must be provided regardless of the client’s race, ethnic group, age, gender, religious or political preference; ability to pay; and gender or sexual orientation.

3. The student will be required to perform nursing care in many settings including acute care inpatient settings (e.g. medical-surgical, obstetrics, psychiatric, pediatrics) as well as outpatient settings (e.g. public health, outpatient clinics, long term care facilities, schools, and homes). The student must have the ability to perform nursing care that may be outside his/her own personal level of comfort in these settings so that the client’s needs are a top priority.

4. The student must be able to tolerate physically and mentally taxing workloads and function effectively under stress.
5. The student must be able to exhibit a level of consciousness and attentiveness that guarantees client safety. Examples of unacceptable compromise include excessive somnolence, memory impairment, emotional instability, or an inability to retain pertinent details of a client’s situation.

6. As a component of nursing education, a student must demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.

7. Students are not required to be involved with medical procedures that are in disagreement with individual attitudes and values. Nevertheless, students are required to learn about these procedures and participate in the professional care of the client before and after such procedures.

8. Although student safety is of utmost importance, students will be exposed to a variety of communicable pathogens and are expected to care for patients with communicable diseases using appropriate standard precautions and/or guidelines.

9. The student must possess the ability to participate in group and collaborative learning in a variety of settings that include classroom (with greater than 100 students), simulation lab, and various clinical settings.

F. Health and Related Requirements
1. The student is required, according to agency and university policy, to provide current proof of having met all health related requirements prior to participating in any clinical activities. The student is responsible for maintaining all personal health records including current immunizations, CPR (American Heart Association BLS for Health Care Providers), OSHA and HIPAA documentation.

2. All entering students are required to complete a background check prior to entering the College of Nursing in compliance with the affiliation agreement for the clinical agency and community standards for disqualifying offenses. This will include a drug screen to comply with clinical agency requirements. Reenrolling students must re-submit an update of these requirements no greater than one month prior to the first day of classes.

3. Certain chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with nursing education or practice. Some illnesses may lead to a higher likelihood of student absences and enrollment should be carefully considered by the student.

4. Deficiencies in knowledge, judgment, integrity, or professional attitude may jeopardize patient care, and as a result could become grounds for course failure and possible dismissal from the nursing program.

Prelicensure BSN Track

The four semester prelicensure BSN curriculum plan requires fifty-seven hours of general education core. This required core should be completed prior to acceptance to the nursing program and enrollment into the nursing courses. The prerequisite courses are designed to create and support a foundation for professional nursing practice. The general education requirements include: two sequential anatomy and physiology lab courses; a microbiology lab course; nutrition; introduction to psychology; pathopsychology; statistics; two English composition courses; human growth and development across the lifespan; political science or economics; a cultural appreciation.
course; philosophy or ethics; speech or communication; introduction to sociology or anthropology; religion; and six hours of electives (must include a fine arts/humanities course). The required general core requirements exceeds the University's minimum 30 hours. There is at least one course in the following categories: religion; humanities/fine arts; behavioral/social science; quantitative reasoning; and scientific reasoning (includes lab).

General Education Core

Prerequisite courses should be completed prior to enrollment in nursing. Pre-nursing student enrolled at Mercer University in the College of Liberal Arts as freshman complete additional credit hours through UNV 101 and INT courses.

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Communications (12 hrs)</th>
<th>Religion (3 hrs)</th>
<th>Humanities/Fine Arts (9 hrs)</th>
<th>Behavioral/Social Science (9 hrs)</th>
<th>Quantitative Reasoning (3 hrs)</th>
<th>Scientific Reasoning (4 hrs)</th>
<th>Pre-Nursing Core 17 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts</td>
<td>INT 101 and INT 201 and WRT 120 and COM 210</td>
<td></td>
<td>Choose one: CHR 101, 150, 170; ENG 225; HIS 160; PHI 240</td>
<td>Choose one from each group:</td>
<td>STA 126</td>
<td>BIO 102</td>
<td>BIO 202 and 203</td>
</tr>
<tr>
<td>Penfield College of Mercer University</td>
<td>LBST 175 and LBST 180 and COMM 171</td>
<td></td>
<td>Choose one: RELG 115, 110, 120, 130, 220, 225, 356</td>
<td>SCLT 2XX and one from each of the following groups:</td>
<td></td>
<td>SCIE 100</td>
<td>BIOL 245 and 246</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group 1: LITR 207, 247, 277, 334; ARTH 101; COMM 101, 205; MUSC 150; LBST 250, 255</td>
<td></td>
<td>BIOL 101</td>
<td>BIOL 256</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group 2: HIST 101, 102, 200, 201, 202, 210, 220, 366, 367, 368</td>
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<td></td>
<td>NUTR 206</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Group 3: CLA 101; ENG 224, 263, 264; HIS 110, 165</td>
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<td></td>
<td>PSYC 227, 360</td>
</tr>
</tbody>
</table>

Prelicensure BSN Curriculum Plan

The nursing curriculum is divided into two levels and organized by the American Association of Colleges of Nursing’s (AACN), The Essentials of Baccalaureate Education for Professional Nursing Practice (2008).
<table>
<thead>
<tr>
<th>Junior, Fall Semester</th>
<th>Junior, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 301* EPNP: Discipline of Professional Nursing</td>
<td>NUR 304 EPNP: Adult Health</td>
</tr>
<tr>
<td></td>
<td>NUR 307 EPNP: The Older Adult</td>
</tr>
<tr>
<td>NUR 302 EPNP: Foundations and Health Assessment</td>
<td>NUR 305 EPNP: Mental Health</td>
</tr>
<tr>
<td>NUR 303 EPNP: The Well Community</td>
<td>NUR 306 EPNP: Human Pathophysiology &amp; Pharmacological Principles</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<td>7</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Senior, Fall Semester</td>
<td>Senior, Spring Semester</td>
</tr>
<tr>
<td>NUR 400 EPNP: Adult with High Acuity Needs</td>
<td>NUR 404 EPNP: Leadership and Role Practicum</td>
</tr>
<tr>
<td>NUR 407 EPNP: Maternal-Child</td>
<td>NUR 405 EPNP: Infants &amp; Children</td>
</tr>
<tr>
<td>NUR 403 EPNP: Nursing Research</td>
<td>NUR 406 EPNP: Community at Risk</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5</td>
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<td></td>
<td>3</td>
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<td>17</td>
</tr>
</tbody>
</table>

*EPNP Essentials of Professional Nursing Practice

**RN-BSN Completion Track**

The RN-BSN Completion Track is a program of study for registered nurses with residence in Georgia who have graduated from an accredited associate degree or diploma nursing program and who hold an unencumbered Georgia registered nurse license with the ability to complete clinical experiences in the state of Georgia. Qualified RN students may complete the Completion Track through full time or part time study options. Courses will be offered in an online asynchronous format with two days required on campus at the beginning of the program.

GBCN is a participant in the statewide Georgia RN-BSN Articulation Model which was formulated to facilitate the educational mobility of registered nurses who elect to pursue a bachelor’s degree in nursing. The articulation model framework is used to guide credit transfer and admissions decisions for the GBCN RN-BSN completion track.

The program of study is offered year round with start times in August, January, or May. RNs can complete the BSN in as little as three (3) full time semesters of nursing coursework. Students who are interested in the three (3) semester option are encouraged to complete all general education core courses prior to admission.

**RN-BSN Completion Program Requirements**

<table>
<thead>
<tr>
<th>General Education Core</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy &amp; Physiology I (must include lab)</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II (must include lab)</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology (must include lab)</td>
<td>4</td>
</tr>
<tr>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Political Science or Economics</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth &amp; Development (Life Span)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology or Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>
Religion 3
Cultural Appreciation Elective 3
Philosophy or Ethics 3
Speech or Communications 3
General Education Electives 12
Total General Education Core = 57 credits

Nursing Course Requirements
NURN 301 Nurse as a Scholar I 1
NURN 302 Human Pathophysiology and Pharmacological Principles 4
NURN 303 Professional Identity in Nursing 3
NURN 304 Nursing Concepts & Theories in Health and Illness 3
NURN 305 Health Assessment 3
NURN 306 Health Policy for Professional Nursing Practice 2
NURN 401 Leadership in Nursing 3
NURN 402 Leadership in Nursing Practicum 1
NURN 403 Population and Global Health 4
NURN 404 Population and Global Health Practicum 1
NURN 405 Methods & Critical Appraisal for Evidence Based Practice 3
NURN 406 Informatics for Quality and Safety 3
NURN 410 Nurse as a Scholar II 1
NRPRE Transfer credit for prelicensure clinical courses 32
Total RN-BSN Courses = 64 credits

Students must complete a minimum of 32 hours of the total 121 credit hours required for the Bachelor of Science in Nursing (BSN) degree while attending Mercer University. Academic advisement is required for all part-time and full-time students. Prelicensure nursing course credit (32 semester hours) will automatically be awarded upon completion of NURN 301.

Curriculum Plan for the RN-BSN Completion Track

The Completion Track Curriculum Plan for RN students requires 57 semester hours of general studies courses. The nursing component consists of 32 semester hours including 2 clinical courses. The curriculum is aligned with the AACN’s Essentials of Baccalaureate Education for Professional Nursing Practice (2008). Each 1 credit of a clinical course is equivalent to 45 clinical hours.

RN-BSN Completion Track for RNs
Full-time (program entry available each semester)

<table>
<thead>
<tr>
<th>FALL*</th>
<th>SPRING*</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 302: Patho &amp; Pharm 4</td>
<td>NURN 401: Leadership in Nursing 3</td>
</tr>
<tr>
<td>NURN 303: Prof Identify 3</td>
<td>NURN 402: Leadership in Nursing Practi 1</td>
</tr>
<tr>
<td>NURN 306: Health Policy 2</td>
<td>NURN 305: Health Assessment 3</td>
</tr>
<tr>
<td>NURN 304: Nsg Concepts &amp; Theories 3</td>
<td>NURN 406: Informatics for Quality/Safety 3</td>
</tr>
<tr>
<td></td>
<td>NURN 405: Methods &amp; Crit Appr EBP 3</td>
</tr>
<tr>
<td>TOTAL</td>
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</tr>
<tr>
<td>12-13</td>
<td>TOTAL 13-14</td>
</tr>
</tbody>
</table>

SUMMER*

| NURN 403: Pop & Global Health 4 |
| NURN 404: Pop & Global Health Practi 1 |
| TOTAL 5-6 |

90 / MERCER UNIVERSITY
* NURN 301: Nurse as a Scholar I (1 credit) - Taken in first semester of RN-BSN Completion Track (students may enter fall, spring, or summer); NURN 410: Nurse as a Scholar II (1 credit) - Taken in final semester of RN-BSN Completion Track

Part-time (program entry available each semester)

Year 1

<table>
<thead>
<tr>
<th>FALL*</th>
<th>SPRING*</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 302: Patho &amp; Pharm 4</td>
<td>NUR 305: Health Assessment 3</td>
</tr>
<tr>
<td>NURN 306: Health Policy 2</td>
<td>NURN 405: Methods &amp; Crit Appr EBP 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong> 6-7</td>
<td><strong>TOTAL</strong> 6-7</td>
</tr>
</tbody>
</table>

| SUMMER*    |
|-----------------
| NURN 403: Pop & Global Health 4 |
| NURN 404: Pop & Global Health Practi 1 |
| **TOTAL** 5-6 |

<table>
<thead>
<tr>
<th>FALL**</th>
<th>SPRING**</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 303: Prof Identify 3</td>
<td>NURN 401: Leadership in Nursing 3</td>
</tr>
<tr>
<td>NURN 304: Nsg Concepts &amp; Theories 3</td>
<td>NURN 402: Leadership in Nursing Practi 1</td>
</tr>
<tr>
<td><strong>TOTAL</strong> 6-7</td>
<td><strong>TOTAL</strong> 7-8</td>
</tr>
</tbody>
</table>

** NURN 301: Nurse as a Scholar I (1 credit) - Taken in first semester of RN-BSN Completion Track (students may enter fall, spring, or summer)

** NURN 410: Nurse as a Scholar II (1 credit) - Taken in final semester of RN-BSN Completion Track

Required Prelicensure BSN 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.

NUR 301. The Essentials of Professional Nursing Practice: (2-0-2)

Discipline of Professional Nursing

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

NUR 302. The Essentials of Professional Nursing Practice: (5-6-7)

Foundations and Health Assessment

Co-requisites: NUR 301, NUR 303, NUR 306.
The purpose of this course is to provide the beginning student with an integrated framework of nursing practice which incorporates foundational concepts, processes, and nursing skills. This course introduces beginning level nursing care and creates the underpinnings for professional practice. Concurrent practicum and learning resource center experiences allow the novice an opportunity for “hands-on” learning for health assessment and core nursing skills. Nursing practice will be supervised in acute care and community settings. (Offered fall semesters)

**NUR 303. The Essentials of Professional Nursing Practice:** (2-0-2)

**The Well Community**

Prerequisite or Co-requisite: NUR 301, NUR 302.

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

**NUR 304. The Essentials of Professional Nursing Practice:** (5-9-8)

**Adult Health**

Prerequisites: All Level 1, Semester 1 courses.

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

**NUR 305. The Essentials of Professional Nursing Practice:** (5-3-6)

**Mental Health**

Prerequisites: All Level 1, Semester 1 courses.

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

**NUR 306. The Essentials of Professional Nursing Practice:** (5-0-5)

**Human Pathophysiology and Pharmacological Principles**

Prerequisites: Core completion.

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

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

Prerequisites: All Level 1, Semester 1 courses.

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. (Offered spring semesters)

**NUR 400. The Essentials of Professional Nursing Practice: The Adult with High Acuity Needs**

Prerequisites: All Level 1 courses.

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

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

Prerequisites: All Level 1 courses.

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

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

Prerequisites: All Level 2, Semester 1 courses.

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

**NUR 405. The Essentials of Professional Nursing Practice: Infants and Children**

Prerequisites: All Level 2, semester 1 courses.
This course focuses on the nursing care of infants and children through adolescence. Theory is taught from a framework of application of general concepts, research findings, processes, and skills to nursing care of families with children in lecture, lab, and supervised clinical settings. Emphasis is placed on the integration of developmental theories when providing nursing care to well and ill infants and children during clinical experiences within the context of a diverse global population in a variety of pediatric settings. (Offered spring semesters)

**NUR 406. The Essentials of Professional Nursing Practice:**

*Community at Risk*

Prerequisites: All Level 2, Semester 1 courses.
Co-requisite: NUR 404, NUR 405.

This course focuses on clinical prevention for optimizing the health of individuals, families, and communities. The emphasis is on protecting and promoting the health of vulnerable populations. The student is involved in planning intervention strategies with diverse groups in the community. Health equity is explored in the context of current national, international, and global health initiatives. Emergent and resurgent infections are examined in relation to communicable disease prevention, control, and pharmacotherapeutics management. Tertiary care concepts are illustrated in the context of chronic illness and rehabilitation. Multidisciplinary care is presented through exploration of the role of the community health nurse in case management, emergency preparedness, and disaster response. (Offered spring semesters)

**NUR 407. The Essentials of Professional Nursing Practice:**

*Maternal Child*

Prerequisites: All Level 1 courses.

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

**Required RN-BSN Completion Track Courses**

**NURN 301. Nurse as a Scholar I**

Prerequisites: Admission to RN-BSN Completion Track.

This course builds competencies necessary for professional academic success. An emphasis is placed on proficiency with current technology, scholarly writing and collaboration within an online professional community. (Offered fall, spring, and summer semesters)

**NURN 302. Human Pathophysiology and Pharmacological Principles**

Prerequisites: Admission to RN-BSN Completion Track.

This course builds upon knowledge from the liberal arts and sciences to examine pathophysiological and pharmacological disease concepts across the lifespan to inform nursing practice. Course concepts provide the basis for interpretation and analysis of signs and symptoms within a framework of health and illness. (Offered fall semesters)

**NURN 303. Professional Identity in Nursing**

Prerequisites: Admission to RN-BSN Completion Track.
This course focuses on the evolution of nursing as a distinct discipline and profession. Emphasis is placed on the impact of nursing within a dynamic healthcare environment. Students explore a breadth of perspectives of historians and current writers to critically analyze the position of contemporary nursing. (Offered fall semesters)

**NURN 304. Nursing Concepts & Theories in Health and Illness** (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course is designed to facilitate the development of a theory-based practice in caring for patients and families in health and illness. Emphasis is placed on the application of research findings and frameworks for nursing practice. Selected concepts and theories across the life span will be explored. (Offered fall semesters)

**NURN 305. Health Assessment** (2.5-2-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course examines multiple dimensions of holistic and culturally sensitive assessment by building upon and enriching prior knowledge and clinical experience. Emphasis is on refining therapeutic communication, systematic strategies, frameworks, and skills used to conduct health assessments of individuals across the lifespan. Analysis of physical findings, health behaviors, and health risk factors associated with lifestyle, genetic, and environmental influences serve as a basis for clinical decision making. (Offered spring semesters)

**NURN 306. Health Policy for Professional Nursing Practice** (2-0-2)
Prerequisites: Admission to RN-BSN Completion Track.
This course examines legislative and regulatory healthcare policies and regulations that influence scope of practice nursing practice and patient care services. Emphasis is placed on nursing’s role in quality and safety, social and public policies, access and equity with consideration for vulnerable populations, and healthcare finances. Legal and ethical implications will be analyzed in relation to professional and patient advocacy. (Offered fall semesters)

**NURN 401. Leadership in Nursing** (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course focuses on the leadership and management theories and responsibilities inherent in the roles of the registered nurse as designer, manager, coordinator, and provider of patient care. Content emphasizes the synthesis of concepts basic to organizational and systems leadership, clinical reasoning, interprofessional communication, patient safety, quality improvement, and evidence based practice. (Offered spring semesters)

**NURN 402. Leadership in Nursing Practicum** (1-3-1)
Prerequisites: Admission to RN-BSN Completion Track.
Corequisites: NURN 401
This course focuses on the clinical application of leadership and management theories and responsibilities inherent in the roles of the registered nurse as designer, manager, coordinator, and provider of patient care. Emphasis is placed on the demonstration of organizational and systems leadership, clinical reasoning, interprofessional communication, patient safety, quality improvement, and evidence based practice. (Offered spring semesters)

**NURN 403. Population and Global Health** (4-0-4)
Prerequisites: Admission to RN-BSN Completion Track.
This course focuses on the role of the nurse in community assessment, health promotion, and disease prevention for optimizing the health of communities and
populations. Emphasis is placed on determinants of health, vulnerable populations, epidemiologic principles, emerging and infectious diseases, and emergency preparedness. (Offered summer semesters)

**NURN 404. Population and Global Health Practicum** (1-3-1)
Prerequisites: Admission to RN-BSN Completion Track.
Corequisites: NURN 403
This course focuses on the clinical application of community assessment, health promotion, and disease prevention strategies for optimizing the health of communities and populations. Emphasis is placed clinical decision making related to determinants of health, vulnerable populations, epidemiologic principles, emerging and infectious diseases, and emergency preparedness. (Offered summer semesters)

**NURN 405. Methods & Critical Appraisal for Evidence Based Practice** (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course focuses on the development of an evidence-based practice. Based on a basic understanding of nursing research processes, students appraise research findings from nursing and other disciplines for clinical practice. Emphasis is placed on examination of current nursing practice problems from an evidence perspective with the potential to affect both quality and safety, and to improve patient outcomes. (Offered spring semesters)

**NURN 406. Informatics for Quality and Safety** (3-0-3)
Prerequisites: Admission to RN-BSN Completion Track.
This course explores the application of clinical information systems, information management, and patient care technologies to improve patient care outcomes and create a safe care environment. Emphasis is placed on the concepts of health analytics, health literacy, confidentiality, telecommunication technology, error prevention, and interprofessional care coordination in clinical decision making for nurses. (Offered spring semesters)

**NURN 410. Nurse as a Scholar II** (1-0-1)
Prerequisites: Nurse as a Scholar I.
The purpose of this course is to provide opportunities to integrate concepts from the BSN curriculum and apply to professional practice. Emphasis is placed on the development and implementation of a baccalaureate capstone project. (Offered fall, spring, and summer semesters)

**Optional Elective Nursing Courses**

**NUR 158. Learning Enhancement** (2-0-2)
Prerequisites: None.
The overall goal of this course is to improve comprehension and application of required nursing course content, and classroom and standardized test-taking ability. This course is structured to assist the student with personal and professional development and academic success. It focuses on the synthesis of theories, concepts, and practices taught throughout the curriculum. Emphasis is on teaching the student to use appropriate resources to foster success in test-taking and overall curriculum success. (Offered fall and spring semesters)

**NUR 309. Critical Thinking in Nursing** (2-0-2)
Prerequisites: Admission to the undergraduate nursing program.
The purpose of this course is to promote professional development by improving critical thinking and study skills for successful matriculation through the nursing program. This course is structured to assist the student with personal, professional and academic development. It focuses on the transition from core academic preparation to professional nursing courses. Emphasis is on facilitating student use of appropriate resources to foster success in test-taking, critical thinking, professional development and overall academic success. (Offered fall semester)

**NUR 415. Global Health Practices**  
Prerequisite: Acceptance to Mercer on Mission; Co-requisite: NUR 416  
The primary goal is to provide the student with an overview of global health, teach the essential principal that disease does not respect borders, and study efforts of governments and world bodies to address the health challenges facing populations today. This course includes a historical context for a discussion of current health trends, issues, policies, and practices around the world while providing a hands-on experiential learning opportunity. (Offered summer semester)

**NUR 416. Health Systems and Policies**  
Prerequisite: Acceptance to Mercer on Mission; Co-requisite: NUR 415  
The primary goal is to provide the student with an overview of global health systems, the influence on health outcomes, and the relevance to the health system in the United States as it is evolving. The student will examine contemporary health care issues related to access and disparity, health care professions, health care facilities, and government health care programs as well as policy changes that have impacted the U.S. Health care in the past. This course includes a historical context for a discussion of current health trends, issues, policies, and practices around the world while providing a hands-on experiential learning opportunity. Outcomes will focus of providing culturally competent care in any setting. (Offered summer semesters)

**NUR 499. Independent Study**  
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.
Graduate Programs

Georgia Baptist College of Nursing of Mercer University offers three graduate degree programs. The Master of Science in Nursing (M.S.N.) degree is offered with specialty areas in Nursing Education, Adult-Gerontology Clinical Nurse Specialist, and Family Nurse Practitioner (F.N.P.). The Doctor of Nursing Practice (D.N.P.) degree provides a practice doctorate for qualified Master’s prepared nurses. The Doctor of Philosophy (Ph.D.) in Nursing degree program of study is offered with the cognate specialty of education. In addition to these degree programs, Georgia Baptist College of Nursing also offers coursework for a postmaster’s nurse educator certificate.

Graduate Program Admission

The admission requirements for the M.S.N., D.N.P., and Ph.D. degree programs are designed to encourage scholastic success within the program. Qualified applicants are accepted until class space is filled, after which applicants are placed on an alternate list. Interested applicants are encouraged to apply well in advance of established deadlines. Acceptance to graduate programs is determined by evaluation of all application materials and interview.

Each applicant offered admission is expected to enroll in the term indicated on the letter of acceptance. An applicant electing to delay enrollment is expected to correspond in writing prior to semester registration indicating the requested change. Failure to communicate the intentions of enrollment may result in the need for re-submission of application materials. Application documents are kept in the Admission Office for one year following the enrollment date indicated on the application. After one year, applicants must reactivate their materials by submitting a new application. The College reserves the right to suspend admissions to specific degree programs because of lack of applicants for the specialty.

Application Procedures for Graduate Programs

M.S.N., D.N.P. and Ph.D. applications are available online. Applicants completing an online application must mail a $50 application fee and additional required information to the Admissions Office.

Application Deadlines for Graduate Programs

Applications (including official transcripts and other supporting materials) must be received by the following dates: (Deadlines may be extended if cohort not filled)

Master of Science in Nursing Program
Fall semester entry ` March 1 priority deadline and international students
      May 1 final deadline (space available)
Spring semester entry Oct. 1 priority deadline and international students
      Nov. 1 final deadline (space available)
Summer semester entry March 1 final deadline (space available)

Doctor of Nursing Practice
Fall Semester entry only March 1 priority deadline
      April 1 final deadline (space available)
Doctor of Philosophy in Nursing

Fall Semester entry only  March 1 priority deadline
April 1  final deadline (space available)

Residency Requirement

Students must complete courses in residence at Mercer University a minimum of 85% of the credit hours required for conferral of the Master of Science in Nursing (M.S.N.) degree, the Doctor of Nursing Practice (D.N.P.) degree, and the Doctor of Philosophy (Ph.D.) in Nursing degree.

Enrollment Requirements

1.  Required immunization/titer records and health history prior to initial enrollment.
2.  Proof of current health insurance prior to initial enrollment and during the spring semester of each year.
3.  Current CPR certification (BLS-C) prior to initial enrollment and maintained throughout all clinical nursing courses.
4.  Documentation of online training for Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Occupational Safety and Health Administration (OSHA) and submit certificates of completion to the Graduate Programs Administrative Secretary.
5.  Unencumbered license to practice as a Registered Nurse (RN) in Georgia.
   •  M.S.N. and D.N.P. students must maintain a current copy of an unencumbered Georgia license on file with the Graduate Programs Administrative Secretary.
   •  Ph.D. students must hold an unencumbered license to practice in a state or jurisdiction of the United States of America and a copy of a current license maintained in the student’s file while enrolled in the program.

Course Load

A M.S.N. or Ph.D. student is classified as full-time when enrolled in a minimum of 9 semester hours during a term; a D.N.P. student is classified as full-time when enrolled in a minimum of 6 semester hours during a term. Part-time enrollment, for scholarships and loans, is classified when enrolled a minimum of 5 semester hours during a term. Audited courses do not count toward full-time enrollment. Part-time M.S.N. students may begin coursework in any semester. Full-time enrollment begins in the Fall semester. Financial aid is available to part-time and full-time students; however, preference is given to students enrolled in full-time coursework. D.N.P. and Ph.D. students are only admitted during the Fall Semester.

Grade Reports

Mercer University does not automatically mail grade reports to students. Students may check their semester grades on-line through MyMercer once the grades are posted.
Grading and Grade Point Average (GPA)

GPA Calculation

A student’s GPA is determined by dividing the number of grade points earned by the number of hours attempted.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Nursing Courses</th>
<th>Quality Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 75</td>
<td>0</td>
</tr>
<tr>
<td>FQ</td>
<td>Failure-Quit Attending/Never Attended</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>*</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>*</td>
</tr>
<tr>
<td>ABX</td>
<td>Absent from final examination (excused)</td>
<td>*</td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete due to some requirement other than the final examination (excused)</td>
<td>*</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>*</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>*</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>*</td>
</tr>
<tr>
<td>Z</td>
<td>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 (Pass) / Unsatisfactory (Fail) grading; this grading pattern is stated in course syllabi. Hours earned with a satisfactory grade will be added to the total required for graduation, but will not affect the cumulative grade point average; an unsatisfactory grade will carry no hours earned and will result in no penalty to the cumulative grade point average.

ABX and Incomplete (IC)

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

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

In Progress (IP)

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

Class Auditing Regulations (AU)

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

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

Course Withdrawal

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

Term Withdrawal

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

Administrative Withdrawals

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

Advisement and Course Scheduling

Course schedules are available from the Mercer University Registrar-Atlanta website. 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 in-person, by telephone, or via web-facilitated methods to review curriculum progression and select courses for the next term. Although this guidance is offered to students, completion of program requirements is ultimately the responsibility of the student. Students are urged to plan conferences with their advisors to discuss any aspects related to their curriculum of study. The College is under no obligation to grant individualized study through directed/independent study courses or special topics. Graduate students are responsible for adhering to policies and procedures located in the Catalog and Graduate Student Handbook.

Progression and Retention Policies and Procedures

Academic Honesty

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

Graduation Requirements

Students are required to submit a formal application for graduation to the Office of the Registrar at least one semester in advance of the expected date of graduation. A degree will be awarded when the Associate Dean for Graduate Programs in conjunction with the Office of Registrar determines that all academic and residency requirements commensurate with the degree of Master of Science in Nursing (M.S.N.), Doctor of Nursing Practice (D.N.P.), or Doctor of Philosophy (Ph.D.) in Nursing have been successfully completed. A student must have a minimum cumulative grade point average of 3.0 or greater to receive a graduate degree from Georgia Baptist College of Nursing of Mercer University. A student must be enrolled in coursework during the semester of graduation. All financial obligations to the University must be cleared prior to graduation.

Transfer and Transient Credit

Students may receive credit for graduate courses taken at another institution, either as transfer or transient credit. The number of hours accepted as transfer and transient credit to the M.S.N. program may not exceed six (6) semester hours. The number of transfer credit hours considered for doctoral programs may not exceed nine (9) semester hours credit. Credit for transfer or transient courses may be awarded under the following conditions: (1) the courses were taken at a graduate degree granting institution accredited by a regional accrediting body; (2) the courses were at the appropriate graduate level for the program of study and applicable to a graduate degree; (3) grades of at least "B" were received in the courses; (4) the courses may not have been completed more than five years prior to enrolling in graduate studies at Georgia Baptist College of Nursing; and (5) the courses have not been applied for credit to a previously earned degree.

Transient Status

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

**Graduate Academic Standards**

Students enrolled in a graduate nursing program at Mercer are required to maintain a cumulative grade point average (GPA) of 3.0 in all courses taken toward the degree. Students not meeting the minimum academic standard will be placed on academic probation.

**Grades of “C” or Below**

- In addition to meeting the 3.0 GPA requirement for graduation, graduate students must have no more than one (1) grade of “C” in the entire graduate work. Students earning a grade of “C” will receive an academic warning or academic probation notice from the Associate Dean for Graduate Programs based on the resulting cumulative GPA.

- Students earning a second grade of “C” in a concurrent or subsequent course will be academically dismissed (not in good standing), and are eligible to apply for readmission to the program.

- Students earning a grade of “F” or “Unsatisfactory” will receive an academic dismissal and will be permanently excluded from the program.

**Academic Warning**

A student placed on academic warning upon receiving a grade of “C” while maintaining a cumulative GPA of 3.0 or greater. The Associate Dean for Graduate Programs is responsible for notifying the student of academic warning status. A copy of the warning is placed in the student’s file and sent to the student’s advisor.

**Academic Probation**

Academic probation occurs when the cumulative grade point average is below 3.0 (not in good standing). To improve the academic standing of a student who is making unsatisfactory academic progress, the Associate Dean for Graduate Programs or an academic advisor may specify conditions with which a student must comply to be able to register for subsequent semesters. Specifications may include courses to be taken, total semester hours, the attainment of a specific semester grade point average, and/or a suggestion of counseling. Students who do not achieve a GPA of 3.0 within the next two semesters after being placed on academic probation will be academically dismissed.

**Academic Dismissal**

Students earning a second grade of “C” in a concurrent or subsequent course will be academically dismissed (not in good standing), and are eligible to apply for readmission to the program. Students earning a grade of “F” or “Unsatisfactory” will receive an academic dismissal and will be permanently excluded from the program.

**Reentry and Readmission**

**Students in Good Standing**

Students in good standing who leave the College for less than one year are eligible to return by contacting the Admissions Office. Reentry will be subject to availability and space restrictions in courses: the Associate Dean for Graduate Programs will make the determination. Students who leave the College for more than one year must apply for readmission through the Admissions Office and must meet requirements in the latest
Students Not in Good Standing

Students withdrawing or academically dismissed who are not in good standing, but deemed eligible to apply for readmission must submit an application for readmission to the Admissions Office in the semester following academic dismissal. The Graduate Programs Committee (GPC) will review this application and make a decision regarding readmission. If readmission is allowed, the GPC will specify conditions with which a student must comply in order to register for subsequent semesters. Specifications may include courses to be taken/repeated along with the grade required, total semester hours allowed, the attainment of a specific semester grade point average, and/or a suggestion of counseling. Students permanently excluded from the program cannot apply for readmission.

Although all grades that a student earns appear on the student’s record, the grade received the last time a course is taken is the only grade calculated into the grade point average. Courses taken at another institution will not be accepted as Mercer repeat credit.

Limitation in Completion of Requirements

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

Dismissal for Nonacademic Violations

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

Administrative

The College Dean or designated agent reserves the right to dismiss any student(s) who pose(s) a threat to the student’s own health or to the safety of the College community or who exhibits behavior(s) that impede the educational process and/or are inconsistent with the nursing profession. This action may be taken without consultation of the Judicial Council.

Judicial

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

1. Violation of the Drug Free Campus Policy
2. Failure to adhere the College policies
3. Violation of the University Honor Code
4. Failure to meet the minimum College standards as stated in the Graduate Student Handbook
The reasons for student disciplinary action must be outlined in writing to the student. The Judicial Council, under the auspices of Office of Student Affairs on the Atlanta campus, is responsible for hearing evidence concerning alleged violations of the Standard of Conduct, as well as determining sanctions for such violations. Copies of the disciplinary action will be placed in the student's file and sent to the academic advisor. Based on sanctions set by the Judicial Council, the student must follow policies for progression, reentry, or admission.

Exceptions and Appeals

Error in Grade

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

Graduate Student Grade Appeal (Class and Clinical Disputes)

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

Graduate Level Courses – Georgia Baptist College of Nursing

600-699: Master's level courses for graduate students
Course credit hours vary depending on the course.

700-799: Doctor of Nursing Practice courses are for D.N.P. students only.
Course credit hours vary depending on the course.

800-899: Doctor of Philosophy level courses are for Ph.D. students with select courses available to D.N.P. students.
Course credit hours vary depending on the course.

Master of Science in Nursing Program Description

The purpose of this program is to prepare professional nursing leaders in advanced specialty areas of nursing. Areas of concentration in this graduate program can be practiced in a variety of health care delivery systems and settings. The program builds upon baccalaureate preparation in nursing and is based on processes of advanced clinical practice; advanced theoretical application; social, economic, and political interpretation; professional role development; and legal and ethical analyses. The program provides the opportunity for students to think and write analytically and theoretically, to strengthen an area of practice, to apply theory to practice, to apply meaning and understanding in practice, and to develop skills of inquiry. Clinical credit hours are on a 1:4 ratio (1 credit = 4 contact hours).

M.S.N. Program Outcomes

At the completion of the program, the graduate will:

1. Utilize best evidence as a basis for decision-making in advanced nursing practice.
2. Evaluate health care policy issues and trends that affect advanced nursing practice.

3. Provide leadership to promote effective change and quality improvement through integration of advanced nursing knowledge, theories, and research.

4. Use ethical principles to guide advanced nursing practice and decision-making.

5. Integrate professional integrity, Christian caring, and a broad base of knowledge into advanced nursing practice.

6. Demonstrate collaborative and interprofessional approaches in advanced nursing practice.

7. Apply principles of population-based health promotion, disease prevention, and/or comprehensive care across the lifespan in the provision of advanced nursing practice.

Admission Requirements for the Master of Science in Nursing Program

1. Graduation from a baccalaureate nursing program accredited by the Accreditation Commission for Education in Nursing (ACEN), National League for Nursing (NLN), or the Commission on Collegiate Nursing Education (CCNE). International students should contact the Admissions Office directly.

2. An undergraduate Grade Point Average (GPA) of 3.0 on a 4.0 scale. Applicants with an undergraduate GPA of 2.75-2.99 on a 4.0 scale in the upper division undergraduate nursing courses may be conditionally accepted. Conditionally accepted students maintaining a GPA of 3.0 or higher during one semester of fulltime course work or two semesters of part-time course work will have the conditional status removed.

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

4. Satisfactory score on either the Miller's Analogy Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years.
   a. Use both codes for submission of GRE to the College of Nursing:
   b. R5025 is the code for Mercer University Atlanta Campus
   c. Use major code (Nursing) #0610.
   d. The code for the MAT is #1109
      i. Prior graduate level course work may exempt the student from the MAT/GRE requirement.

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

6. A minimum of one year of work experience as a registered professional nurse. An applicant with less work experience may be admitted on a part-time basis or by permission of the Associate Dean for Graduate Programs.

7. Three professional references from individuals who can address the applicant's ability to successfully complete graduate study. At least one reference must be a master's degree prepared nurse. Applicants who have completed graduate level coursework within the last five (5) years in a nursing program must include a faculty reference from that program.
8. International student applicants, or students whose prior basic education was completed in another country, must demonstrate proficiency in English in the following way:

   a. Submit an official score report of the TOEFL (Test of English as a Foreign Language) from the Educational Testing Service. An official TOEFL score of 100 IBT (internet based TOEFL), 213 CBT (computer based TOEFL) is required, as well as minimum scores of 20 in each of the subtests in listening, speaking, reading and writing.

9. An interview with the Associate Dean for Graduate Programs or Nursing Program Coordinator/faculty designee.

10. An onsite writing component for admission evaluation.

11. A $50 nonrefundable fee payable by check or money order.

M.S.N. Program Courses and Current Offerings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 601</td>
<td>Nursing Theory and Knowledge Development*</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 602</td>
<td>Advanced Health Assessment*</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 603</td>
<td>Advanced Physiology/Pathophysiology</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 607</td>
<td>Advanced Pharmacology*</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 608</td>
<td>Health Care Policy</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 611</td>
<td>Instructional and Evaluation Strategies</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 616</td>
<td>Clinical Practicum for the Nurse Educator</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 618</td>
<td>Evidenced Based Practice and Research for Advanced Nursing Practice</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 619</td>
<td>Directed Studies</td>
<td>Any semester</td>
</tr>
<tr>
<td>NUR 620</td>
<td>Capstone Project</td>
<td>Any semester</td>
</tr>
<tr>
<td>NUR 621</td>
<td>Diagnostic Ordering &amp; Interpretation</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 622</td>
<td>Primary Care Practicum I</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 623</td>
<td>Primary Care Practicum II</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 624</td>
<td>Primary Care Practicum III</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 632</td>
<td>Well Adult &amp; Selected Health Problems in Primary Care Settings*</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 633</td>
<td>Selected Health Problems of Adults with Acute and Chronic Illnesses*</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 642</td>
<td>Well Child/Adolescent &amp; Selected Common Health Concerns*</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 643</td>
<td>Child/Adolescent &amp; Selected Health Problems*</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 644</td>
<td>Role Transition &amp; Issues for the Family Nurse Practitioner*</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 653</td>
<td>Women's Health*</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 675</td>
<td>Statistics for Clinical and Behavioral Services*</td>
<td>Summer</td>
</tr>
</tbody>
</table>

*(hybrid/online)

Phased Out M.S.N. Program Courses: Final Semester Taught

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 600</td>
<td>Clinical Learning Lab Teaching Practicum</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>NUR 606</td>
<td>Educational Theories and Curriculum Design</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>NUR 611</td>
<td>Instructional and Evaluation Strategies</td>
<td>Spring 2015</td>
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</table>
### Core Nursing Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 601</td>
<td>Nursing Theory and Knowledge Development</td>
<td>2</td>
</tr>
<tr>
<td>NUR 602</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 603</td>
<td>Advanced Physiology/Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 607</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 608</td>
<td>Health Care Policy</td>
<td>2</td>
</tr>
<tr>
<td>NUR 618</td>
<td>Evidence Based Practice and Research for Advanced Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NUR 620</td>
<td>Capstone Project</td>
<td>2</td>
</tr>
<tr>
<td>NUR 675</td>
<td>Statistics for Behavioral and Clinical Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours:** 22

### Specialization Curriculum – Nursing Education

(Final offering Fall 2015)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 600</td>
<td>Clinical Learning Lab Teaching Practicum</td>
<td>1</td>
</tr>
<tr>
<td>*NUR 606</td>
<td>Educational Theory and Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>*NUR 611</td>
<td>Instructional and Evaluation Strategies</td>
<td>3</td>
</tr>
<tr>
<td>*NUR 613</td>
<td>Teaching Practicum and Role Development for the Nurse Educator</td>
<td>6</td>
</tr>
<tr>
<td>*NUR 616</td>
<td>Clinical Practicum for the Nurse Educator</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Clinical Hours:** 360

**Total Semester Hours:** 16

*Represents courses for the Nurse Educator Certificate*

### Specialization Curriculum – Clinical Nurse Specialist

(Final offering Fall 2015)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 600</td>
<td>Clinical Learning Lab Teaching Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NUR 625</td>
<td>Clinical Practicum for Adult-Gerontology CNS</td>
<td>7</td>
</tr>
<tr>
<td>NUR 626</td>
<td>Clinical Practicum and Role Development for Adult-Gerontology CNS</td>
<td>8</td>
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</tbody>
</table>

**Total Clinical Hours:** 600

**Total Semester Hours:** 16

### Specialization Curriculum – Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 621</td>
<td>Diagnostic Ordering &amp; Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>NUR 622</td>
<td>Primary Care Practicum I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 632</td>
<td>Well Adult &amp; Selected Health Problems in Primary Care Settings</td>
<td>3</td>
</tr>
<tr>
<td>NUR 642</td>
<td>Well Child/Adolescent &amp; Common Health Concerns</td>
<td>2</td>
</tr>
<tr>
<td>NUR 653</td>
<td>Women’s Health</td>
<td>2</td>
</tr>
<tr>
<td>NUR 623</td>
<td>Primary Care Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 633</td>
<td>Selected Health Problems of Adults with Acute and Chronic Illnesses</td>
<td>3</td>
</tr>
<tr>
<td>NUR 643</td>
<td>Child/Adolescent &amp; Selected Health Problems</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Semester Hours:**

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GRADUATE PROGRAMS / 109
Sample Curriculum Plan
M.S.N. for Nurse Educator (NED) – Full-time

(Final offering Fall 2015)

Semester 1 (Fall)
NUR 602 (Core) Advanced Health Assessment (3 hrs)
NUR 603 (Core) Advanced Physiology/Pathophysiology (3 hrs)
NUR 607 (Core) Advanced Pharmacology (3 hrs)
NUR 600 (NED) Clinical Learning Lab Teaching Practicum (1 hr)
Clinical hours = 60

Semester 2 (Spring)
NUR 608 (Core) Health Care Policy (2 hrs)
NUR 618 Evidence Based Practice and Research for Advanced Nursing Practice (4 hrs)
NUR 606 (NED) Educational Theories and Curriculum Design (3 hrs)
NUR 611 (NED) Instructional and Evaluation Strategies (3 hrs)

Semester 3 (Summer)
NUR 601 (Core) Nursing Theory and Knowledge Development (2 hrs)
NUR 675 (Core) Statistics for the Clinical and Behavioral Sciences (3 hrs)
NUR 616 (NED) Clinical Practicum for the Nurse Educator (Clinical hours = 120)

Semester 4 (Fall)
NUR 620 (Core) Capstone Project (2 hrs)
NUR 613 (NED) Teaching Practicum & Role Development for the Nurse Educator (Clinical hours = 180) (6 hrs)

TOTAL COURSE HOURS 38 hrs

Sample Curriculum Plan
M.S.N. for Adult Gerontology Clinical Nurse Specialist (CNS) – Full-time

(Final offering Fall 2015)

Semester 1 (Fall)
NUR 602 (Core) Advanced Health Assessment (3 hrs)
NUR 603 (Core) Advanced Physiology/Pathophysiology (3 hrs)
NUR 607 (Core) Advanced Pharmacology (3 hrs)
NUR 600 (CNS) Clinical Learning Lab Teaching Practicum (1 hr)
Clinical hours = 60

110 / MERCER UNIVERSITY
### Semester 2 (Spring)
- **NUR 608 (Core)**  Health Care Policy  (2 hrs)
- **NUR 618**  Evidence Based Practice and Research for Advanced Nursing Practice  (4 hrs)
- **NUR 625 (CNS)**  Clinical Practicum for the Adult-Gerontology Clinical Nurse Specialist (Clinical hours= 240)  (7 hrs)

### Semester 3 (Summer)
- **NUR 601 (Core)**  Nursing Theory and Knowledge Development  (2 hrs)
- **NUR 675 (Core)**  Statistics for the Clinical and Behavioral Sciences  (3 hrs)

### Semester 4 (Fall)
- **NUR 620 (Core)**  Capstone Project  (2 hrs)
- **NUR 626 (CNS)**  Clinical Practicum & Role Development for the Adult-Gerontology CNS (Clinical hours= 300)  (8 hrs)

**TOTAL COURSE HOURS**  
38 hrs

This program of study includes 600 clinical hours necessary to take the American Nurses Credentialing Centers (ANCC) Adult-Gerontology CNS certification examination, or the American Association of Critical Care Nurses (CCNS) clinical nurse specialist certification examination.

### Sample Curriculum Plan
**M.S.N. for Family Nurse Practitioner (FNP) - Full-time**

#### Semester 1 (Fall)
- **NUR 602 (Core)**  Advanced Health Assessment  (3 hrs)
- **NUR 603 (Core)**  Advanced Physiology/PathoPhysiology  (3 hrs)
- **NUR 607 (Core)**  Advanced Pharmacology  (3 hrs)
- **NUR 632 (FNP)**  Well Adult & Selected Health Problems in Primary Care Setting  (3 hrs)

#### Semester 2 (Spring)
- **NUR 608 (Core)**  Health Care Policy  (2 hrs)
- **NUR 618**  Evidence Based Practice and Research for Advanced Nursing Practice  (4 hrs)
- **NUR 622 (FNP)**  Primary Care Practicum I (Practicum hours= 240)  (4 hrs)
- **NUR 642 (FNP)**  Well Child/Adolescent and Selected Common Health Concerns  (2 hrs)
- **NUR 653 (FNP)**  Women’s Health  (2 hrs)

#### Semester 3 (Summer)
- **NUR 601 (Core)**  Nursing Theory and Knowledge Development  (2 hrs)
- **NUR 675 (Core)**  Statistics for the Clinical and Behavioral Sciences  (3 hrs)
- **NUR 621 (FNP)**  Diagnostic Ordering and Interpretation  (1 hrs)
- **NUR 623 (FNP)**  Primary Care Practicum II (Practicum hours= 180)  (3 hrs)
- **NUR 633 (FNP)**  Selected Health Problems of Adults with Acute and Chronic Illnesses  (3 hrs)
### Semester 4 (Fall)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 620 (Core)</td>
<td>Capstone Project</td>
<td>(2 hrs)</td>
</tr>
<tr>
<td>NUR 624 (FNP)</td>
<td>Primary Care Practicum III (Practicum hours = 240)</td>
<td>(4 hrs)</td>
</tr>
<tr>
<td>NUR 643 (FNP)</td>
<td>Child/Adolescent and Selected Health Problems</td>
<td>(2 hrs)</td>
</tr>
<tr>
<td>NUR 644 (FNP)</td>
<td>Role Transition and Issues for the Family Nurse Practitioner</td>
<td>(3 hrs)</td>
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</table>

**TOTAL COURSE HOURS**  
49 hrs

This program of study includes a minimum of 660 clinical hours. A student completing this specialty will be prepared to meet requirements to take the certification examination under American Nurses Credentialing Center (ANCC) specific specialties and American Academy of Nurse Practitioners Certification Program (AANPCP) examination for Family Nurse Practitioner.

### Doctor of Nursing Practice Program Description

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

### D.N.P. Program Outcomes

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

1. Translate current research, existing literature, and scientific findings into high quality evidence based nursing care for individuals, families, and communities.

2. Engage in clinical scholarship through the effective use of information technology to guide practice and improve health outcomes.

3. Integrate principles of business, finance, economics, and health policy with essential leadership/management skills required for success in today’s complex health care system.

4. Advocate for social justice, equity, and ethical policies to meet current and future needs of diverse and vulnerable patient populations.

5. Critically assess cultural, political, economic, and sociological factors which influence health care and health care policy.

6. Explore ethical issues, professional responsibilities, legal obligations, and personal convictions as they impact professional and situational dilemmas in health care.

7. Demonstrate leadership skills through inter-professional collaboration to analyze complex practice and organizational issues for improvement of health outcomes.

8. Evaluate outcomes of practice, practice patterns, and systems of care in a variety of health care settings against national benchmarks to determine variances in practice outcomes and population trends.

9. Utilize epidemiologic principles to evaluate population health trends and emerging health issues both nationally and globally.

10. Promote nursing as a professional discipline through the application of theory based nursing to advanced practice.
Admission requirements for the Doctor of Nursing Practice Program

1. Completion of a master’s degree in nursing:
   • From a NLN, ACEN or CCNE accredited nursing program.
   • With a minimum cumulative grade point average of 3.0 on a 4.0 scale.
   • In an area of advanced practice (nurse practitioner, nurse anesthetist, clinical nurse specialist, nurse midwife) or as a nurse executive/nurse administrator
   • Including graduate courses in Pharmacology, Pathophysiology, Advanced Physical Assessment, and Statistics.

2. Unencumbered registered nurse license to practice in a state or jurisdiction of the USA and eligible to apply for licensure in Georgia.

3. Advanced practice national certification and/or national certification as a nurse executive/nurse administrator or eligibility to sit for national certification in these areas. The candidate must attain national certification by the end of the first semester of DNP study to be eligible to continue in the program.

4. Evidence of strong writing ability, potential leadership, and scholarship.
   • Applicants will be contacted by e-mail and asked to respond in writing to a select set of questions/statements. Responses must be returned within a specified time period.

5. Preference may be given to applicants meeting one or more of the following criteria:
   • Cumulative grade point average of 3.5 or greater in graduate coursework.
   • Distinguished leadership or scholarship.

6. PLEASE NOTE: The College of Nursing does not require a GRE or MAT score for consideration in acceptance to the DNP degree program.

7. Applications are accepted and reviewed year round for fall enrollment. Application deadline for fall admission is March 15th. Applications received after the March 15th deadline may be considered for rapid enrollment on a space available basis.

8. International applicants must meet additional requirements for admission. Contact the Admissions Office to get information regarding transcript submission and evaluation. The International applicant deadline is December 1. Please note that F-1 students cannot be considered for online programs.

D.N.P. Program Courses and Curriculum Plan

The Doctor of Nursing Practice (D.N.P.) program provides a curriculum plan involving six (6) continuous semesters of online study. Asynchronous methods of online learning along with periodic (monthly, Saturday) face-to-face sessions shape the program of study. Three on campus sessions will coincide with Formation of Scholars sessions; two in the Fall and one in the Spring semester. The curriculum plan is provided below.
# Sample Curriculum Plan

## Doctor of Nursing Practice (D.N.P.)

### YEAR ONE

#### Semester 1 (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>NUR 712</td>
<td>Doctor of Nursing Practice Leadership and Role Development</td>
<td>2 hrs</td>
</tr>
<tr>
<td>NUR 721</td>
<td>Philosophical and Theoretical Basis for Nursing Practice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NUR 727</td>
<td>Financial Management in Health Care</td>
<td>2 hrs</td>
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#### Semester 2 (Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NUR 714</td>
<td>Clinical Problem Identification (Practice Hours= 60)</td>
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</tr>
<tr>
<td>NUR 720</td>
<td>Clinical Scholarship and Evidence-Based Practice</td>
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#### Semester 3 (Summer)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 715</td>
<td>DNP Proposal Development</td>
<td>2 hrs</td>
</tr>
<tr>
<td>NUR 726A</td>
<td>DNP Practicum I (Practice Hours= 60)</td>
<td>1 hr</td>
</tr>
<tr>
<td>NUR 810</td>
<td>Ethics in Health Care and Research</td>
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### YEAR TWO

#### Semester 4 (Fall)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 713</td>
<td>Clinical Epidemiology and Genomics</td>
<td>3 hrs</td>
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<tr>
<td>NUR 716</td>
<td>DNP Scholarly Project I</td>
<td>2 hrs</td>
</tr>
<tr>
<td>NUR 726B</td>
<td>DNP Practicum II (Practice Hours= 180)</td>
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#### Semester 5 (Spring)

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<tbody>
<tr>
<td>NUR 717</td>
<td>DNP Scholarly Project II</td>
<td>1 hr</td>
</tr>
<tr>
<td>NUR 722</td>
<td>Health Informatics, Data Management and Data Analysis</td>
<td>3 hrs</td>
</tr>
<tr>
<td>NUR 726C</td>
<td>DNP Practicum III (Practice Hours= 120)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>NUR 724</td>
<td>Resource Management in Health Care</td>
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#### Semester 6 (Summer)

<table>
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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NUR 718</td>
<td>DNP Scholarly Project III</td>
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</tr>
<tr>
<td>NUR 723</td>
<td>Health Care Systems Analysis</td>
<td>2 hrs</td>
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<tr>
<td>NUR 726D</td>
<td>DNP Practicum IV (Practice Hours= 120)</td>
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</table>

**Total practice hours = 540**

**DNP Curriculum= 41 credit hours**

DNP degree students desiring to enhance their curriculum with nursing education courses must declare this course of study at the time of acceptance to the program.
Doctor of Philosophy in Nursing Program Description

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

Ph.D. Program Outcomes

The Ph.D. program prepares nurse scholars to:

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

Admission Requirements for the Doctor of Philosophy in Nursing Program

1. Completion of a master’s degree in nursing from a ACEN or CCNE accredited nursing program with a minimum cumulative grade point average of 3.2 on a 4.0 scale.
2. Satisfactory scores on the Graduate Record Examination (GRE) taken within the last five years.
   a. Use both of the following codes for submission of GRE to the College of Nursing:
      i. R5025 is the code for Mercer University Atlanta Campus
      ii. Use major code (Nursing) #0610.
3. Completion of the following graduate level courses: nursing theory, research, and statistics.
4. Evidence of strong writing ability, leadership, and/or scholarship.
5. Unencumbered Registered Nurse license to practice in a state or jurisdiction of the USA.
6. Preference may be given to applicants meeting one or more of the following criteria:
   a. Cumulative grade point average of 3.5 or greater in graduate coursework.
   b. A score of 5 on the analytical writing section of the GRE.
   c. Intent to pursue fulltime study.
   d. Distinguished leadership or scholarship.
7. International applicants must meet additional requirements for admission.

Admission to the Ph.D. in Nursing program involves a two phase process. This process is noted on the application materials.
Ph.D. Program Courses and Current Offerings

The Doctor of Philosophy (Ph.D.) program provides a curriculum plan involving continuous semesters of online study. Synchronous and asynchronous methods of online learning are incorporated into courses within the program of study. Limited on campus “Formation of Scholars’ sessions occur in the Fall and Spring semesters. A sample full-time curriculum plan is provided below.

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

YEAR ONE
Semester 1 (Fall)
NUR 806 Qualitative Research in Nursing Education and Healthcare (3 hrs)
NUR 823 Applied Statistics and Measurement I (3 hrs)
NUR 825 Philosophical Influences on Nursing Science (3 hrs)

Semester 2 (Spring)
NUR 805 Quantitative Research in Nursing Education and Healthcare (3 hrs)
NUR 824 Applied Statistics and Measurement II (3 hrs)
NUR 826 Knowledge and Theory Development in Nursing (3 hrs)

Semester 3 (Summer)
NUR 809 Mixed Methods Research in Nursing and Healthcare (3 hrs)
NUR 810 Ethics in Health Care and Research (2 hrs)
NUR 816 Foundations of Nursing Education (3 hrs)

YEAR TWO
Semester 4 (Fall)
NUR 827 Dissertation Proposal Development (2 hrs)
NUR 817 Nursing Program Design, Implementation, and Evaluation (3 hrs)
NUR 828 Advanced Data Management in Research (4 hrs)

Semester 5 (Spring)
NUR 815 Dissertation Guidance (6 hrs)
NUR 818 Leadership in Higher Education (3 hrs)

Semester 6 (Summer)
NUR 815 Dissertation Guidance (6 hrs)
NUR 822 Grant Writing (2 hrs)

YEAR THREE
Semester 7 (Fall)
NUR 815 Dissertation Guidance (6 hrs)

*Students will either complete Dissertation process during Semester 7 or continue to register for (1) semester hour of NUR 815 Dissertation Guidance until graduation.
TOTAL HOURS PhD/NED CURRICULUM = 58 minimum credit hours
Course Descriptions

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

NUR 600. Clinical Learning Lab Teaching Practicum (0-4-1)
Prerequisite: Admission to the graduate program.
This course fosters the development of the nurse as educator while utilizing a controlled learning environment. Faculty facilitate the learner’s ability to teach and evaluate psychomotor skills, critical thinking, and best practices. Incorporation of simulation is an integral component of the course. (Last offered Fall 2014)

NUR 601. Nursing Theory and Knowledge Development (2-0-2)
Prerequisite: Admission to the graduate program.
This core course builds on baccalaureate preparation of basic theories and concepts to advance the learner’s deeper understanding of theoretical underpinnings and philosophy of advanced practice nursing. Faculty facilitate the learner’s ability to integrate a range of nursing and borrowed theories necessary for practice change, including grand, middle range, and practice/situation specific nursing theories; theories of systems, organizational science, change and complexity; and learning, social, behavioral, ethical, and developmental theories. The learner demonstrates ability to critically analyze concepts and theories through professional writing, group presentations, and active classroom learning.

NUR 602. Advanced Health Assessment (2.5-2-3)
Prerequisite: Admission to the graduate program.
This core course provides the theory and skills needed for comprehensive assessment of clients across the life span. Content builds upon basic assessment knowledge and includes advanced content relative to individual, familial, and genetic health history, physical examination, identification and interpretation of laboratory and radiological data, and identification and interpretation of abnormal assessment findings. Clinical decision making skills, health promotion, prevention, and detection of disease in culturally diverse populations are integrated. A clinical lab component reinforces didactic content and provides opportunities for application and practice of assessment skills.

NUR 603. Advanced Physiology/Pathophysiology (3-0-3)
Prerequisite: Admission to the graduate program.
This core course includes advanced human physiological and pathophysiological processes across the lifespan by building upon competencies gained at the baccalaureate nursing level. Understanding these processes provides the foundation for clinical assessment, decision-making, and disease management. The content integrates genetic and genomic factors at individual and population levels, diagnostic findings, and treatment responses with the analysis of alterations in function and clinical manifestations of illness.

NUR 606. Educational Theories and Curriculum Design (3-0-3)
Prerequisite: Admission to the graduate program.
This course focuses on selected educational theories and curricular designs foundational for the development of undergraduate curricula. Emphasis is placed on the requisite knowledge, skills, and attributes needed by educators to participate in curriculum development, implementation, evaluation, and revision. The impact of accreditation standards and requirements upon a school of nursing and its curriculum is explored. Emerging trends, such as learner-centered models for curricula and the use of multiple forms of technology in teaching and learning, are examined. (Final offering Spring 2015)
NUR 607. Advanced Pharmacology (3-0-3)
Prerequisite: Admission to the graduate program.
This core course focuses on the clinical application of specific categories of drugs commonly encountered in healthcare settings. The use of protocols, prescription writing, and the ethical/legal and economic issues surrounding the advanced nurse's role in pharmacologic therapies are explained. Pharmacokinetics, pharmacogenetics, dosages, expected outcomes, and side effects of the drugs are discussed, including the tailoring of pharmacologic therapies across the lifespan. 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 advanced nurse's role and responsibilities related to data collection, problem identification, and consultation with a physician are explored. (On-line)

NUR 608. Health Care Policy (2-0-2)
Prerequisite: Admission to the graduate program.
This core course focuses on sociopolitical and economic issues that influence health care access, quality, and cost. Emphasis is placed on the analysis of health care policy, health care delivery models, and health care economic models. The learner will explore legal-ethical dimensions of health care policy formulation and health care delivery as well as advocacy strategies for the improvement of health care.

NUR 611. Instructional and Evaluation Strategies (3-0-3)
Prerequisite: Admission to the graduate program.
This course provides learners with a foundation to develop instructional and evaluation strategies for clinical and classroom settings. Emphasis is placed upon application of principles of adult education and selected learning theories to the teaching of individuals in a variety of settings as well as the integration of theories and principles of curriculum design into course development. Learners explore creative pedagogies with application to the development of innovative learning environments designed to meet diverse learning needs. (Final offering Spring 2015)

NUR 613. Teaching Practicum and Role Development for the Nurse Educator (3-12-6)
Prerequisites: NUR 606 and NUR 611.
This course provides learners with a practicum experience that emphasizes the role development of nurse educators. Analysis of selected contemporary issues in nursing education, clinical practice, and health care delivery is a major focus. The practicum, where learners work with faculty preceptors, permits learners to gain didactic and clinical teaching experience. Foundational to this course is the emphasis upon the use of personal reflection about the process of experiential teaching and learning. Learners create a philosophy of nursing education which incorporates a framework for educational practice. Exploration of current trends in education, technology use in nursing education, teaching methodologies, educational research, interprofessional collaboration, and evidence-based teaching/learning is included. (Final offering Fall 2015)

NUR 616. Clinical Practicum for the Nurse Educator (1-8-3)
Prerequisites: NUR 600, NUR 601, NUR 602, NUR 603, NUR 607.
This course provides learners with an opportunity to advance their clinical practice expertise in a selected specialty. Learners are engaged with a preceptor during this practicum experience to provide and evaluate patient care in the selected specialty. Emphasis is placed on attaining increased knowledge and skills while utilizing advanced health assessment techniques, quality and safety processes, improvement science, and an evidence-based practice approach. (Final offering Summer 2015)
NUR 618. Evidence-Based Practice and Research for Advanced Nursing Practice
(4-0-4)
Pre-requisite: Admission to the graduate program.
The purpose of this course is to develop knowledge and skills that facilitate sound critical appraisal of existing external and internal evidence as a basis for improving outcomes and decision-making. Emphasis is placed on asking well-formulated clinical questions, selecting and appraising research evidence from relevant databases, and synthesizing the best available evidence to guide clinical and teaching practices. Leadership strategies to promote adoption of best practices, are integrated with the knowledge of accepted models, tools, and research approaches.

NUR 619. Directed Studies
(Variable hours)
Prerequisite: Admission to the graduate program.
Enrollment in directed studies is arranged directly with a faculty member and includes coursework that is not in the curriculum plan. Students may not enroll in this course unless approved by the faculty member and the Graduate Programs Committee.

NUR 620. Capstone Project
(2-0-2)
Prerequisites: NUR 601, NUR 618, NUR 675, and a specialty clinical course; may be taken concurrently with a course.
This core course is an intensive mentored experience with a focus in either nursing education or clinical practice where learners engage in translational scholarship. Learners integrate the knowledge and skills acquired in core courses by synthesizing theory, evidence, clinical judgment, and research in the development of a professional project, presentation, and manuscript related to the learner’s area of specialization. An individual faculty member provides guidance throughout the process.

NUR 621. Diagnostic Ordering and Interpretation
(1-0-1)
Prerequisite: NUR 602, NUR 622.
Co-requisite: NUR 623.
This course facilitates an understanding of evidence-based diagnostic and screening procedures for health promotion and disease prevention as well as appropriate testing in the management of acute and chronic health issues in diverse populations. Emphasis is placed on developing a comprehensive understanding of diagnostics such as laboratory testing, cardiovascular testing, and imaging studies.

NUR 622. Primary Care Practicum I
(0-16-4; 240 clinical hours)
Prerequisites: NUR 602, NUR 603, NUR 607 NUR 632.
Co-requisites: NUR 642, NUR 653.
This practicum course is the first of three courses that provide an opportunity for application of knowledge in a clinical setting. The learner provides primary care to adults in various settings. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. Clinical practice activities are designed to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor’s practice.

NUR 623. Primary Care Practicum II
(0-12-3; 180 clinical hours)
Prerequisite: NUR 622.
Co-requisites: NUR 633, NUR 621.
This course builds on the previous clinical course experiences and is the companion clinical application course to the Adult, Child, and Women’s Health courses. The learner participates in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to adults and
children/adolescents with acute and chronic conditions. Care is also provided to women with reproductive health issues including sexual health, prenatal, and postpartum care. The learner participates in clinical practice activities to develop advanced level direct care competencies. This course provides the learner with the opportunity to collaborate with an advanced practice nurse or physician preceptor within stated guidelines of the preceptor’s practice.

**NUR 624. Primary Care Practicum III** (0-16-4; 240 clinical hours)

Prerequisites: NUR 623.

This clinical course provides the learner with the opportunity to synthesize all of the theory and coursework included in the nurse practitioner specialty and apply the information to clinical practice in collaboration with an advanced practice nurse or physician preceptor. Learners participate in focused and comprehensive physical assessments, treatment protocols, and collaborative practice. The learner provides primary care to clients in various settings. Clinical practice activities are designed to develop advanced level direct care competencies.

**NUR 625. Clinical Practicum for the Adult-Gerontology** (3-16-7)

Clinical Nurse Specialist

Prerequisites: NUR 602, NUR 603, NUR 607.

This course develops the learners’ holistic knowledge and clinical expertise in providing direct care to the adult-gerontology population along the continuum of wellness through acute care. Emphasis is placed on the use of current clinical research, nursing practice models, advanced health assessment techniques, pharmotherapeutics, and knowledge of the health-illness continuum. This clinical practicum focuses on the CNS role in prevention and management of acute and chronic illnesses of early adults to the frail elderly. Learners will use collaborative, consultative, and leadership skills to design clinical prevention and health promotion strategies for improving the quality of life for patients, families, or groups of patients. Faculty engage learners in intensive study of advanced practice clinical and professional issues. (Final offering Spring 2015)

**NUR 626. Clinical Practicum and Role Development for the** (3-20-8)

Adult-Gerontology Clinical Nurse Specialist

Prerequisites: NUR 625.

This course emphasizes the implementation of the advanced practice nurses’ professional role. The learner further develops advanced practice competencies in the management of health, illness, and disease in the acute and/or critical care setting. The learner synthesizes advanced practice concepts and theoretical foundations related to consultation, collegiality, coaching, systems leadership thinking, ethical decision-making, advocacy, and moral agency. Clinical practice issues surrounding the acute care/critical care of the early adult to the frail elderly client will be analyzed using current research and theoretical frameworks. Faculty and an advanced practice nurse will supervise the learner in the clinical setting. (Final offering Fall 2015)

**NUR 632. Well Adult and Selected Health Problems in the** (3-0-3)

Primary Care Setting

Pre/Co-requisites: NUR 602, NUR 603, NUR 607.

This course focuses on the advanced practice nursing role of the family nurse practitioner in primary care of adults in a variety of community based, clinical settings. The specific focus is on health promotion, health protection, disease prevention, and clinical management of common episodic illnesses and health alterations of ambulatory adults from adolescent through senescence. Critical thinking, enhanced problem solving, effective communication, and collaboration with other health providers enable
NUR 633. Selected Health Problems of Adults with Acute and Chronic Illnesses (3-0-3)
Prerequisite: NUR 632.
Co-requisite NUR 623.
This course focuses on the advanced practice nursing role of the family nurse practitioner in primary care of adults from adolescence through senescence in a variety of community based, clinical settings. The specific focus is on assessment, management, and/or referral of ambulatory, adult patients with acute and chronic health problems. Critical thinking, enhanced problem solving, effective communication, and interdisciplinary collaboration with other health providers enable the learner to apply theory and evidence-based research in comprehensive care of individuals and families. (On-line)

NUR 642. Well Child/Adolescent and Selected Common Health Concerns in the Primary Care Setting (2-0-2)
Prerequisites: NUR 602, NUR 607, NUR 603.
This course prepares the learner to provide community based, advanced practice nursing with children and adolescents within a family context as appropriate to the role of the family nurse practitioner. Emphasis is on application of theories and research findings in the development of comprehensive management plans, provision of anticipatory guidance, and health care management for children from birth through adolescence. Focus includes health promotion, illness prevention, and diagnosis and management of common acute illnesses, including family dysfunction and behavior problems. (On-line)

NUR 643. Child/Adolescent and Selected Health Problems in the Primary Health Setting (2-0-2)
Prerequisite: NUR 642.
This course focuses on the management of chronic conditions and disabilities in the ambulatory care setting in children and adolescents within a family context as appropriate to the role of the family nurse practitioner. The course addresses concerns in the mental health, psychosocial and behavioral domains. Collaborative care with other providers and appropriate referral are integrated throughout. (On-line)

NUR 644. Role Transition and Issues for the Family Nurse Practitioner (3-0-3)
Prerequisite: NUR 622, NUR 623.
Co-requisites: NUR 624.
This course concentrates on specific aspects of professional roles assumed by the family nurse practitioner (FNP) in the health care system of the United States: practitioner, care coordinator, and researcher in diverse settings. The learner develops an understanding of the family nurse practitioner role in the current health care environment. The learner also examines legal, ethical, economic, and technological aspects of the role; business and legislative issues related to FNP practice; and the necessity for interprofessional collaboration to promote health outcomes.

NUR 653. Women’s Health (2-0-2)
Prerequisites: NUR 602, NUR 603, NUR 607, NUR 632.
This course engages the learner in the role of the advanced practice nurse in the provision of health care to women across the life span and from diverse patient
populations. Specific emphasis is on health promotion, disease prevention, and the clinical management of common conditions and health alterations affecting women from the onset of menarche to senescence. Critical thinking, enhanced problem solving, therapeutic communication, and interprofessional collaboration are also essential components of the course. (On-line)

NUR 675. Statistics for the Clinical and Behavioral Sciences (3-0-3)
Prerequisite: Admission to the graduate program.
This core course provides learners with a basic understanding of statistical methods commonly used in clinical research and nursing education. Key statistical concepts are reviewed including sampling, level of measurement, probability, sensitivity/specificity, and Type I and Type II errors. Inferential statistical tests including chi-square, independent and dependent samples t-tests, simple linear regression, and analysis of variance are studied, and the application of these tests in research reports is analyzed and critiqued. (On-line)

NUR 712. DNP Leadership and Role Development (2-0-2)
Prerequisite: Admission into program.
This course introduces the learner to the essential elements of the Doctor of Nursing Practice and to issues related to personal development as a nursing leader and clinical scholar. Learners will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable patient populations. (On-line)

NUR 713. Clinical Epidemiology and Genomics (3-0-3)
Prerequisite: Admission into program.
This course focuses on improving individual and population health outcomes through the use of epidemiologic and genomic principles in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health. Gene expression and patterns of inheritance are explored. Ethical, legal, and social implications of genomic knowledge are appraised as they affect individuals, families, and communities. (On-line)

NUR 714. Clinical Problem Identification (2-4-3)
Prerequisites: NUR 712, NUR 721.
Co-requisite: NUR 720.
This initial practicum provides an immersion experience in a selected area for advanced practice. The learner will have the opportunity to demonstrate advanced nursing leadership, scholarship, and practice in a selected specialty area. The learner will assess the needs of a particular population or setting and synthesize related evidence. This practicum experience will culminate in the identification of the focus to be addressed by the DNP Scholarly Project. (On-line)

NUR 715. DNP Proposal Development (2-0-2)
Prerequisites: NUR 714, NUR 720.
Co-requisite: NUR 726A.
The purpose of this course is to facilitate the development of the scholarly project proposal. Content will include proposal requirements, university and college project requirements, as well as project design, planning, and evaluation. The learner will provide evidence of a need for the proposed project in resolving a current advanced nursing practice issue, concern, or problem. The course culminates in the proposal for
the DNP Scholarly Project. An emphasis is placed on scholarship development. Learners are provided with knowledge of the stages of grant writing and skills necessary to develop a grant proposal. (On-line)

**NUR 716. DNP Scholarly Project I**  
(2-0-2)  
Prerequisite: NUR 715.  
Co-requisite: NUR 726B.  
This course is designed to provide opportunity for the learner to work independently with the DNP Scholarly Project chair and advisory committee. The course is individualized based on the learner’s progress toward completion of the approved scholarly project. Prerequisites: Approved proposal and successful completion of the first competency exam. (On-line)

**NUR 717. DNP Scholarly Project II**  
(1-0-1)  
Prerequisites: NUR 716.  
Co-requisite: NUR 726C.  
This course is designed to provide continued opportunity for the learner to progress toward completion of the DNP Scholarly Project manuscript and final competency. The course will be individualized based on the learner’s progress. (On-line)

**NUR 718. DNP Scholarly Project III**  
(2-0-2)  
Prerequisites: NUR 717, NUR 726C  
Co-requisite: NUR 726D  
This course is designed to provide continued opportunity for the learner to progress toward completion of the DNP Scholarly Project manuscript and final competency. The course will be individualized based on the learner’s progress. (On-line)

**NUR 719. Directed Studies**  
(Variiable hours)  
Prerequisite: Admission into the DNP program.  
Enrollment in directed studies is arranged directly with a faculty member and includes coursework that is not in the curriculum plan. Students may not enroll in this course unless approved by the faculty member and the Graduate Programs Committee.

**NUR 720. Clinical Scholarship and Evidence-Based Practice**  
(4-0-4)  
Prerequisite: Admission into the DNP program.  
The course introduces the learner to clinical scholarship through an examination of research principles and evidence-based practice. The course addresses the critical examination and evaluation of current quantitative and qualitative research and the application of scientific findings to significant clinical problems. The course distinguishes quality improvement, research, and evidence-based practice and demonstrates the usefulness of different approaches to improve health outcomes. (On-line)

**NUR 721. Philosophical and Theoretical Basis for Nursing Practice**  
(3-0-3)  
Prerequisite: Admission into program.  
This course will present philosophical and theoretical underpinnings in the development of nursing knowledge as the foundation of a professional discipline. The value of theory based nursing will be explored as a basis for guiding nursing research and practice. Learners will appraise practice approaches based on theories from nursing and other disciplines. (On-line)
NUR 722. Health Informatics, Data Management, and Data Analysis (3-0-3)
Prerequisite: NUR 720.
Co-requisite: NUR 717, NUR 726C.
This course focuses on the use of data to support decision making to improve the health of individuals and aggregates. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Emphasis is on the knowledge, skills, and competency required for employing informational systems to identify pertinent clinical data, assess health care quality, and evaluate outcomes of care. Issues to reduce measurement error and strengthen validity of data findings are discussed. Descriptive and univariate statistical methods including measures of central tendency, correlation, t-test, and analysis of variance are applied to clinical data using statistical software. (On-line)

NUR 723. Health Care Systems Analysis (2-0-2)
Prerequisite: Admission to the program.
This course provides students the opportunity to critically assess economic, cultural, political, and sociological factors which influence health care and health care policy. Health care systems and health policies are specifically addressed as they impact advanced nursing practice. (On-line)

NUR 724. Resource Management in Health Care (2-0-2)
Prerequisite: Admission to the program.
This course builds upon a foundation of leadership and management principles to employ effective methods for initiating change within health care systems. Emphasis is placed on strategic planning, developing strategies for positive change, and evaluating programs and services to assure quality, accessibility, and efficiency of care. (On-line)

NUR 726A. 726B. 726C. and 726D. DNP Practicum (Variable hours)
Prerequisite: NUR 714.
Co-requisites: NUR 715, NUR 716, NUR 717, or NUR 718.
These practica courses provide the learner with continuing opportunities for directed practice experiences with healthcare experts in the chosen specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the learner will design, implement, evaluate, and disseminate the DNP Scholarly Project. Enrollment in these courses will be in sequential semesters (while the learner is in good standing) until requirements for the DNP Scholarly Project are met and the degree is conferred. (Total 0-36-9 over four semesters); 726A (0-4-1), 726B (0-12-3), 726C (0-8-2), and 726D (0-8-2) (Reporting On-line)

NUR 727. Financial Management in Health Care (2-0-2)
Prerequisite: Admission into program.
This course provides students with the financial management tools needed to understand, interpret, and analyze financial statements and cost considerations in health care today. (On-line)

NUR 805. Quantitative Research in Nursing, Education, and Health Care (3 hours)
Co-requisite: NUR 824.
This course builds on a master’s level knowledge of the quantitative research process by providing an in-depth analysis of the research process as a foundation for in-depth analysis of quantitative research methods. The full range of research designs
(descriptive to experimental) are critically analyzed for adequacy and appropriateness for stated theoretical models and research questions. Emphasis is placed on ensuring validity and reliability of study results, identifying limitations of potential study designs, and using best practices in human subjects healthcare research. The roles of clinical trials and epidemiologic, educational, and social science studies in nursing science are examined. (On-line)

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

*Prerequisite: Admission to the program.*

Co-requisite recommended: NUR 823.

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

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

*Prerequisites: NUR 805, NUR 806.*

This course provides a foundation in mixed methods research with an emphasis on applicability to nursing, health care, and higher education. Building on knowledge acquired from the quantitative and qualitative research courses, learners explore select phenomena of interest from a mixed methods research approach. Attention is directed to mixed methods design selection, data collection, analyses, and discussion of findings. Implications and opportunities for interdisciplinary collaboration on research projects utilizing mixed methods research are also addressed. (On-line)

**NUR 810. Ethics in Health Care and Research**

*Prerequisite: Admission to the program.*

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

**NUR 815. Dissertation Guidance**

*Prerequisite: Successful completion of Comprehensive Examination.*

Students work independently with faculty on his/her approved dissertation proposal. This course may be repeated as often as necessary until successful dissertation defense and while the student is in good standing. (Minimum of 18 hours)

**NUR 816. Foundations of Nursing Education**

*Prerequisite: NUR 825 and NUR 826 or permission of faculty.*

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

NUR 817. Nursing Program Design, Implementation, and Evaluation
Prerequisite: NUR 816.
The purpose of this course is to examine methods and issues in planning and evaluation of undergraduate and graduate programs in nursing. The institutional, political, economic, and social forces that influence nursing program planning and evaluation will be discussed. The impact of various accrediting organizations on nursing program design and evaluation will be critically examined. Emerging trends in nursing curricula relevant to curriculum development and evaluation will be analyzed. This is the second of three nursing education cognate courses. (On-line)

NUR 818. Leadership in Higher Education
Prerequisite: NUR 817.
This is the third course in a three cognate course sequence focusing on higher education and nursing education. The purpose of the course is to provide an analysis of selected responsibilities, challenges, dimensions, and controversies inherent in the role of transformational academic leaders in higher education. Particular emphasis will be placed on selected legal, professional, and ethical issues pertinent to faculty and administrators in nursing education programs situated in institutions of higher education. (On-line)

NUR 819. Directed Studies
Prerequisite: Admission to the program.
This course is design for coursework in a specific topic area that is not included in the curriculum plan. A student may not enroll in this course unless approved by Associate Dean for Graduate Programs or designee. May be repeated for credit when topics vary.

NUR 822. Grant Writing
Prerequisite: Admission to the program.
This course is designed to provide learners with the knowledge and skills necessary to identify appropriate grant funding mechanisms for their area of scholarship and develop and submit a grant proposal. Throughout the course, learners explore the various funding opportunities for clinical and educational research in nursing and other training and programmatic initiatives. Emphasis is also placed on evaluating and revising grant proposals in response to reviewers' critique. (On-line)

NUR 823. Applied Statistics and Measurement I
Prerequisite: Admission to the program.
This course is the first of a two course sequence focused on applying statistical and measurement principles and techniques in clinical and educational research. In this course, students learn to use SPSS statistical software for univariate data analysis. The focus is on descriptive statistics along with univariate inferential statistical procedures. Parametric approaches along with non-parametric equivalents are applied to research datasets including chi-square, dependent and independent sample t-tests, Mann Whitney U, Wilcoxin signed ranks tests, pearson product moment correlation and Spearman’s rho. Classical test theory is discussed as it relates to measurement error and psychometric properties of research instruments including reliability and validity. Levels of measurement and basic principles underlying the development of psychometrically sound instruments are applied. (On-line)
NUR 824. Applied Statistics and Measurement II (3 hours)
Prerequisite: NUR 823.
This course is the second of a two course sequence focused on applying statistical and measurement principles and techniques in clinical and educational research. In this course, students use SPSS statistical software for multivariate statistical analysis and to examine psychometric properties of research instruments including internal consistency reliability, test-retest reliability, interrater reliability, and validity assessments using correlation and factor analysis. Statistical assumptions underlying inferential statistical procedures are examined and multivariate statistics including analysis of variance, analysis of covariance, repeated measures analysis of variance and multiple linear regression are applied to research datasets and interpreted. (On-line)

NUR 825. Philosophical Influences on Nursing Science (3 hours)
Prerequisite: Admission to the program.
The purpose of this course is to explore the structure of science by analyzing historical and contemporary ways of knowing. An examination of the epistemological and ontological underpinnings of science enables the student to consider the strengths and limitations of science. The course provides an opportunity to explore challenges and controversies in developing nursing knowledge and nursing science. (On-line)

NUR 826. Knowledge and Theory Development in Nursing (3 hours)
Prerequisite: NUR 825.
The purpose of this course is to explore the scholarly development of the discipline of nursing. Historical, contemporary, educational, scientific, and professional influences on the development of theoretical knowledge in nursing are explored. Various methods of theory development are examined with emphasis on the skills needed for theory analysis and theory development. The development and analysis of theory in nursing and methods for derivation of concepts and theories to generate nursing knowledge are examined. The conceptual basis of selected nurse theorists is analyzed. The relationship between research and clinical practice to theory generation and testing is explored. (On-line)

NUR 827. Dissertation Proposal Development (2 hours)
Prerequisite: All first year full time courses on the curriculum plan.
The purpose of this course is to facilitate the development of the dissertation proposal. An overview of the format and content for each chapter of the dissertation is presented, along with a presentation of GBCN and Mercer University dissertation guidelines. Mercer University IRB, external IRB, and related approval document preparation are presented. Students commence work on a synthesis of the literature for their selected area of research focus in preparation for commencing dissertation work with their committee in successive semesters. Practical issues related to completing the dissertation are also addressed, including strategies for working with multiple members of the dissertation committee; developing the PowerPoint for the dissertation proposal defense and the final defense; and, guidelines for a successful defense presentation. (On-line)

NUR 828. Advanced Data Management in Research (4 hours)
Prerequisites: NUR 823, NUR 824, NUR 805, NUR 806, NUR 809.
This course will provide the learner with an advanced examination of qualitative and quantitative approaches to data management. Specifically, the processes and methods involved in managing and analyzing qualitative data, such as preparing the data for analysis; coding of data; theme / pattern identification; incorporating field notes; interpreting the results; and demonstrating trustworthiness, rigor, and authenticity in
qualitative research will be explored. Quantitative data management methods discussed in the course include the nature of quantitative data and the data base structure necessary to conduct data analysis using SPSS statistical analysis software. Preliminary data analytic strategies including evaluating for missing data; assessing for normality and data transformations; and using SPSS programming to score instruments, impute data, and save command language used for data analysis are also addressed. This course concludes with an analysis of how qualitative and quantitative data approaches can validate each other in the context of mixed methods research. (On-line)
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