2016-2017
Pre-Nursing
Track Handbook

Mercer University
Office of Academic & Advising Services
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Academic and Advising Services appreciates your input regarding this publication.
Readers who note errors or inconsistencies in this handbook are urged to notify
Dr. Carol Bokros (Bokros_c@mercer.edu) so that the appropriate corrections can be made.
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The Florence Nightingale Pledge

"I solemnly pledge myself before God and in the presence of this assembly, to pass my life in purity and to practice my profession faithfully.

I will abstain from whatever is deleterious and mischievous, and will not take or knowingly administer any harmful drug.

I will do all in my power to maintain and elevate the standard of my profession, and will hold in confidence all personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling.

With loyalty will I endeavor to aid the physician in his work, and devote myself to the welfare of those committed to my care."

http://nursingworld.org/FunctionalMenuCategories/AboutANA/WhereWeComeFrom/FlorenceNightingalePledge.aspx

1. THE NURSING PROFESSION

The Bachelor of Science in Nursing Degree. According to the American Association of Colleges of Nursing (AACN), the American Organization of Nurse Executives (AONE), and the American Nurses Association (ANA), the Bachelor of Science in Nursing (BSN) is the preferred foundational degree in nursing. These organizations recognize the BSN degree as the minimum educational requirement for professional nursing practice: “While graduates can begin practice as an RN with an associate degree or hospital diploma, the BSN degree is essential for nurses seeking to move up the career ladder and provide a higher level of quality care.” (www.aacn.org)

The Time Required to Become a Practicing Nurse. Typical pre-nursing students spend two years fulfilling the admission requirements for nursing school, then complete a two-year “pre-licensure” curriculum to earn the BSN degree and eligibility to earn the RN certification. This approach is often described as a “2+2” curriculum. Other students choose to earn a non-nursing bachelor’s degree before attending nursing school; such plans usually require at least 6 years to complete. These options are explained further in Sections 8-11.

2. BUILDING A STRONG APPLICATION FOR NURSING SCHOOL

According to the U.S. Bureau of Labor Statistics, the mean income of a registered nurse (RN) in 2015 was over $67,000 and there is a fairly positive outlook for the field: http://www.bls.gov/oes/current/oes291141.htm. Note that the BLS includes advanced practice nurses in their statistics, so this number overestimates the median income of RN’s without advanced degrees.

Pre-nursing students must plan ahead carefully with a mind to creating a competitive nursing school application “portfolio” during their preparatory years. This means taking the appropriate coursework, performing well academically, and participating in appropriate extracurricular activities. Students should make choices about their undergraduate activities with the knowledge that, in general, nursing schools are looking for individuals with the following: a record of academic success (especially in the science pre-requisites); excellent problem-solving abilities; emotional maturity and a positive attitude; the ability to function effectively under stress; compassion for others; strong interpersonal and communication skills, able to connect well with patients from various backgrounds; strong organizational skills; good leadership ability but with the ability to work on a team effectively as well; and integrity and high ethical standards.
It is also recommended that pre-nursing students gain some practical knowledge about the nursing profession by volunteering in a hospital or clinic or shadowing a nursing professional. Although many nursing schools do not expect their applicants to have such experience, it demonstrates to nursing schools that the applicant is confident in his/her decision to enter the nursing profession.

3. PREPARING FOR NURSING SCHOOL AT MERCER UNIVERSITY

Undergraduate students enrolled in Mercer University’s **College of Liberal Arts** (CLA) who plan to pursue a career in nursing are considered to be on the “pre-nursing” track. It is important to note that the pre-nursing track is not a traditional major offered by the CLA, and that there is no degree or certification for its completion. Students enrolled in Penfield College are considered to be on the “nursing prep” track. Such designations are made to ensure that these students receive specific advising about the requirements and protocols for their respective career path within their respective colleges. This **Handbook focuses on the pre-nursing track offered by the College of Liberal Arts in Macon**, but much of the advice and information presented is generalized and will be useful for students enrolled in Penfield College as well.

Pre-nursing students may complete only the pre-requisites before applying to nursing school (the “2+2 plan”) or may complete a non-nursing degree from their college before applying to nursing school (the “4+2” plan; see sections 4B and 11 for more information about the latter option).

**Georgia Baptist College of Nursing.** Most Mercer CLA pre-nursing (PNU) students plan to apply to Mercer’s Georgia Baptist College of Nursing (http://nursing.mercer.edu/). The GBCN began its life as the Tabernacle Infirmary Training School for Christian Nurses in downtown Atlanta in 1902 and became Georgia Baptist College of Nursing in 1989. The college merged with Mercer University in 2001, and moved into its current home on Mercer University's Cecil B. Day Campus in Atlanta the following year.

Mercer PNU students may also decide to apply to other nursing schools. Students who are considering application to a nursing school other than Mercer’s GBCN must investigate the pre-requisites for admission to the nursing school(s) to which they plan to apply. See section 8 for how to find information about the different accredited nursing programs in the U.S.

**Pre-Professional Advising and Resources at Mercer University**

4. ACADEMIC ADVISEMENT

**Pre-Nursing Students at the College of Liberal Arts.**

A. **“2+2” Pre-Nursing Students:** Like all Mercer University students, pre-nursing students on the Macon campus will be advised during their first year by their UNV 101 instructor. During this time they will also maintain contact with the pre-health professions advisor (Dr. Carol Bokros: bokros_c@mercer.edu).

In the spring of their first year, pre-nursing students must declare their status officially as pre-nursing students with the University and Dr. Bokros will become their primary academic advisor. Her office is in the Office of Academic and Advising Services in the Penfield Hall Annex on the Macon campus (Bokros_c@mercer.edu).

Students who have attended a track orientation and read this handbook may make an appointment to meet with her using the Starfish scheduling system through MyMercer.
Dr. Bokros provides support for pre-health professions students and their advisors through information sessions, workshops, materials available on the Mercer Web site, emails, and a Facebook fanpage (“MercerPreHealth”).

B. “4+2” Pre-Nursing Students: Like all Mercer University students, pre-nursing students on the Macon campus will be advised during their first year by their UNV 101 instructor. During this time they will also maintain contact with the pre-health professions advisor (Dr. Carol Bokros: bokros_c@mercer.edu).

Mercer-Macon pre-nursing students who intend to earn a bachelor’s degree in a non-nursing discipline before matriculating into nursing school (see section 11) should declare their major no later than the fall of their second year. This declaration will result in the assignment of an advisor within their major field of study to help them make progress towards their degree. These students should also maintain contact with Dr. Bokros regarding fulfillment of their nursing school pre-requisites along the way.

Nursing Prep Students: Penfield College. Mercer students enrolled in the “Nursing Preparation” program at Penfield College in Macon or at one of the Centers (https://penfield.mercer.edu/programs/undergraduate/nursing-preparation/) will see the advisors available on their respective campuses.

Students should note that the coursework available at Penfield College may not contain all courses required by either Georgia Baptist College of Nursing or other nursing programs. Students must investigate the different programs available (see section 8) and decide which programs to target before creating their specific two-year plans.

5. CAREER ADVISEMENT

The Office of Career Services on the Macon campus offers advising for students who are investigating careers in the various health-related professions, students who are preparing for interviews with professional schools or potential employers, and students requiring alternative career advising (http://studentaffairs.mercer.edu/careerservices/). See also the document in Appendix D, Internet Resources for Exploring Careers in Nursing.

6. UNIVERSITY COMMUNICATION WITH PRE-HEALTH STUDENTS

Email: Students should note that official Mercer business is always conducted on Mercer University email, and so must check their MU email account regularly or forward their Mercer email to their personal email account.

Social Network: Students who subscribe to the social networking site Facebook (https://www.facebook.com/pages/MercerPreHealth/365563379357/) are encouraged to become a fan of the MercerPreHealth fanpage to receive electronic reminders about events and deadlines. Note that this site is linked to Twitter, so students who subscribe to Twitter will receive this information via “tweets”.

Pre-nursing students are cautioned to maintain a respectable online presence, being mindful that their posts could have a negative impact on their acceptance to nursing school and/or on their professional lives in the future. See https://www.ncsbn.org/347.htm and https://www.ncsbn.org/NCSBN_SocialMedia.pdf.

Mercer Science & Pre-Health Google Calendar. All pre-health advising events, pre-health and science-related student organization events, and science department seminars and events are listed on the Mercer University Science & Pre-Health Google Calendar available at http://tinyurl.com/ns95vb7.
THE PRE-HEALTH PROFESSIONS RESOURCE LIBRARIES

Two library collections are maintained on the Mercer-Macon campus for pre-health students: the Pre-Health Collection in the Tarver Library and the Pre-Health Resource Library in the Academic Resource Center. The Pre-Health Collection in Tarver library contains materials about the health-related professions in general, entrance exams, personal statements, and professional school interviews. Also included are works of fiction and non-fiction that encourage students to consider various aspects of the practice of medicine. This collection is located on the first floor of Tarver; a content listing can be found on the Web site at http://libraries.mercer.edu/tarver/subject-guides/pre-health/pre-health. The Pre-Health Resource Library includes materials on study skills, test-taking, and preparation for standardized tests. Students are free to use these materials any time during ARC hours, but may not remove them from the ARC.

Pathways to the Nursing Profession

WHERE TO FIND INFORMATION ABOUT NURSING SCHOOLS

The American Association of Colleges of Nursing (AACN) maintains a search engine for member programs that is the best starting point for students researching nursing schools and for general advice about nursing as a profession (http://directory.cenecommunity.org/reports/accprog.asp). Other useful Web sites are those run by the American Nursing Association (http://www.nursingworld.org/), Johnson & Johnson’s nurse recruitment campaign (http://www.discovernursing.com/), and Peterson’s Guides (http://www.petersons.com/college-search/nursing-school.aspx).

Choosing a Nursing School. Pre-nursing students should consider the following information to help them decide if a particular school would be a good match for them: pre-requisites; location; mission; focus (if any); curriculum structure (e.g., curriculum delivery style, structure of clinical training program); academic and clinical resources; student services (e.g., academic assistance, clubs and associations, housing); matriculant statistics (e.g., the mean or median GPA’s and standardized test scores of accepted students); and tuition and financial aid information.

“2 + 2” PLANS FOR THE B.S.N.

The pre-nursing program offered by the College of Liberal Arts (CLA) at Mercer University in Macon is designed to help students complete the requirements for admission to Mercer University’s Georgia Baptist College of Nursing (GBCN). Students who plan to attend a non-Mercer nursing program will need to fulfill the pre-requisites for admission to the particular nursing school(s) to which they plan to apply (see section 8). These students are advised to seek the advice of the admissions counselors at their target nursing schools regarding which of Mercer’s courses will fulfill their admission pre-requisites.

General Education Requirements. CLA students completing only the pre-requisite coursework for a given nursing school at any of Mercer’s Colleges do not need to complete the general education requirements for a bachelor’s degree.

However, that taking nursing school requirements that also fulfill general education requirements for the College of Liberal Arts is an excellent way to develop a back-up plan for use in the event that admission to nursing school is not achieved.)

GBCN Admission Requirements. The requirements for admission to the GBCN include the following courses:

- 2 semesters of English composition;
- 1 semester of general psychology;
- 1 semester of developmental psychology;
- 1 semester of psychopathology or abnormal psychology;
- 2 semesters of human anatomy and physiology (with labs);
- 1 semester of general microbiology (with lab);
- 1 semester of human nutrition;
- 1 semester of either economics or political science;
- 1 semester of either sociology or anthropology;
- 1 semester of a course...
in religion; 1 semester of statistics; 1 semester of a course designed to enhance cultural appreciation (foreign language is preferred); 1 semester of philosophy or ethics; 1 semester of public speaking; 1 semester of any general education requirement; and 1 semester of a course in the fine arts or humanities (http://nursing.mercer.edu/admissions/pre-requisites/).

Students enrolled at the CLA fulfill these requirements using the courses listed in Appendix B; these course recommendations allow progress to be made on the CLA’s general education requirements as part of a back-up plan to earn a bachelor’s degree before matriculation to nursing school. Note that the fine arts course must have an academic component; courses in applied music or art (e.g., choir) do NOT fulfill this requirement.

10. THE CLA’S SPECIAL CONSIDERATION PROGRAM FOR NURSING

Mercer University offers a Special Consideration Program for first-year pre-nursing students (SCP-Nursing) enrolled in the College of Liberal Arts (http://cla.mercer.edu/) who plan to attend the nursing program at Mercer's Georgia Baptist College of Nursing (http://nursing.mercer.edu/).

Eligibility. The SCP-Nursing is available for first-time college students enrolled at the College of Liberal Arts. Transfer students (students who have taken college courses at institutions other than Mercer’s College of Liberal Arts after they graduate from high school) are no longer eligible for the SCP-Nursing.

Eligibility cannot be attained for this program by declining transfer credits.

Request for Participation. CLA students who are interested in this program and who are eligible to participate must submit a completed “Request for SCP-Nursing Participation” form to the Mercer University pre-professional advisor by November 15 of their first year at Mercer-Macon. That form can be found in Appendix A of this Handbook.

Coursework and Residency Requirements. In order to participate in the SCP-Nursing, students must complete all of their pre-nursing coursework at the College of Liberal Arts (see checklist and suggested plan in Appendices B and C), which totals 61 credit hours. At least 48 credit hours must be earned “in residence” at the College of Liberal Arts over four regular semesters to satisfy Special Consideration Program requirements. Note that the CLA course recommendations are as shown so that progress can be made toward fulfilling the CLA’s general education requirements, which makes earning a bachelor’s degree before matriculation to nursing school a viable back-up plan.

With the approval of the GBCN’s Associate Dean for the Undergraduate Program, dual enrollment credit (college courses taken by a student while s/he is still in high school) may be accepted to fulfill certain pre-nursing requirements, though no class in which a student earned a grade below a “C” will transfer to Mercer. Similarly, AP and IB credits may be used to fulfill certain pre-nursing requirements. CLEP credit will be considered on a case-by-case basis. However, these types of credit do not count toward the 48 hours required in residence. Under certain extenuating circumstances, students may seek permission from the GBCN’s Associate Dean for the Undergraduate Program to take up to 6 credit hours of non-science elective coursework away from the College of Liberal Arts.

Academic Progress and Performance. In order to meet the minimum requirements for admission to the GBCN Bachelor of Science in Nursing program, a SCP-Nursing student must complete all pre-nursing curriculum

Repeated Coursework: Although Mercer University has a policy which allows students to replace the first grade earned for a class with that earned on the second attempt (if the student earned a D, F, or U on the first attempt; see the University Bulletin), the GBCN will calculate the mean of the grades earned for repeated courses.
requirements at Mercer by the end of the spring semester of his/her second year and comply with all guidelines set forth in this document.

A SCP-Nursing student must maintain an overall grade point average (GPA) of at least 3.0, as well as a 3.0 GPA in all science courses in the pre-nursing curriculum (those courses listed in red type on the checklist in Appendix B).

Students may not elect to be graded on a pass/fail or “S/U” basis in those math and science courses required for the pre-nursing curriculum.

The overall and science GPA’s of SCP-Nursing students will be reviewed at the end of the first semester and again at the end of the first year. If a student’s overall GPA or science GPA is below 3.0 at either of these times, the student will be required to meet with the pre-nursing advisor and the possibility of losing program eligibility will be discussed. If it is determined that the student’s GPA’s cannot be raised above the minima by the end of the second fall semester, the student loses program eligibility and will be advised to declare a CLA major and change tracks.

The final check of the participant’s GPA’s occurs at the end of the second fall semester. If either of the GPA’s is below 3.0 at this time, the student loses SCP-Nursing eligibility and will be advised to change tracks or to strengthen their record and apply to nursing school outside of the SCP-Nursing.

Advising. SCP-Nursing students must view the pre-nursing orientation presentation in the fall of their first semester. SCP-Nursing students must also participate in any advising event or program presented by representatives from the Georgia Baptist College of Nursing.

Entrance Test (Test of Essential Academic Skills, or TEAS). SCP-Nursing students are required to the Test of Essential Academic Skills, or TEAS, and obtain a passing score (passing score varies year-to-year; see section 19) before they submit their application to the GBCN.

Application to the GBCN. SCP-Nursing students are required to apply to the GBCN between September 1 and January 15 of their second year. Details about the application process can be found at http://nursing.mercer.edu/admissions/bsn-admission/ and/or sections 17-22 of this document.

Final acceptance into the nursing program may be contingent upon a successful interview with the program’s faculty.

Pre-Nursing Curriculum Completion and Withdrawal from the CLA. Students who have received their official acceptance to the GBCN should complete a Term Withdrawal Form for the College of Liberal Arts (available at https://registrar.mercer.edu/mu-registrar/upload/TermWithdrawal.pdf) and submit it to the registrar before the end of their last spring semester in Macon. The reason for withdrawal should be listed as “going to nursing school at the GBCN”.

11. OTHER WAYS TO PREPARE FOR NURSING SCHOOL

The “4+2” Plan/ BSN as a Second Bachelor’s Degree. Students who opt to complete a non-nursing bachelor’s degree before attending nursing school (or those who have completed a non-nursing bachelor’s degree before deciding to pursue nursing) may major in any discipline they choose, as long as they also complete the pre-requisite coursework for admission to the nursing program of their choice. Refer to section 8 for where to find information about different nursing schools.

Mercer pre-nursing students who wish to complete a bachelor’s degree in a non-nursing field before attending nursing school should declare a major in their chosen field after earning 30 credit hours but before earning 60
credit hours. Almost any major is acceptable, but Biology, Psychology, Global Health, Sociology, and Public Health are good choices. After the declaration, students will be advised primarily by their major advisor and will keep in contact with the pre-professional advisor (Dr. Bokros) regarding pre-nursing issues only.

Students who are interested in attending one of the nursing programs offered by the University System of Georgia and/or who plan to pursue graduate training in nurse anesthesia should consider adding a year of general chemistry coursework to their program.

General chemistry courses with laboratories are only offered by the College of Liberal Arts on the Macon campus. Students must be competent at above the pre-calculus level in mathematics to register for those classes.

“Direct Entry” Master of Science in Nursing Programs. Students who plan to finish a non-nursing bachelor’s degree before attending nursing school may choose to attend a “Direct Entry Master of Science in Nursing” program. These programs lead to master’s degrees in nursing in addition to providing the training necessary for students to sit for the national licensing exam for registered nurses (NCLEX). Most of these programs require completion of typical nursing school pre-requisites for admission, so students need to investigate their options early so that they know exactly which courses to take during their undergraduate years. Refer to section 8 and Appendix D for how to investigate program options.

Pre-Nursing Coursework and Activities

12. PRE-NURSING COURSEWORK: SCHEDULING, MINORS

Appendix C shows the suggested scheduling of the required pre-nursing courses at the College of Liberal Arts (shown in the checklist in Appendix B). Mercer-Macon students are urged to attend the pre-health advising workshop entitled, “Creating a Four-Year Plan for the Pre-Health Tracks”, which is conducted at least once every semester (see the Mercer University Science & Pre-Health Google Calendar available at http://tinyurl.com/ns95vb7).

Mercer’s Mathematics Placement Policy. To enroll in statistics (STA 126) at the College of Liberal Arts, a student must demonstrate a minimum mathematics competency that is equivalent to college algebra (MAT 095) or higher; this may be demonstrated through credit for MAT 095 or its equivalent, or through a score of 11 or higher on the math placement test. Information about the math placement test can be found online here:


Students who plan to include a year of general chemistry as part of their preparation for nursing school should note that to enroll in CHM 111 at Mercer, a student must demonstrate a minimum mathematics competency that is equivalent to pre-calculus (MAT 133) or higher; this competency may be demonstrated through credit for MAT 133 or its equivalent, through a score of 15 or higher on the math placement test, or by scoring 50% or more on the CLEP pre-calculus exam (https://clep.collegeboard.org/exam).

Mercer-Macon Minors. A minor is not required for the BSN degree. However, as of fall 2016, pre-nursing students who are accepted to GBCN may earn a minor offered by one of the traditional colleges on the Macon campus upon graduation from GBCN with their BSN, if all requirements for the minor can be fulfilled during the 2 years preparing for GBCN. Students should consult both the pre-nursing advisor (Dr. Bokros) and an advisor in the minor department to determine if it is possible.

13. EXPECTATIONS FOR ACADEMIC PERFORMANCE

According to the American Association of Colleges of Nursing, only about 45% of applicants in 2014-15 were accepted to nursing programs (http://www.aacn.nche.edu/news/articles/2015/enrollment). Pre-nursing students must therefore realize that admission to nursing school is very competitive, and construct an application portfolio carefully during his or her first two undergraduate years.

Grade Point Averages. Nursing schools will assess an applicant’s academic abilities and work ethic by looking at his/her cumulative grade point average (GPA) and the GPA earned in core nursing requirements (sometimes
Students should keep in mind that earning C’s or lower - especially in core science pre-requisites - is a warning sign that nursing may not be the right career path for them. Mature evaluation of career goals and/or academic strategy is the appropriate response to such a warning.

The mean grade point averages of this year’s matriculants to a sampling of nursing schools in Georgia:

- Georgia Baptist College of Nursing, 2014: Mean Overall GPA = 3.38; Mean Science GPA = 3.32 (http://nursing.mercer.edu/admissions/faqs-transfer-students/)
- Augusta University College of Nursing, 2015: Mean Overall GPA = 3.45 (http://www.augusta.edu/admissions/hs-programs/nursing.php)
- Emory University School of Nursing, 2015: Mean Overall GPA = 3.5 (http://www.nursing.emory.edu/admission-and-aid/faqs.html)

Students who need help calculating their own grade point averages are encouraged to use the GPA calculator posted on the Mercer registrar’s pages on the Mercer registrar’s Web site: http://www.mercer.edu/registrarcalc/.

**Scheduling of Science Coursework.** Students should also be aware that many nursing school, including the Georgia Baptist College of Nursing, require that core science coursework be completed within the five years before matriculation. Science coursework that was completed more than five years ago should therefore be repeated.

**Course Loads.** Because the nursing school curriculum is so rigorous, admissions committees will also look to an applicant’s ability to carry a full academic load as s/he completes the pre-nursing curriculum. Unless there are extenuating circumstances that prevent him/her from doing so (e.g., employment, family circumstances), a pre-nursing student is expected to carry a full course load each semester.

**Repeated Coursework.** As a general rule, most professional schools will calculate the mean of all grades earned for any course that has been repeated, even if the undergraduate college has a grade replacement policy in place. Students are advised to check with their preferred nursing schools about their individual policies.

**Pass/Fail, AP, IB, & CLEP Credit.** Students are advised to check the Web sites of their preferred nursing schools about their policies regarding college credit earned on a pass/fail basis or through Advanced Placement, International Baccalaureate, and the College Level Examination Program.

**Course Withdrawals.** Nursing school admissions committees review applicants’ transcripts carefully to assess the students’ academic abilities and levels of commitment and motivation. While withdrawing from a course is preferable to earning a D or F, students should be aware that multiple withdrawals on a transcript can signal that the student has difficulty with either commitment or with time management. Pre-nursing students should therefore withdraw from courses only on rare occasions and in extreme circumstances.

Pre-nursing students are urged to follow the steps outlined in Appendix E of this document and to seek the advice of their advisors if they are unsure about their most prudent course of action.

14. DEVELOPMENT OF A BACK-UP PLAN

Because the pre-nursing track is very challenging and nursing schools are so selective, pre-nursing students should develop a back-up plan to implement in the event that adequate progress is not made on their pre-nursing track (i.e., GPA’s below 3.2) or acceptance to nursing school is not achieved.
One way to increase competitiveness is to complete a bachelor’s degree followed by reapplication. Students are therefore advised to complete the nursing school admission requirements with a mind towards concurrently fulfilling the general education requirements for the College of Liberal Arts. The checklist in Appendix B attempts to do this. For instance, a student taking a second semester of a foreign language will complete the CLA’s general education requirement for foreign language as well as fulfill the GBCN’s requirement for “any general education requirement in the arts or humanities”; and taking a course that fulfills the Creative Expression block meets the GBCN’s requirement for “any general education requirement”. Also, courses that fulfill a CLA general education requirement are shown in bold type on that checklist.

Students may also consider a complete change of career goals; students are advised to consult the Office of Career Services (Mercer-Macon) and their advisors for guidance in this regard. The Suggested Four-Year Plans in Appendix C (C-2 and C-3) are examples of reasonable back-up plans.

15. HEALTH CARE EXPERIENCE

**Nursing Experience.** Although experience is not required for admission to most nursing schools, pre-nursing students are advised to spend some time shadowing a nurse or working in a health care setting if possible as a way of confirming their interest in that field. Although many nursing programs do not require that applicants obtain such experience before matriculation, doing so can give students confidence in their choice and demonstrates to nursing programs that the applicants have verified their career decisions.

**Approaching Facilities to Work or Volunteer.** In most cases, students contact professionals directly to ask permission to shadow. To make the best impression, students are advised to dress in “business casual” attire and visit the facility in person to speak to the clinic’s nursing staff and/or office manager directly. Students are advised to leave a professional-style resume and cover letter describing their request. All phone or email communication should be formal and professional.

**Possible Shadowing Requirements.** Some facilities require certification of college enrollment before they will allow student shadowing. Students should inquire exactly what is required, as the following options are available from the University: Official certification of enrollment can be obtained from the University registrar, and a simple letter of introduction with unofficial verification of enrollment can be obtained from Dr. Bokros in Academic & Advising Services.

**Dress & Behavior in the Clinical Setting.** Students who are shadowing a nurse or working in a clinic are advised to dress and behave as professionally as possible while in the clinical setting. Students should follow the dress code for employees of the facility where they will be working, which probably stipulates closed-toe shoes and minimization of the amount of exposed skin. Perfume or after-shave should not be worn, and make-up & jewelry should be minimal and conservative. **Students who are ill should refrain from shadowing until healthy.**

The student shadower/volunteer should show respect and gratitude to everyone in the clinical setting. A note of thanks sent to the professionals and the clinic after the experience is expected.

**Maintaining a Record of Experience.** Pre-nursing students should keep a “volunteer journal” in which they record dates, times, contacts, and experiences. Such a journal can be an invaluable resource when the time comes to build a professional resume, and journaling about one’s experiences allows reflection about what has been witnessed and learned.

**Health Care Volunteerism.** Volunteering in a health care facility and/or participating in a medical mission trip are excellent opportunities for a student to serve his or her community and gain first-hand knowledge about the health care field in general. This type of experience gives students perspective about the role of the occupational therapist on a health care team, and can give them confidence that they have made the right career decision.
Students are encouraged to read the article about volunteering on the Web site of explorehealthcareers.org: http://explorehealthcareers.org/en/issues/news/Article/213/The_Value_of_Volunteering and to follow the advice offered in this handbook and in the article here: http://www.kevinmd.com/blog/2010/06/tips-students-shadow-doctors.html. Some of the facilities in Macon that welcome volunteers are listed below:

**Hospitals & Clinics:**


The Coliseum Medical Centers.  http://coliseumhealthsystem.com/about/volunteers.dot


Houston County Volunteer Medical Clinic.  https://www.hhc.org/About-Us/Houston-County-Volunteer-Medical-Clinic

Houston Medical Center. https://www.hhc.org/About-Us/Volunteer-Opportunities

**Hospice:**

Heart of Georgia Hospice - 103 Westridge Drive, Warner Robins, GA, Volunteer Ph. 478-953-5161; http://www.heartofgahospice.org/Volunteers.html; Email Gene Saunders at rsaunders@heartofgahospice.org.

Pine Pointe Hospice & Palliative Care, Navicent Health – Contact Ms. Laura Aulds, Volunteer Coordinator, at 478-633-5681 or visit the Web site: http://www.navicenthealth.org/service-center/page/pine-pointe-hospice-navicent-health/volunteer.

Vista Care Hospice -750 Baconsfield Dr. Macon, GA 31211. Call Shonda McFadden at (478) 750-9777.

**Medical Missions.** Mercer University sponsors multiple mission trips for students and faculty every year. Some of these trips have a medical focus and allow students to gain practical clinical and patient care experience as well. For more information about Mercer on Mission trips, visit the Web site: http://www.mercer.edu/mom/.

16. **EXTRACURRICULAR INVOLVEMENT**

Involvement in group organizations can help students develop their organizational, communication, teamwork, and leadership skills, and is also an avenue for the formation of satisfying and supportive friendships. Students will benefit from involvement in almost any organization (health-related, non-health-related special interest, religious, Greek, etc.); a complete list of campus organizations at Mercer can be found here: http://studentaffairs.mercer.edu/campuslife/org_list.cfm.

Mercer “fosters an environment that challenges every student to engage in leadership opportunities that educate and advance them as servant leaders” (http://studentaffairs.mercer.edu/leadership/), and pre-health students should take full advantage of this. Leadership-building opportunities on campus are listed on the Student Affairs Web site here: http://studentaffairs.mercer.edu/leadership/lmu/bios.cfm.

Student Affairs connects students with different campus events on their Web site here: http://studentaffairs.mercer.edu/campuslife/events.cfm. Many of the health- or science-related organizations on campus collaborate on events throughout the year. These groups post their meetings and events on the **Mercer Science & Pre-Health Google Calendar**, which can be accessed here: http://tinyurl.com/ns95vb7.
The Value of Reading. The ability to communicate well in both oral and written form is valued highly by most health-related professional schools. The ability to read quickly, efficiently, and critically will help students succeed in college, in professional school, and in their professional lives. Reading increases a student’s vocabulary by exposing the reader to new words and phrasing and helps develop writing skills by exposing him or her to new patterns and arrangements of composition. Robert and Michele Root-Bernstein state in their 2011 article, Turning STEM into STREAM: Writing as an Essential Component of Science Education, “Writing isn’t just wordsmithing. It also teaches mastery of the creative process. Whether one is writing fiction or nonfiction, creative nonfiction or poetry, the process of taking inchoate facts, trends, feelings, impressions, images, and emotions and translating them into words requires mastery of all the tools for thinking required to perform any other creative activity. Moreover, since words are our primary means of communicating, anyone who has not mastered their creative use is simply underprepared for any discipline, including STEM [science, technology, engineering and mathematics] subjects." (bolding mine; http://www.nwp.org/cs/public/print/resource/3522)

Pre-health students should therefore make it a habit to read at least one or two unassigned books per semester. Reading in this way will help students investigate their career choice more deeply, practice their critical reading skills, explore issues outside of their major field of study, and – of course - feed their imaginations. Students are also encouraged to participate in reading or discussion groups to help them explore themes and make connections, and to invest themselves fully in all of their college writing assignments. See the reading list on the Tarver Library’s Pre-Health Professions Collection Web site for suggested titles: https://libraries.mercer.edu/research-tools-help/research-guides-tutorials/tarver-guides/pre-health.

17. WHEN TO APPLY TO NURSING SCHOOL

When pre-nursing students begin preparing their nursing school applications will depend upon their personal goals, but in general pre-nursing students should plan on applying to the nursing schools of their choice between six and twelve months prior to beginning their nursing programs. Pre-nursing students must make themselves aware of the specific application procedures followed by the nursing school(s) they plan to apply to, and of the supplemental materials required by the specific schools to which they are applying. (Students participating in the SCP-Nursing should consult section 10 about their application process and deadline.)

Applicants should note that many of the published deadlines for applications are receipt deadlines, so should plan to complete their application materials (both for application services and for individual schools) well in advance of the published deadlines to maximize their chances of acceptance.

Applicants should be aware that only pre-requisite courses in which a grade of “C” or higher was earned are acceptable as fulfillment of pre-requisites, and that the grades for courses taken more than once will be averaged by nursing schools as they calculate a candidate’s cumulative grade point average. Also, science courses completed more than five (5) years ago require validation by faculty before credit can be granted. If validation is not granted, the applicant must repeat that coursework.

18. NursingCAS

Some of the nursing schools in the U.S. are now requiring applicants to use the centralized application service, NursingCAS (http://nursingcas.org/).

Centralized application services like NursingCAS allow students to submit a single set of application materials in order to apply to multiple professional programs and allow students to monitor their application status online throughout the application process.
At the time of this publication, Georgia Baptist of Nursing does not participate in NursingCAS, but Augusta University and Emory do, and its popularity has been increasing (https://nursingcas.liaisoncas.com/applicant-ux/#/landingPagePrograms).

Instructions on how to use the CAS can be found online here: http://www.nursingcas.org/application-instructions/.

**Cost.** The fee to submit an application to one school through the 2016-17 NursingCAS is $45. Additional schools can be added for $30 each.

**Timing.** Students should begin the application process at least 5-6 weeks before their earliest posted deadline. Applicants should print out and read through the official instructions before they begin to fill out the actual application. Applicants should refer to the instructions and use their best judgment as they complete the application, and contact the application service directly if they encounter problems or have specific questions.

**Personal Statement.** NursingCAS allows applicants to submit a Personal Statement in which you may “express your motivation or desire to become a Nurse.”

**References.** NursingCAS allows applicants to submit up to 6 letters of reference/ letters of recommendation.

19. **ENTRANCE EXAM: THE TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS)**

Many nursing programs require applicants to submit scores for a standardized test as part of the application process. Mercer’s GBCN, like many nursing schools, requires applicants to take the Test of Essential Academic Skills (TEAS; https://www.atitesting.com/Solutions/pre-program/TEAS.aspx).

The TEAS is a test of math, science, reading, English/language usage skills, and reading comprehension. The latest version of the test takes about 3.5 hours to complete; test scores are usually made available within 48 hours of the test date.

The GBCN requires the national average composite score for the year in which the test was taken. As of August 2016, the minimum required score is **74% composite**. The GBCN considers only the first two TEAS scores in a given application year, so students must prepare for this exam carefully.

**Cost.** The fee for the exam is currently **$60.00 - $80.00**, depending on the testing location and if transcripts are included or not.

**Registration and Scores.** To register for the TEAS test, visit the ATI “store” on the ATI Web site (https://www.atitesting.com/ati_store/). Students may register to take the TEAS at an ATI center or at a PSI center – see menu on the left of that page.

The PSI center testing fee includes one transcript, and students should select “GA Baptist CON” as the school to which to have the test transcript sent.

The ATI centers do not include a score transcript, so student taking the test at an ATI testing site must also pay a transcript fee of $27.00 each to have the TEAS scores sent to nursing schools. The code for MU’s Georgia Baptist College of Nursing is listed as “GCON” or “GA Baptist CON”.

**Preparation.** Pre-nursing students should familiarize themselves with the test and give themselves ample time to prepare for it. Preparation for any standardized test should include the completion of several full-length practice tests; while taking each practice test, a student should observe the time limits of the actual test. This type of practice prepares students for the format and timing of a particular test. There is no substitute for full-length practice test sessions, and failure to make this commitment will result in a significant disadvantage when
taking one of the admission tests required for professional programs/schools. Practice test results should then be carefully evaluated: students should review each wrong answer and determine why the incorrect choice was selected. This way students may identify problem areas (lack of knowledge, lack of careful reading of the question or answer choices, etc.) and refine their test-taking strategies to address them.

ATI offers a TEAS Study Guide and online practice tests for purchase (http://www.atitesting.com/ati_store/TEAS-Products.aspx). Other publishers offer TEAS study guides as well, and free online practice questions for the TEAS can be found at http://www.testprepreview.com/teas_practice.htm.

A set of study guides are available for Mercer PNU students on reserve in Tarver Library, but students are encouraged to purchase their own practice exams.

Retesting. Students must consult their target schools for the number tests allowed in a single application year, and about recommended wait times between test.

The GBCN will only consider two TEAS scores for an applicant within a given application year, and expect students to take at least 4 weeks to prepare for the second exam.

20. THE PERSONAL STATEMENT/ ESSAY

The GBCN (and many other nursing schools) requires a personal statement or essay as part of their application materials. This essay offers a way for admissions committees to get to know the applicant on a more personal level and gives admissions committees insight into why s/he has chosen to pursue nursing as a profession.

If appropriate, applicants may explain any extenuating circumstances that might have influenced their educational pursuits (e.g., hardships, obstacles, or challenges). Note that any such explanations should attempt to turn negative experiences into positive ones by focusing on lessons learned and how these challenges have helped prepare them for their future.

The personal statement might be limited to a specified number of characters (spaces usually included). While GBCN does not have a limit, they ask that statements be limited to 1-1.5 pages in length.

A few guidelines for writing the Personal Statement:

- Students should treat their PS as any other college-level composition: it should be written in a formal style, have a central theme to unify the different ideas, and should be crafted with an introduction, a body, and a conclusion. Of course, the theme should agree with any prompts or directions that may have been given by the nursing school. A title is optional but can highlight the central theme.
- Being a formal statement of an applicant’s goal to pursue nursing, the Personal Statement should not contain slang terminology, contractions, unconventional punctuation, or acronyms. An exception can be made for an abbreviation or acronym if its use is essential for the narrative, but it must be defined fully in its first usage. Clichés, obvious exaggerations, and negativity should be avoided.
- There may be a space limit given (e.g., 4,500 characters, spaces included), so students should read instructions carefully and express ideas succinctly.
- Pre-nursing students should take advantage of the resources offered by Mercer University:
  - Personal Statement workshops offered by the pre-health professions advisor
  - Writing tutors at the Academic Resource Center
  - The advisors at the Office of Career Services

Applicants should not wait until the last minute to write their personal statement. Preparation of a first draft of the personal statement early in the application process allows an applicant the time to get feedback and to make multiple revisions, and therefore submit a polished product on their nursing school applications.
More information and advice about Personal Statements can be found in the Pre-Health Professions Collection located in the Tarver Library on the Macon campus and at the following Web sites:

“Tips for Writing a Personal Statement”:  [http://www.cmu.edu/hpp/apply-to-schools/personal-statements/tips.html](http://www.cmu.edu/hpp/apply-to-schools/personal-statements/tips.html)

“Preparing Personal Statements”: [http://www.creighton.edu/soar/preparingapps/statements/](http://www.creighton.edu/soar/preparingapps/statements/)


21. LETTERS OF RECOMMENDATION/ LETTERS OF EVALUATION

Many nursing schools require letters of recommendation (LOR’s) or of evaluation (LOE’s) as part of their application process. Nursing schools vary in their requirements for letters of recommendation, so students should consult the Web sites of their target nursing schools for the number and types of recommendation letters required. Of particular value are the recommendations from science faculty who have taught the applicant in courses in which the applicant performed well.

**References Through NursingCAS.** Nursing schools that use NursingCAS will accept references (letters of recommendation) through that centralized application service. NursingCAS allows an applicant to enter the names of 6 individuals who have agreed to provide references.

**Proper Etiquette for Requesting a Letter of Recommendation.** When requesting a letter of evaluation from an individual, students should contact the potential writer 2-3 weeks before the letter’s receipt deadline. If the potential writer agrees to provide a letter of recommendation, the student should provide him/her with the following:

- a current resume,
- a brief statement of purpose describing exactly what you will be applying for and, if available, a list of the student’s characteristics/ attributes that are important to address in the letter,
- the receipt deadline for the letter, and
- a stamped addressed envelope for each letter to be sent or instructions about how to upload an electronic document.

It is customary for an LOR to be confidential, so a student may be asked to sign a waiver of his/her right to see the letter. Waiving this right is customary and expected; this practice ensures that a candid letter of evaluation or recommendation is written.

22. INTERVIEWS

A few nursing school admissions committees will invite applicants who look promising “on paper” to visit their school for an interview. The interview offers committees the chance to judge how an applicant presents him/herself in person and how well s/he communicates and interacts with nursing school faculty, staff, and students.

Applicants are advised to behave as if the interview began when their application was submitted and won’t end officially until a letter of an acceptance has been procured.

Interviews are usually highly structured, and may involve spending time with a series of individual interviewers or groups of interviewers, who may be faculty, staff, and/or students. Because applicants may have limited time with each interviewer, first impressions are very important. **Applicants are therefore urged to attend a Pre-Health Professions Interview Skills seminar to help them prepare, and arrange at least one mock interview with a faculty member or a counselor from Career Services.**

In general, applicants should dress and behave as professionally as possible. They should smile and be pleasant, know their own application well, know the school at which they are being interviewed and show enthusiasm for
its programs. Applicants are also advised not to show discouragement, to disparage other applicants, their former classmates, or undergraduate professors, or to use inappropriate or “off-color” humor. Applicants are also advised not to smoke, chew gum, or bite their nails during the interview.

Although there is no way to predict exactly what the interviewer will ask an applicant, applicants should prepare by anticipating some of the obvious questions and practicing their answers. Some examples of interview questions for professional school applicants are shown below.

- Tell me about yourself. Tell me about your family.
- Why nursing? Why not medical school?
- If nursing didn’t exist, what would you do instead?
- What have you done to test your interest in nursing?
- What DON’T you like about nursing?
- When did you decide on nursing?
- How do your personal values and morals fit with nursing?
- Do you want to specialize? In what?
- What problems face the field of nursing today?
- How did you study for the TEAS?
- How would you be a good fit for our school?
- What other schools have you applied to and why?
- What makes you different from/ better than our other applicants?
- What will you do if you aren’t accepted?
- What was your favorite class? Least favorite? Why?
- What types of people do you have trouble working with?
- What is the biggest challenge you have faced in your life?
- What are your hobbies? What do you do for fun?
- Describe your leadership experiences.
- I see that you did research on XXX. Can you describe the project and what you learned from it?
- How do you think the people who wrote your letters of recommendation described you?
- Tell us about a time when your morals were questioned. How did you handle it?
- Name three books that you read this year. What impact did each have on you?
- Name three people that you admire and tell me why you admire each.
- Teach me something not related to nursing.
- If your house was burning, what three objects would you save? Why?

Nursing school applicants should be prepared to ASK questions as well as answer them. Although an applicant should be thoroughly familiar with the nursing school at which they are applying, a few appropriate questions are:

- Where are your most of your graduates distributed?
- What sub-specialties do most of your graduates go into?
- How do your students score on the NCLEX exam?
- Tell me more about your program in XXX.
- What types of clinical sites are used?
- Is there administrative training as part of your program? Legal training? Bioethics training?
- How has health care reform affected this school?
- What kind of mentor/ advisor system is used?
- Tell me about the clinical sites, cafeteria, library, parking, computers, etc.
- What support staff is available?

Lastly, nursing school applicants should remember that ALL communication with ANY member of the nursing school is considered part of the interview, from emails and phone calls to admissions officers, to casual conversation with nursing students who eat lunch with the applicant, to the official interview with the admissions committee members.
23. AFTER ACCEPTANCE

Withdrawal from the CLA. Pre-nursing students who have been accepted to nursing school should complete a Term Withdrawal Form for the College of Liberal Arts before the end of their final spring semester. That form is available on the Mercer Web site here: https://registrar.mercer.edu/forms.cfm. Students should complete the second choice (see right, circled in red); “I will complete the current term of (spring 20__) but not return because I will be attending the GBCN in the fall”, and check the box below that lines that indicates that they will not be returning to the CLA. Students should then take that form to Dr. Bokros in Academic & Advising Services for her signature before submitting the form to the registrar.

Pre-Clinical Requirements. Pre-nursing students who have been accepted to nursing school will be notified that participation in clinical education requires students to provide proof of immunizations and of CPR certification, among other things.

The American Heart Association Healthcare Provider Cardiopulmonary Resuscitation (CPR) Certification is often required; the College will not accept the Family and Friends or Heartsaver courses as substitutions for the Health Care Provider certification. Mercer-Macon’s Physical Education course in CPR (PED 161) does NOT fulfill this requirement. Georgia Baptist College of Nursing usually offers Healthcare Provider CPR courses prior to the start of fall classes. This course is ONLY open to accepted and registered GBCN nursing students. Pre-registration is required; please see the nursing enrollment page for reserving your space in the course.
APPENDIX A: Request for Participation in the SCP-Nursing

Request for Participation in the MU Special Consideration Program for the Georgia Baptist College of Nursing

First Name: ___________________________  Last Name: ___________________________  Mercer ID Number: ___________________________

Contact Information

Permanent Home Address: ___________________________  Permanent Phone Number: ___________________________

Local Address: ___________________________  Local Phone Number: ___________________________

Mercer E-mail Address: ___________________________

Nursing or Health Care-Related Experiences:

Briefly describe why you are interested in a nursing career:

Signature: ___________________________  Date: ___________________________

Received by: ___________________________  Date: ___________________________  Code: ____  Confirm: ____(1)
## APPENDIX B: Checklist of the CLA Coursework for GBCN

### Course Abbreviation and Title

**Interdisciplinary Courses & Writing Instruction** (9 semester hours)
- INT 101: Understanding Self & Others
- INT 201: Building Community

**First-Year Student Experience** (1 semester hour)
- UNV 101

### General Education Requirements (6 semester hours) (See the College of Liberal Arts General Education Requirements for a list of classes that fulfill these requirements; PNU students should take courses that can be used to fulfill the CLA’s general education requirements as well as the GBCN admission pre-requisites so that a back-up plan of earning a bachelor’s degree is in place.)

- A General Education Elective from the Humanities or Fine Arts: _______________________________
  (recommended: a course that fulfills the Creative Expression, Western Heritage, or Foreign Language competency block)
  *Note that a fine arts course must have an academic component; courses in applied/performance in music do not fulfill this requirement. (Group “a” Creative Expression classes are all acceptable. Consult GBCN about specific courses in group “b”)*
- Any General Education Elective: _______________________________
  (recommended: one of the general education blocks not fulfilled by the course above)

### Human and Behavioral Sciences (15 semester hours)

- PSY 101: General Psychology
- PSY 245: Developmental Psychology

### Religion (3 semester hours)

- REL 110, 130, 150, or 170, ENG 225, GBK 203, HIS 160, or PHI 240: _______________________________

### Cultural Appreciation (3-4 semester hours) (foreign language course is preferred; Also acceptable are POL/IAF 253, AFR 190, AFR 210, AFR/POL 330, AFR/SOC 295, ANT 250, SOC 330, GHS 200, WGS 180, HIS 110, or SST 180)

- FLL XXX: _______________________________

### Philosophy or Ethics (3 semester hours)

- PHI 190, 195, 176, 180, 198, 220, 230, 237, 240, 247, 250, 260, 265, 269, 290, 293; GDS 215; REL 230, 335, or 354: _______________________________

### Communications (3 semester hours)

- COM 200, 210, 220, 230, or 250; SOC 330; PBH 301: _______________________________
  *This requirement can also be fulfilled by taking an additional foreign language course.*

### Nutrition (3 semester hours)

- GHS 101: Nutrition

### Statistics (3 semester hours) (Note that this course has a pre-requisite of competence in basic algebra. Students may be asked to take the math placement exam and/or take MAT 095 before registration for this course.)

- STA 126: Elementary Statistical Methods

### Biology (12 semester hours, all with labs)

- BIO 202: Human Anatomy & Physiology I
- BIO 203: Human Anatomy & Physiology II
- BIO 102: Elements of Microbiology (BIO majors may take BIO 303: Principles of Microbiology, but this requires completion of CHM 111, BIO 211, and BIO 212 first)

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1. Students may also seek permission to take Penfield College’s equivalent course, PSYC360. This requires special permission; see Dr. Bokros
2. This course has a pre-requisite - SOC 101 or permission of instructor
   A single course may not be used to fulfill multiple admission requirements

Courses listed in **red** are those used to calculate the core nursing GPA.
Courses listed in **bold italics** fulfill both a CLA gen ed requirement (as part of a back-up plan) and a GBCN admission requirement.

As of spring 2017, religion is no longer a requirement for admission to GBCN, but is still highly recommended.
## APPENDIX C-1: Suggested 2-Year Plan for Pre-Nursing Students at the CLA

The plan and course list below is specific for Georgia Baptist College of Nursing. Students targeting different nursing schools will need to modify this plan to suit their particular goals.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>UNV 101</strong></td>
<td><strong>BIO 203</strong></td>
<td>Optional: Electives from list of required coursework list</td>
</tr>
<tr>
<td></td>
<td><strong>BIO 202</strong></td>
<td></td>
<td><strong>Declare PNU Major</strong></td>
</tr>
<tr>
<td></td>
<td>PSY 101(^1) or another course from list of requirements</td>
<td>PSY 101(^1) or another course from list of requirements</td>
<td><strong>STOP:</strong> If GPA is below 3.0 at the end of year 1, switch to one of the Back-Up Plans</td>
</tr>
<tr>
<td></td>
<td>6-7 hours from required coursework list</td>
<td>6-9 hours from required coursework list</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Students with a MIDX of less than 850 should take MAT 095 before year 2)</em>(^2)</td>
<td><em>(Students with a MIDX of less than 850 should take MAT 095 before year 2)</em>(^2)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>BIO 102</strong> or <strong>GHS 101</strong></td>
<td><strong>BIO 102</strong> or <strong>GHS 101</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PSY 265</strong> <em>(or PSYC360)</em></td>
<td><strong>PSY 245</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-10 hr from required coursework list</td>
<td>6-10 hr from required coursework list</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Study for and take the TEAS before end of semester</em></td>
<td><em>Submit application to GBCN by Jan. 15</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>If accepted, submit withdrawal from CLA to registrar</em></td>
<td></td>
</tr>
</tbody>
</table>

Courses listed in bold are only taught in the semesters shown.

1. PSY 101 must be taken before the end of year 1, as it is the pre-requisite for both PSY 265 and PSY 245.
2. MIDX of 850 or higher is required to take STA 126. Students whose MIDX is below 850 must take MAT 095 during year 1 to prepare for STA 126.
# APPENDIX C-2: Back-Up Plan for Pre-Nursing Students – B.S. Biology, Chemistry Minor Option

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>UNV 101</td>
<td>BIO 203</td>
<td>Optional: Electives from required coursework list (MAT 133 if MIDX below 950)</td>
</tr>
<tr>
<td></td>
<td>BIO 202</td>
<td>STA 126 or another course from list of requirements¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 101</td>
<td>6-9 hours of elective from list of required coursework¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 126 or another course from list of requirements¹</td>
<td>(Students with a MIDX of less than 850 should take MAT 095)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 hours of elective from list of required coursework¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>3-4 hr of elective from list of required coursework¹</td>
<td>3-4 hr of elective from list of required coursework¹</td>
<td>Optional: Electives from required coursework list¹</td>
</tr>
<tr>
<td></td>
<td>CHM 111²</td>
<td>CHM 112</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHY 141</td>
<td>BIO 211</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 265 or 3 hours of electives from required coursework list¹</td>
<td>PHY 142</td>
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</tr>
<tr>
<td></td>
<td><em>Declare BIO Major</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>3-4 hr of elective from list of required coursework¹</td>
<td>3-4 hr of elective from list of required coursework¹</td>
<td>Optional: Electives from required coursework list¹</td>
</tr>
<tr>
<td></td>
<td>CHM 221</td>
<td>CHM 222</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 212</td>
<td>BIO 300, 301, or 302</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 265 or 3 hours of electives from required coursework list¹</td>
<td>BIO 3XX</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY 245 or 3 hours of electives from required coursework list¹</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>BIO 370</td>
<td>BIO 303³</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 310</td>
<td>BIO 4XX (with lab)</td>
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</tr>
<tr>
<td></td>
<td>BIO 3XX</td>
<td>PSY 245 or 3 hr of electives from required coursework list¹</td>
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<tr>
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<td>3-6 hours of electives from required coursework list¹</td>
<td>3-6 hours of electives from required coursework list¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Apply for May Graduation</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This list should include the science classes shown here plus the remaining general education requirements not yet completed in year 1. If nursing school remains a goal, the admission requirements for nursing school must also be on that list. PC = Penfield College.
2. Pre-requisite for this course is MAT 133
3. This course fulfills the admission requirement for nursing school for microbiology and can count towards the BIO degree.

Courses listed in bold are only taught in the semesters shown.

EXP can fit anywhere
# APPENDIX C-3: Back-Up Plan for Pre-Nursing Students – Non-Science Major

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>UNV 101</strong></td>
<td><strong>BIO 203</strong></td>
<td>Optional: Electives from required coursework list</td>
</tr>
<tr>
<td>First</td>
<td><strong>BIO 202</strong></td>
<td>STA 126 or another course from list of requirements¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PSY 101</strong></td>
<td>6-9 hours of elective from list of required coursework¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 126 or another course from list of requirements¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 hours of elective from list of required coursework¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(Students with a MIDX of less than 850 should take MAT 095)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13 hours of elective from list of required coursework¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>12-16 hours of electives from required coursework list¹</td>
<td>12-16 hours of electives from required coursework list¹</td>
<td>Optional: Electives from required coursework list</td>
</tr>
<tr>
<td></td>
<td><em>Declare Major</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>12-16 hours of electives from required coursework list¹</td>
<td>12-16 hours of electives from required coursework list¹</td>
<td>Optional: Electives from required coursework list</td>
</tr>
<tr>
<td>Fourth</td>
<td>15-18 hours of electives from required coursework list¹</td>
<td>15-18 hours of electives from required coursework list¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Apply for May Graduation</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Student may choose whatever major and minor most interests him/her. Students are urged to consult their University Bulletin and/or the checklists available on the web site (e.g., [http://cla.mercer.edu/current-students/checksheets/](http://cla.mercer.edu/current-students/checksheets/)) to consider all major options, then consult an advisor in the department(s) s/he is most interested in for advice.

Student must create a personalized list of courses based on the requirements of his/her selected major and minor. If nursing school remains a goal, the admission requirements for nursing school must also be on that list. Student must keep in mind that PSYC360 (abnormal psychology) is only offered in the fall and PSY 245 (developmental psychology) is only offered in the spring.

Courses listed in bold are only taught in the semesters shown.

EXP can fit anywhere
APPENDIX D: Internet Resources for Exploring Careers in Health Care

Mercer’s Pre-Professional Web site
- http://aas.mercer.edu/pre-professional-tracks/ and http://cla.mercer.edu/pre-professional/
  Contain information for students interested in applying to medical, veterinary, optometry, OT, PA, PA, nursing, and pharmacy schools.

Mercer’s Career Services Web site
- http://studentaffairs.mercer.edu/careerservices/ Information about TypeFocus, SuccessTrak, Career Day, and other services for students

The U.S. Department of Labor’s Web site on Health Care Careers

For More Information About Careers in Healthcare
- http://www.explorehealthcareers.org/
- http://www.mynextmove.org/
- http://www.sowega-ahec.org/educational-tools/health-careers-manual (information about specific jobs; includes career videos)

Links for Information About Nursing and Nursing Schools
- American Academy of Nurse Practitioners: http://www.aanp.org/
- American Academy of Nursing: http://www.aanet.org/
- American Association of College of Nursing: http://www.aacn.nche.edu/
- American Nursing Association: http://www.nursingworld.org/
- Johnson & Johnson’s Nursing Recruitment site: http://www.discovernursing.com/

Links for Information About Scholarships for Nursing School
- American Association of College of Nursing: http://www.aacn.nche.edu/students/financial-aid#undergraduate and http://www.aacn.nche.edu/students/scholarships
- Johnson & Johnson’s Nursing Recruitment site: http://www.discovernursing.com/scholarships#no-filters
- The U.S. Department of Health and Human Services: http://www.hrsa.gov/loanscholarships/scholarships/nursing/
- Foundation for Nursing Education: http://www.nln.org/professional-development-programs/grants-and-scholarships/foundation-for-nursing-education-scholarship-awards

Selected Links for Professional and Graduate Schools in the Southeast
- Armstrong Atlantic State University: http://www.armstrong.edu/Majors/degree/nursing
- Brenau University School of Nursing: http://www.brenau.edu/healthsciences/department-of-nursing/
- Clayton State University: http://www.clayton.edu/health/nursing
- Emory University: http://www.nursing.emory.edu/index.html
- Georgia Southern University: http://chhs.georgiasouthern.edu/nursing/
- Georgia College & State University: http://www.gcsu.edu/health/nursing/nursing-bsn
- Augusta University College of Nursing: http://www.augusta.edu/nursing/
- Kennesaw State University’s WellStar School of Nursing: http://www.kennesaw.edu/chhs/son/degrees.html
- Middle Georgia State College: http://www.mga.edu/health-sciences/nursing/default.aspx
- North Georgia College and State University: http://ung.edu/nursing/
- University of West Georgia: http://nursing.westga.edu/
- Wesleyan College: http://www.wesleyancollege.edu/academics/undergraduate/majorsminors/nursing/
APPENDIX E: Course Withdrawals

Steps to Take in the Decision-Making Process

1. Get the Facts
Calculate your projected grade in the class using the formula given in your syllabus for your course grade. Do the calculations using the grades you have earned so far, then project what grades you might earn for the rest of the semester and plug them into the formula. Do this to create a “worst case scenario” in which you earn poor grades for the remaining exams, and a “best case scenario” in which you earn improved but reasonable grades (e.g., 75-85%). The results will give you a realistic range of possible grades for the rest of the semester. Keep in mind that having a firm grasp of the course’s foundational concepts is often required for success. Increasing your grades to the 80% range after scoring in the 30-50% range requires backtracking to learn the concepts that you didn’t learn well the first time.

If your calculations reveal that there is no way you can pass the class with a C or higher, then withdrawing is recommended. If your calculations reveal that there is a way that you can still earn a solid C* or higher in the class, then proceed to step 2.

2. Talk with Your Instructor
If your calculations reveal that there is a way that you can still earn a solid C or higher in the class, then the next step is to meet with your instructor. Talk honestly about how you are studying and how much time you are spending on the material, and get an idea from the instructor about his/her impression of whether you are likely to fall on the low side of your grading scale or on the high side.

[FYI: Claiming that there is a “disconnect” between your learning style and the professor’s teaching style is a dangerous way to go… it can sound like an excuse. **Pre-health students must find a way to be flexible in their learning styles.** The staff of the Academic Resource Center can help students identify their best learning style and offer suggestions about how to adapt to multiple teaching styles. (Students with learning disabilities are urged to seek supportive assistance from Carole Burrowbridge at the office of ACCESS and Accommodation: [http://studentaffairs.mercer.edu/disabilityservices/](http://studentaffairs.mercer.edu/disabilityservices/).)

3. Be Honest With Yourself
Ask yourself how willing you are to fight to earn a passing grade in order to continue moving forward on your track. This will be a true test of your determination. **If you are still hypothetically able to earn at least a C, and you are willing to either double the amount of time you are spending on the class or to change the way you spend time on the class, then it is worth your while to stay in the class.**

If you have already “moved on” mentally and won’t or can’t put forth more effort to conquer the class, then it is best to withdraw and make alternative plans to continue progressing. **Note:** If you are not willing to do what it takes academically to make yourself into a competitive professional school applicant, then you should re-examine your professional goals.

4. Consider the Consequences BEFORE Withdrawing
   A. Make a revised plan in which you have withdrawn from the class and – for SCP students - consider how withdrawing will affect your program eligibility. Does making that class up at a later date affect your ability to make progress on that track? Will withdrawal force you to take summer classes? Are you able to take summer classes at Mercer (time-wise and financially)?
   B. Check with financial planning to make sure that withdrawing will not impact your financial aid or scholarship or loan status.

5. The Withdrawal Process
Complete a withdrawal form. Have your instructor sign it and your primary advisor sign it. Submit the signed form to the registrar’s office by the published withdrawal deadline.