Post Master Certificate in Marriage and Family Therapy
Post Master Certificate in Medical Family Therapy
Master of Family Therapy
Master of Science in Biomedical Sciences
Master of Science in Preclinical Sciences
Doctor of Medicine
Doctor of Philosophy in Clinical Medical Psychology
Federal Disclosure Requirements

Mercer University’s Federal Disclosure Requirements are available from the University website at http://disclosure.mercer.edu/. This report contains the following information:

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

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

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

Equal Opportunity Policy

Mercer University is committed to providing equal educational and employment opportunities to all qualified students, employees, and applicants, without discrimination on the basis of race, color, national or ethnic origin, sex, sexual orientation, age, or disability, as a matter of University policy and as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503 and 504, ADEA, ADA, E.O. 11246, and Rev. Proc. 75-50). Inquiries concerning this policy may be referred to Mercer’s Equal Opportunity/Affirmative Action Officer, Human Resources, 1400 Coleman Avenue, Macon, Georgia 31207, telephone (478) 301-2786.
## TABLE OF CONTENTS

**THE UNIVERSITY** ........................................................................................................ 6
  - University Vision ........................................................................................................ 6
  - University Mission Statement .................................................................................. 6
  - University History .................................................................................................... 7
  - University Presidents ............................................................................................... 19

**MERCER UNIVERSITY PROFILE** ........................................................................ 20
  - Academic Divisions ................................................................................................. 20
  - Accreditation ............................................................................................................ 22

**SCHOOL OF MEDICINE** ....................................................................................... 25
  - Welcome .................................................................................................................... 25
  - Mission Statement .................................................................................................. 26
  - School of Medicine History .................................................................................... 27
  - Affiliated Campuses and Hospitals ...................................................................... 28
  - Academic Calendar ................................................................................................. 32
  - MUSM Directory ...................................................................................................... 34

**ACADEMIC AND STUDENT AFFAIRS** ................................................................ 36
  - Student Government ............................................................................................... 38
  - Code of Honor and Professional Conduct ............................................................ 38
  - Counseling and Psychological Services ............................................................... 40
  - Career Services ...................................................................................................... 41
  - Student Health ....................................................................................................... 42
  - Insurance Coverage ............................................................................................... 43
  - Immunization Policy ............................................................................................... 43

**FINANCIAL INFORMATION** ................................................................................ 45
  - Financial Aid Policies ............................................................................................. 45
  - Veteran’s Information ............................................................................................. 56
  - Funding Sources ..................................................................................................... 56
  - Institutional Loan Funds ......................................................................................... 58
DOCTOR OF MEDICINE

Admission Requirements
Technical Standards for Medical School Admission
Educational Methodology
Graduate Education Residency Training
Continuing Medical Education
Research and Scholarly Activity
Curriculum
Residency Match

ACCELERATED TRACK IN FAMILY MEDICINE

Admission Requirements
Curriculum

GRADUATE STUDIES

Administrative Policies
Grading System

TUITION AND FEES

Billing and Fee Payment
Student Insurance

MASTER OF FAMILY THERAPY PROGRAM

Admission Requirement
Application Process
Curriculum
Academic Information

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Admission Requirements
Academic Information
Curriculum

MASTER OF SCIENCE IN PRECLINICAL SCIENCES

Admission Requirements
Academic Information
Curriculum
The University

Founded in 1833, Mercer University is a dynamic and comprehensive center of undergraduate, graduate, and professional education. The University enrolls more than 8,300 students in 12 schools and colleges—liberal arts, law, pharmacy, medicine, health professions, business, engineering, education, theology, music, nursing, and continuing and professional studies—on major campuses in Macon, Atlanta, and Savannah and at four regional academic centers across the state. Mercer is affiliated with four teaching hospitals—The Medical Center in Columbus, St. Francis Hospital, Columbus, Memorial University Medical Center in Savannah and the Medical Center of Central Georgia in Macon, and has educational partnerships with Warner Robins Air Logistics Center in Warner Robins and Piedmont Healthcare in Atlanta. The University operates an academic press and a performing arts center in Macon and an engineering research center in Warner Robins. Mercer is the only private university in Georgia to field an NCAA Division I athletic program. Mercer has been ranked among the leading regional colleges and universities in the South by U.S. News & World Report for more than 20 consecutive years.

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

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

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

University Vision

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

University Mission Statement

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-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 8,300 students; 12 schools and colleges – liberal arts, law, pharmacy, health professions, medicine, business, engineering, education, theology, music, nursing and continuing and professional studies; major campuses in Macon, Atlanta and Savannah; three regional academic centers around the state; a university press; two 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 almost 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.
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.

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, Mercer enters into a 20-year lease 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.

Renovations totaling $7.6 million are completed in Boone, Dowell, Porter and Shorter residence halls on the Macon campus.

Through a gift/purchase agreement, Mercer acquires the former Georgia Natural Gas building, located on the corner of Poplar Street and Martin Luther King Jr. Boulevard in downtown Macon.
1997 In April, 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.

1998 On Dec. 4, the University breaks ground on a 28,300-square-foot building for the Department of Music of the College of Liberal Arts.

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

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

Macon 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 breaks ground on a 28,300-square-foot building for the Department of Music of the College of Liberal Arts.

 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.

Macon 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.

Macon 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.

Macon announces the creation of the Center for Baptist Studies.

 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.

Macon 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.

Macon 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.

Macon announces the creation of the Center for Baptist Studies.

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 College of Continuing and Professional Studies, 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 Townsend-McAfee Institute and Mercer University Press announce they will develop a new hymnal for Baptists and other Christian fellowships, slated for release in 2009. In early 2007, the name of the new hymnal is unveiled: Celebrating Grace: Hymnal for Baptist Worship.

The Robert McDuffie Center for Strings is established on the Macon campus, offering conservatory-quality music training in a comprehensive university setting. Under the leadership of internationally renowned violinist Robert McDuffie, the center is designed to provide highly talented string students the opportunity to learn with some of the nation’s renowned string musicians.
Tift College of Education’s Educational Leadership Program offers a Doctor of Philosophy in P-12 School Leadership on the Macon and Atlanta campuses.

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, opens on the Macon campus. A partnership between Mercer and Georgia Public Broadcasting, the station provides local content to central Georgia public radio listeners from its broadcast studio on the Macon campus.

2007 The Baptist History and Heritage Society, founded in 1938 as the Southern Baptist Historical Society, relocates from Brentwood, Tenn., to the Atlanta campus. An independent organization with historic ties to the Southern Baptist Convention.

The Tift College of Education adds a higher education leadership track to its Ph.D. in Educational Leadership.

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 with 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 The New Baptist Covenant is held at the Georgia World Congress Center in Atlanta, drawing on some of the most prominent figures in Baptist life. The New Baptist Covenant traces its roots to April 10, 2006, when Jimmy Carter and Mercer President William D. Underwood convened at The Carter Center in Atlanta a group of 18 Baptist leaders representing more than 20 million Baptists across North America. 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.

Economics icon Arthur B. Laffer Sr. and long-time educator Horace W. Fleming are named to the positions of Distinguished University Professors. Laffer was named as Distinguished University Professor of Economics and Fleming as Distinguished University Professor of Educational Leadership.

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.

The School of Medicine is awarded the largest one-time grant in the history of the school. The National Institutes of Health provided the Department of Family Medicine at the School of Medicine with $3.1 million to conduct a five-year study of the Church-Based Diabetes Prevention and Translation program.

Promising a “sober speech,” former U.S. President Jimmy Carter called on the next administration of the United States to restore human rights as a national priority. Carter made his remarks during the second annual President’s Lecture Series on the Macon campus.

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 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 Clinton Global Initiative University recognizes Mercer’s efforts to help amputees in Vietnam and other developing nations as “as an exemplary approach to addressing a specific global challenge” during the organization’s annual conference in Austin, Texas.

The University’s Mercer On Mission project was one of only four “commitments” by universities around the country to be recognized by President Bill Clinton during the conference’s opening plenary session.

The Atlantic Sun Conference announces that Mercer will host the 2010 and 2011 General Shale Brick Men’s and Women’s Basketball Championships at the University Center. Mercer, one of the conference’s charter members, will host the tournament for the first time in the university’s history.

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. It has been designed to create a vibrant streetscape, enhancing the recent retail development in Mercer Village, which in addition to Ingleside Village Pizza and Jittery Joe’s Coffee, is home to Francar’s Buffalo Wings, Georgia Public Broadcasting studios and College Hill Alliance offices.

2010 A Mercer On Mission project that provides low-cost prosthetics to amputees in developing countries received two substantial grants to help with those efforts. The National Collegiate Inventors and Innovators Alliance awarded Dr. Ha Van Vo, assistant professor of biomedical engineering, with a Sustainable Vision Grant of $37,275 to help him perfect his design and set up a prosthetic lab and clinic in Vietnam. The Cooperative Baptist Fellowship awarded the University a $50,000 grant to replicate the Vietnam program in Haiti, where the 2010 earthquake left thousands of Haitians without limbs.

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 sights and sounds of intercollegiate football will return to the Mercer University campus after a 70-year absence. The University’s Board of Trustees on Nov. 19 unanimously approved a plan to resume competition in football in the fall of 2013. Mercer currently fields 15 men’s and women’s sports and is the only private university in Georgia to compete in NCAA Division I athletics.

The Board also elected two new Life Trustees, Thomas B. Black of Columbus and James Coward of Norcross. Black is a retired administrator with the Bradley-Turner Foundation, a top-10 private foundation in Georgia that has helped to fund several projects at Mercer, including the University Center and the Science and Engineering Building. Cowart is president and owner of Jim Cowart Inc., a Dunwoody-based land development firm.

2011 Mercer Distinguished Alumnus and former Trustee Nathan Deal was inaugurated in January as Georgia’s 82nd governor. He became the 11th Mercer alumnus to hold that office. Seven 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 Cecil B. Day Campus in Atlanta. More than 6,000 guests witnessed the largest 2012 ceremony, held on the upper fields of the campus.
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 and apartments for 117 students, culminates the collaboration between the University and Sierra Development. The ceremony also served as the official opening for three of the Lofts retailers – Designer Tan, Fountain of Juice and Margaritas at Mercer Village.

For the fifth straight year, Mercer enrolled a record number of students for fall 2011. The University-wide student population increased 1.2 percent with 8,336 students enrolled, topping 8,300 for the first time.

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
- The Marshall and Jane Butler Family Plaza
- The Tony and Nancy Moye Family Football and Lacrosse Complex.

In December, the Center for Collaborative Journalism – a new model for journalism education designed to increase and strengthen local reporting by bringing journalists together with university students in a unique, joint newsroom in the College Hill Corridor was announced. Professionals from Mercer students will work along 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.

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
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 when 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.

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 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.

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.

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.

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
- Rufus Washington Weaver......................................................... 1918-1927
- Andrew Phillip Montague, Acting President........................ 1927-1928
- Spright Dowell ........................................................................... 1928-1953
Mercer University Profile

As one of America's oldest and most distinctive institutions of higher learning, 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. 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.

With more than 8,300 students enrolled in 12 schools and colleges on campuses in Macon, Atlanta and Savannah, Mercer has a strong presence in Georgia. However, its more than 68,000 alumni are making important contributions to their professions and communities around the world.

Mercer is consistently ranked among the nation's leading institutions by such publications as U.S. News & World Report, which named the University the No. 1 value in the South in 2012 and No. 6 on its list of “up-and-coming” schools.

Academic Divisions

College of Liberal Arts (Macon): The oldest of the University's academic units, the College remains the cornerstone of Mercer's educational programs. The College offers 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, Savannah): The School offers 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. It offers baccalaureate and graduate degrees. Guided by the conceptual framework of the “Transforming Educator,” 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, the School brings Jesse Mercer's founding vision of providing students with a classical and theological education full circle as it prepares students for the ministry.

College of Continuing and Professional Studies (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): The School 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.

Division of Library Services (Macon, Atlanta, Savannah, Regional Academic Centers): 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 1,200 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 $300 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 No. 4 private pharmacy school in the United States and among the top private and public pharmacy schools.

Georgia Baptist College of Nursing (Macon, Atlanta): Nationally recognized Georgia Baptist College of Nursing, the oldest nursing program in Georgia, is grounded in its heritage of educating students to provide superior nursing care. All undergraduate nursing students are
members of the National Student Nurses Association, thus providing them with superior leadership and professional development opportunities.

College of Health Professions (Macon, Atlanta): The College of Health Professions became operational in 2013. The new College is comprised of three departments: Physical Therapy, Physician Assistant Studies, and Public Health. The College offers the doctoral level physical therapy program, the master’s-level physician assistant program, and the master’s-level public health program. The Department of Physical Therapy offers an Orthopaedic Manual Physical Therapy residency program and a Neurologic Physical Therapy residency program. The Department of Physician Assistant Studies offers an Advanced Cardiology residency program.

Athletics

Mercer is the only private university in Georgia to compete in Division I of the National Collegiate Athletic Association. A founding member of the Atlantic Sun Conference, Mercer fields teams in baseball, basketball, cross country, golf, lacrosse, soccer and tennis for men, and basketball, tennis, softball, soccer, volleyball, sand volleyball, cross-country and golf for women. For the 2011-2012 academic year, the cumulative grade point average for student athletes was 3.264. In fall 2013, Mercer will resume competition in football as a member of the non-scholarship NCAA Division I Pioneer Football League. Women’s track and field will become a varsity sport beginning in the 2013-2014 school year and women’s lacrosse will begin in spring 2015.

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 Commission on Colleges of the Southern Association of Colleges and Schools 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 College of Continuing and Professional Studies, 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.

Two accrediting bodies accredit programs in the College of Liberal Arts. The American Chemical Society accredits the baccalaureate chemistry program, 1155 Sixteenth Street NW, Washington, DC 20036; (800) 227-5558; www.acs.org. The Bachelor of Science degree in Computer Science is accredited by the Computing Accreditation Commission of ABET, www.abet.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) 466-7496.

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://cephp.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) 838-9808; 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.

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 Christianity, 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.

Grants and Contracts Office

The Grants and Contracts Office (GCO) at Mercer University is the centralized administrative office that oversees the entire award process from the proposal submission to the award close out. This includes proposals and awards in support of any sponsored program to include Research, Instruction, Training, and Community Service Projects. GCO has an enhanced database that houses the University’s grant and contract information.
GCO assists faculty in all aspects of the pre-award process. It assists faculty in finding funding opportunities and provides general support to faculty for the preparation and submission of proposals including assistance with budget preparation and review. GCO is responsible for coordinating the routing of proposals for administrative review and approval prior to submission of applications to sponsoring agencies.

GCO manages all aspects of post-award administration. It is responsible for establishing accounts, managing budgets, authorizing expenditures, ensuring compliance with University policy and agency guidelines, collecting time and effort certifications, invoicing and reporting. Additional information can be found at: http://www2.mercer.edu/Grants/default.htm

International Programs at Mercer University

The Office of International Programs (OIP) is the central administrative unit of international education. The OIP manages the study abroad program, student and faculty exchange programs, international student and scholar services, and courses in the English Language Institute (ELI) on the Atlanta campus. The OIP is also responsible for managing the University’s relationships with foreign universities and other overseas academic programs. Its mission is to support students and faculty in each of these areas of international education.

Detailed information on international programs and services offered by Mercer University is found in the “Academic Information” portion of this catalog.
The School of Medicine

The School of Medicine continues to build upon its 30 year history of excellence in education of tomorrow's doctors and health care professionals.

Our school was founded as a public-private partnership in 1982 in order to respond to a critical shortage of primary care physicians in rural Georgia. The school was founded on the key concepts of small group problem-based learning for the basic sciences in the first two years, a commitment to early and recurrent exposure of students to community and rural practice settings, and a strong focus on primary care specialties during the clinical years. We remain committed to these concepts that uniquely prepare students for a lifetime of service and caring.

The educational program for the M.D. degree has grown to a matriculating class size of 100, and a total enrollment of approximately 400 students annually located on campuses in Macon, Savannah, Columbus and across the State of Georgia and guided by the principle of one school, one dean, one curriculum delivered at each of our campuses.

The school attracts highly talented students who have the ability to succeed academically and professionally in our rigorous educational and experiential based curricula in medicine, medical clinical psychology, public health, pre-clinical and basic medical sciences, plus marriage and family therapy. We actively seek students who best personify our core values of collaboration, compassion, competence, excellence, integrity, respect, honesty, and service.

I urge you to get to know us better by reading our bulletin. Additional information is available on our School of Medicine web-site, by phone or personal visit.

Sincerely,

William F. Bina, III, M.D., M.P.H.

Dean of the School of Medicine
Mission Statement

“To educate physicians and health professionals to meet the primary care and health care needs of rural and medically underserved areas of Georgia.”

We believe that the best medical schools focus on the needs of their communities and regions. Therefore, we select and educate medical students who are most likely to practice in medical specialties in short supply in the State of Georgia. These include primary care and a variety of other specialties. We also select and educate students who are most likely to practice in locations in Georgia with shortages of physicians. Most of these are in rural areas, while some are in more metropolitan areas.

- The best medical schools focus on the needs of their communities and regions.
- Georgia has a significant shortage of physicians.
- These include primary care physicians and physicians in important non-primary-care specialties.
- Georgia has many medically underserved areas and populations.
- Most medically underserved areas in Georgia are rural, while some are metropolitan.
- Medically underserved areas may need physicians in specialties in which there is not a statewide shortage.

At Mercer University School of Medicine we train the kinds of physicians and health care professionals that Georgia most needs who will practice in the areas where Georgia most needs them.

Mission Areas

Teaching – Excellence in educational programs that graduate caring, compassionate, competent health care professionals.

Scholarly Activity and Research – Discovering new knowledge, integrating and applying knowledge to improve the health status of Georgians.

Clinical Care – Providing high quality, patient-centered, cost effective health care services.

Community Service – Reaching out and partnering with neighborhoods and communities.

Core Values

The endorsed core values of the Mercer University School of Medicine community are:

- Collaboration – working together and respecting each other’s contributions
- Compassion – showing empathy and concern for the well-being of others
- Competence – demonstrating mastery of the skills of one’s profession or vocation
Excellence – performing at the highest level and exceeding the expectations of those we serve

Integrity – unwavering adherence to a professional and ethical code of conduct

Respect and Honesty – conducting ourselves in a manner that demonstrates the value of each individual

Service – offering our talents and skills towards the betterment of our community

“I don’t know what your destiny will be, but one thing I do know: the only ones among you who will be really happy are those who have sought and found how to serve.”

-Albert Schweitzer, philosopher, physician, musician, Nobel laureate (1875-1965)

School of Medicine History

For more than 10 years prior to the School’s inception, Community leaders had been aware that the health-related and medical services available to the residents of rural Georgia had become increasingly inadequate, and that this trend would continue unless a specific effort was made to address it.

In 1969, the Bibb County Medical Society endorsed a resolution urging legislators to establish a medical school in Macon. During the early 1970s, a group of medical and community leaders spearheaded an effort to develop a medical school with the specific mission of addressing the health and medical needs of rural Georgians. Such community groups as the Greater Macon Chamber of Commerce, the Macon-Bibb County Hospital Authority, the Mercer University Board of Trustees, Macon’s Mayor and City Council, and the Bibb County Board of Commissioners endorsed the idea of establishing such a school. Throughout the planning years, necessary support continued from the community and the State. The Georgia General Assembly appropriated five million dollars for the School’s initial development.

During the formative years, the community continued to support the School. The Macon City Council and the Bibb County Commission appropriated operating funds, a bond issue of seven million dollars was approved by the Macon citizens, and a referendum was passed designating funds for the medical school education facility. The charter class was graduated in 1986. During that period and subsequently, the State Legislature has supported the existence of the School with annual appropriations.

As the School developed, the scope of its mission expanded to address needs in health-care areas ancillary to the practice of medicine. Masters Degree Programs in Family Therapy, Family Services, Public Health, Nurse Anesthesia, Biomedical Sciences and Preclinical Sciences were developed as well as a PhD in Clinical Medical Psychology.
Continuing education programs that encompass the professional development needs of all graduates are conducted at the School and in affiliate teaching hospitals. Programs have been offered by Mercer University School of Medicine in collaboration with the Medical Center of Central Georgia in Macon since 1984; at the branch campus affiliate hospital, Memorial University Medical Center in Savannah, since 1999 and becoming a four-year campus in 2008; and at Columbus Regional Medical Center and St. Francis Hospital in Columbus as a branch affiliate hospital system in 2012. Campuses and Affiliated Hospitals

Campuses

Macon Campus

Macon has served as Mercer’s home since 1871, when the institution moved from its original campus in Penfield, Georgia. The beautiful, historic Macon campus houses the School of Medicine. The city of 90,000 serves as the educational, medical, cultural and commercial hub of Central Georgia.

On behalf of Mercer University and the Macon community, the School of Medicine is pleased to welcome you to the crossroads of the South. We invite you to experience our rich cultural heritage and strong vision for the future. The city of Macon offers an unusual blend of urban sophistication and southern, small town charm. Our quiet, tree-lined streets, accessible parks, and historical sites, combined with quality educational and medical facilities, varied religious organizations, and diverse entertainment venues make our community an ideal place to live.

Savannah Campus

Mercer University School of Medicine’s Savannah Campus offers a four-year medical education program leading to the Doctor of Medicine Degree. Together with Memorial University Medical Center, it also offers residency programs in six medical specialties. The campus has active basic science, translational, and clinical research programs. We believe that a medical school should be rooted in its community and we strive to be an asset to Savannah, Georgia, and the region.

As a campus of Mercer University School of Medicine, activities are fully integrated with those of the Macon Campus, the original campus of the medical school. Both campuses share the same mission. In addition, they share a joint admissions process and utilize the same, very successful medical student curriculum.
The Savannah Campus is located on the campus of Memorial University Medical Center. Memorial University Medical Center is an award-winning 530-bed academic medical center that serves a 35-county area in southeast Georgia and southern South Carolina. It provides an outstanding learning environment for medical students and residents.

**Columbus Campus**

Mercer University announced on Feb 10, 2012 that it was partnering with The Medical Center and St. Francis Hospital to establish a Columbus campus for its School of Medicine. Columbus joined Macon and Savannah in hosting campuses for the medical school, which currently enrolls 400 M.D. students.

Under terms of the partnership, the Mercer School of Medicine will place up to 80 third-year and fourth-year medical students at the Columbus Campus. Students began their clinical rotations in Columbus in the summer of 2012.
Affiliated Hospitals

Medical Center of Central Georgia

The Medical Center of Central Georgia (MCCG), an entity of Central Georgia Health System (CGHS), is a tertiary regional teaching medical center, a designated Level I Trauma Center, a perinatal center, and is one of 42 twice-designated Magnet(r) hospitals for nursing excellence.

MCCG serves a primary and secondary service area of 30 counties and nearly 750,000 persons in central and south Georgia. It has over 4,600 employees and a medical staff of over 590 physicians. MCCG is the second largest hospital in Georgia with a capacity of 637 beds including medical-surgical, obstetric, pediatric, psychiatric, and specialized individual intensive care units for neurology, pediatric, neonatal, surgical trauma, cardiac and cardiac surgery. The Emergency Center, with helipad capability and three urgent care centers, treats over 120,000 visitors per year. MCCG provides a broad range of community-based, outpatient diagnostic, primary care, extensive home health and hospice care, and comprehensive rehabilitation services. MCCG is the primary teaching hospital for Mercer University School of Medicine, providing residency and fellowship programs for over 100 residents and fellows, and is affiliated with multiple universities as a clinical education site.

Memorial Health University Medical Center

Memorial University Medical Center (MUMC) is a non-profit, 530-bed tertiary care hospital in Savannah, Ga. We opened our doors in 1955 and have evolved into the most advanced healthcare provider in the region. We are a regional referral center for cardiac care, cancer care, trauma, pediatrics, high-risk obstetrics, and neonatology. Our hospital includes the region’s only Level 1 trauma center, the region’s only children’s hospital, and a state-of-the-art laboratory where scientists conduct research on the molecular genetics of cancer.

Memorial University Medical Center is part of the world-class Memorial Health system, a two-state healthcare organization serving a 35-county area in southeast Georgia and southern South Carolina. In addition to MUMC, our system includes physician networks, business and industry services, and NurseOne, a 24-hour call center. We also offer a major medical education program that provides residency
training in diagnostic radiology, family medicine, internal medicine, obstetrics and gynecology, pediatrics, and surgery.

**Columbus Regional Medical Center**

As the region’s leading provider of healthcare, Columbus Regional Healthcare System has touched the lives of most of the children and adults in this region through its comprehensive network of services.

Located in the West Georgia city of Columbus, Columbus Regional was established in 1986 as a not-for-profit health services organization, but its roots can be traced back to 1836 when the local hospital was a small wooden building on the banks of the Chattahoochee River.

Today, Columbus Regional has grown to become one of the region's healthcare leaders offering compassionate care and an unwavering commitment to the residents of the region through its various facilities, programs and services.

**St. Francis Hospital**

St. Francis Hospital, a not-for-profit, 376-bed community hospital in Columbus, Ga., strives daily to provide patients with an unsurpassed quality of care, the highest levels of patient safety and outstanding customer service.

Founded by a diverse group of community leaders in 1950, the faith-based hospital has become one of southwest Georgia's leading health-care organizations and the only area hospital offering open heart surgery.

In addition to providing a full range of inpatient, outpatient and emergency room services at its hospital, St. Francis offers high quality cardiac care, including the area’s only open heart surgery program, outstanding orthopedic care, top-notch surgical services, pain management and relief from back and neck pain, women’s health care services, assisted living and safe, compassionate mental health care through The Bradley Center.
School of Medicine Academic Calendar 2013 - 2014

MD Program

Fall 2013
Orientation August 12 – August 16, 2013
First Day of Class August 19, 2013

Spring 2014
Classes Continue Jan 6 – May 2, 2014
Break /Remediation May 5 – May 11, 2014
Classes Continue May 12 – August 10, 2014

Graduate School of Medicine Academic Calendar 2013 - 2014

Fall 2013
Registration August 16, 2013
First Day of Class August 19, 2013
Last Day to Drop/Add/
    Late Register August 26, 2013
Last Day to Withdraw/Resign October 23, 2013
Last Day of Class December 6, 2013

Spring 2014
Registration January 3, 2014
First Day of Class January 6, 2014
Last Day to Drop/Add/
Late Register January 13, 2014
Last Day to Withdraw/Resign March 12, 2014
Last Day of Class April 25, 2014
Summer 2014
Registration May 2, 2014
First Day of Class May 5, 2014
Last Day to Drop/Add/
Late Register May 12, 2014
Last Day to Withdraw/Resign June 18, 2014
Last Day of Class July 25, 2014

Holidays 2013-2014
School of Medicine
Students are excused from all scheduled activities during MUSM holidays. The holiday period is defined as the 36 hour period beginning at 6:00 PM the day before the MUSM holiday and ending at 6:00 AM on the morning following the holiday.

Fourth Year students in the MD Program will be required to participate in academic activities during the Christmas break according to the schedule that the student has selected but will not be expected to report to rotations on Christmas Eve, Christmas or the other holidays as noted below.

Labor Day September 2, 2013
Thanksgiving November 28 and November 29, 2013
Christmas Break December 21, 2013 - January 5, 2014
Martin Luther King, Jr Day January 20, 2014
Good Friday April 18, 2014
Memorial Day May 26, 2014
Independence Day July 4, 2014
MUSM Administration and Community Directory

Dean's Office
William F. Bina, M.D., M.P.H., Dean 478-301-5570
Elaine Arnold, Administrative Assistant to the Dean 478-301-5570
Philip Malan, MD, PhD, Vice Dean and Dean of Savannah Campus 912-350-1700
David Mathis, M.D., Assistant Dean of Columbus Campus 478-301-2546

Admissions and Student Affairs
Alice House, M.D., Senior Associate Dean of Admissions/ 478-301-2652
Wendy N. Gaskin, Student Affairs Specialist 478-301-2652
Gail Coleman, Admissions Specialist 478-301-2524
Sara-Ashley Spear, Admissions Specialist 478-301-2542
Robert Shelley, M.D., Associate Dean Student Affairs-Savannah 912-350-1738
Sam Murray, M.D., Associate Dean Admissions-Savannah 912-350-1720
Sabina Badalova, Student Affairs Specialist-Savannah 912-350-1723
LaQuanta Hamilton, Medical Student Coordinator-Columbus 706-223-5119

Academic Affairs and Academic Offices
Tina Thompson, PhD, Senior Associate Dean of Academic Affairs 912-350-1721
Robert Donner, MD, Associate Dean of Academic Affairs 478-301-2512
W Grady Carter, MD, Assistant Dean of Academic Affairs 478-301-5944
Jina Parrish, Academic Records-Macon 478-301-4109
Beverly Little, Academic Records-Macon 478-301-2108
Christy Hardy, Academic Records-Savannah 912-350-1716
LaQuanta Hamilton, Medical Student Coordinator-Columbus 706-223-5119
Lisa Killingsworth, Medical Student Coordinator-Macon 478-633-1063
Leigh Ann Kirkland, Medical Student Coordinator-Savannah 912-350-8076
Marita Radloff, Community Medicine-Macon 478-301-2350
Pamela Noble, Clinical Skills-Macon 478-301-4047
Elisabeth Vincent, Student Learning Specialist-Savannah 912-350-1724
Richard Elliott, MD, Ethics 478-301-2435
Martin Greenberg, MD, Ethics 912-350-8160
Financial Aid Office
Susan Lumsden, Director  478-301-2539
Mary Scott, Associate Director  478-301-2853

Registrar's Office
Cathy Groce, Registrar  478-301-5137
Chasity Watson, Registrar Specialist  478-301-2604

Mercer University Offices & Services
Library-Columbus (housed in LaQuanta Hamilton's office) 706-223-5119
Library-Macon  478-301-4056
Library-Savannah  912-350-8345
Learning Resource Center  478-301-4149
Library MCCG  478-633-1639
Bear Card Office  478-301-2929
Bookstore  478-301-2945
Information Technology Help Desk  478-301-2922
Office of International Programs  478-301-2573
Student Health Center  478-301-2696

EMERGENCY NUMBERS
Columbus Medical Center Security  706-571-1470
Columbus St. Francis Security  706-320-2761
Macon Campus Emergency Number  478-301-2911
Mercer Police (MERPO)-Macon  478-301-2970
Macon Community Crisis Line (24 hours)  478-745-9292
Macon Police  478-751-7500
Macon Sexual Assault  478-751-9441
MCCG Security  478-6331491
Memorial MUMC Security  912-350-8600
Mercer Medicine (24 hours)  478-301-4111
Medical Center of Central Georgia, Information  478-633-1000

Mercer University Online Directory [http://apps.mercer.edu/directory/](http://apps.mercer.edu/directory/)
Academic and Student Affairs

Note: A majority of student policies and resources can be found in the Mercer University Student Handbook and the University Catalog found at www.mercer.edu/provost. However, many academic programs and regional academic centers have additional information and policies pertaining to the specific population of students they serve. These resources, when taken as a whole, provide students with a basic understanding of the rights and responsibilities of Mercer students.

Students are encouraged to review these documents and to contact the Office of Student Affairs professional on their campus if they have any questions (see contact information for the various campuses in the University Student Handbook). Online copies will contain the most up to date versions of policies and supersede any printed copies should any discrepancies exist. These documents may be provided in an alternative format upon request.

Full Accreditation Awarded By Liaison Committee On Medical Education Mercer University School of Medicine has received full accreditation by the Liaison Committee on Medical Education (LCME). The LCME is recognized by the U.S. Department of Education as the accrediting authority for medical education programs leading to the M.D. degree in U.S. and Canadian medical schools. The LCME is jointly sponsored by the Association of American Medical Colleges and the American Medical Association. Accreditation by the Liaison Committee on Medical Education (LCME) confers eligibility for participation in federal student loan programs. Most state boards of medical licensure require graduation from a LCME accredited medical school as a condition for licensure. The Department of Education recognizes the LCME for the accreditation of programs of medical education leading to the M.D. degree in institutions that are themselves accredited by a regional accrediting body. Mercer University is accredited by the Southern Association of Colleges and Schools (SACS).

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

The Bulletin is effective for students entering after May of 2013 and contains information and regulations pertaining to programs offered by the School of Medicine. It is published by Mercer University School of Medicine at 1550 College Street, Macon, Georgia 31207. Fourth-class book rate paid at Macon, Georgia. Nonprofit Organization Permit No. 614. Other Bulletins published by the University can be found on the University website or by contacting the specific school or college.
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.

Student Government

The Medical Student Council of Mercer University School of Medicine or the Student Council (SC) is the body which shall study matters of importance to students and submit recommendations expressing the student viewpoint to the faculty and administration of MUSM. The SC shall provide representation for the students of MUSM in matters concerning the student body as a whole. The SC shall work with the faculty and administration to implement the recommendations made to improve the problem areas studied. The SC shall allow any student to appear before it in person to present for consideration any questions of interest. The SC shall manage the funds allocated to the student body of MUSM. The SC shall be responsible for appointments, class officer elections, and committee appointments involving the student body and shall act to insure proper and adequate representation of the student body throughout MUSM. The SC shall recognize groups as MUSM student organizations.

Student Code of Honor and Professional Conduct

Summary

Decisions to admit or retain a student will be made on the basis of non-academic as well as academic aspects of a student's life. In order to be considered for admission or to be retained, a student must demonstrate the personal traits of honesty, integrity and regard for others. Based on Honor Council and Student Appraisal and Promotions Committee recommendations, any academic or non-academic offense which violates the MUSM Student Honor Code may, at the discretion of the Dean, become part of the student's record and may
be grounds for dismissal. When a violation of the Honor Code is observed, the student or faculty observer should make an attempt to resolve the matter through direct confrontation with the student. If violations continue or an individual situation warrants, the violation will be reported to the Honor Council, to the Dean of Student Affairs, to the Dean of Academic Affairs or an Unprofessional Behavior Report may be filed.

Introduction

The monitoring of student honor and professional conduct comes under the aegis of both the students and the faculty. As a result, violations of the Honor Code will primarily be dealt with by the Honor Council. Issues pertaining to professionalism may be referred to the Student Professionalism Assessment Committee (SPAC). When a possible infraction is reported to a member of the Honor Council, the Dean of Student Affairs or the Academic Affairs Dean, a meeting of the Honor Council Chair, Dean of Student Affairs, the Academic Affairs Dean, the Chair of the Ethics and Professionalism Oversight Committee (EPOC), the Chair of the Student Professionalism Assessment Committee and the chair of the Student Appraisal and Promotions Committee (SAPC) is held. It is this body that decides whether the student’s case will be heard by the Student Honor Council of the Student Professionalism Assessment Committee.

Student Code of Honor and Professional Conduct (SCHPC)

1. I realize that upon entering medical school, I am beginning my career as a physician and I do so believing that I have sufficient strength of character to enable me to become a licensed, practicing physician of the highest caliber.

2. The health and lives of the persons committed to my charge in the future could depend on my knowledge and skills. Thus, I will strive to develop that knowledge and skill to the best of my ability.

3. I will, both in my behavior and speech, show respect for all patients, their families, the staff and fellow students, regardless of their age, gender, race, national origin, religion, socio-economic status, state of health or handicap, sexual orientation, personal habits and cleanliness. I will aspire to interact with patients, their families and visitors in a courteous and considerate manner.

4. I am committed to the concept that exemplary moral character and a strong sense of personal integrity are an integral part of professional practice. I will endeavor to maintain the highest standards of honor and ethical behavior. I understand that neither personal nor academic dishonesty can be condoned, therefore I pledge myself neither to give nor to receive aid during an individually assigned task or examination, nor to use any information other than that allowed by the faculty. I further pledge that I will endeavor never to participate in any other form of academic or clinical dishonesty nor allow to go unchecked any violation of the Code of Honor. I understand that failure to report an observed violation is a violation on my own part. I recognize that my responsibility to support the Code of Honor parallels the responsibility of the individual physician to maintain the high ethical standards of his profession by persistent efforts to eliminate unethical practices.

5. I recognize the confidentiality of medical records and the fact that these records are official and legal. Under no circumstances will I knowingly record false information or statistics.

6. I will respect the integrity of the patients with whom I deal and the confidential nature of their communications. I will not discuss cases except under appropriate professional or academic circumstances.
7. I recognize that the best physicians are those who communicate well with their patients and are thus able to obtain their confidence and trust. I will therefore maintain standards of ethical and decorous behavior. Since attire is another form of communication between the physician and others, I will maintain a professional appearance, hygiene and demeanor with attire that is appropriate to the patient care setting.

8. I will not participate in patient care under circumstances in which I am under the influence of any substance or other conditions that impair my ability to function. I will come to the aid of a colleague whom I recognize as impaired (substance abuse or emotional disability) and, if necessary, take an active role in preventing the impaired student from being involved in patient care.

9. I will clearly identify my role as a medical student to each patient. I will not undertake any clinical procedure unless I have been judged competent or am supervised by a qualified instructor. I will not attempt to advise, prescribe, or prognosticate for the patient without appropriate consultation. I will accept the responsibility to question plans or directives for patient care when, after careful consideration, I believe such plans not to be in the best interest of the patient.

10. I recognize that I am an important member of the health care team and I will abide by the rules and regulations and Code of Honor in all settings in which I train or work. When given responsibility for some portion of the total care of a patient, I will assume this obligation and follow it through to the full extent of my abilities. If for some reason I am unable to fulfill my obligation, I will promptly notify the physician in charge of the patient and secure a colleague who can and will assume the care of the patient. I will be punctual, reliable, conscientious and truthful in fulfilling clinical responsibilities, never purposely falsifying information or misrepresenting a situation.

Counseling and Psychological Services

Mental Health Support Services

It is not uncommon for students to experience heightened levels of stress, insecurity and in some cases anxiety and depression while attending medical school. Additionally, students may find themselves at risk of abusing alcohol and drugs. Coupled with the demands of the medical curriculum are life events that occur outside of the classroom. Students may experience a significant breakup or divorce, the illness or death of a loved one, or personal illness. Under such circumstances it is a sign of strength for a person to seek help.

The Sr. Associate Dean of Admissions and Student Affairs, Dr. Alice House or the Associate Dean of Student Affairs-Savannah Campus, Dr. Robert Shelley, can be contacted for assistance.

The following additional resources are also available to students:

Counseling and Psychological Services: 478-301-2862

Coliseum Health System Life-Line 800-548-4221
Substance Abuse

Mercer University is covered by the Drug-Free Workplace Act of 1988. This act requires all contractors and grantees of federal agencies and all applicants for federal grants or contracts, to verify that a drug-free workplace is being provided.

Federal and State Law make it unlawful to manufacture, distribute, dispense, possess or use a controlled substance (as listed in schedules I through IV, Section 202 of the Controlled Substance Act).

University policy for employees is that illegal possession or use of intoxicants/drugs on University premises is cause for immediate termination. Medical students are held to the same standard regarding the University premises and other premises where the student is present as part of the School’s educational program.

In addition, substance abuse and/or unlawful acts of manufacture, distribution, dispensation or possession by students will be viewed as conduct which must be considered in decisions regarding retention as a student or promotion. While such behaviors are non-academic actions they may be considered in faculty/administrative judgments related to a student’s suitability for the practice of medicine.

The full content of the Drug-Free Workplace and Campus Program can be found at http://www.mercer.edu/humanresources/DrugFreeProgram.PDF

Notwithstanding the above, it is recognized that personal involvement in substance abuse is a complex matter. Students who believe they have such problems are urged to seek medical advice and treatment, either on their own or through the Office of the Dean, other School offices, or individual faculty.

The offices of Student Affairs and of Academic Affairs are specific contact points where students can receive information about the evaluation and treatment possibilities both within the School and outside the School.

Career Services

Leadership Development

There are numerous opportunities to develop leadership skills at MUSM. Among those include positions on the student council, student interest groups, and community service projects. We encourage students to get involved in the events of the school and take on leadership roles.

Career Development

Only about 20% of students enter medical school knowing what specialty they are going to eventually practice. Choosing that specialty is an exciting part of medical school. There are numerous options to you and it can be both overwhelming and anxiety provoking. Fortunately, the medical school curriculum provides an increasingly close look at many of the specialties as you progress. In addition, you have the following resources to help you make that decision.

Careers in Medicine (CiM) Program

Careers in Medicine is a four-phase program designed to assist you in understanding specialty choice options and selecting and applying to a residency program that meets your careers objectives. For many students the idea of choosing a specialty seems far off. Careers
in Medicine offers a structured, organized way of thinking about this process; giving students the chance to think systematically about their options. Choosing a medical specialty and developing a vision for your future is an evolutionary process and requires time to thoughtfully digest information about yourself (personal careers assessment), information about career options (career exploration), and a determination of what the best fit is for you.

More on CiM can be found at [http://www.aamc.org/careersinmedicine](http://www.aamc.org/careersinmedicine). If you are having trouble accessing the site, please contact the Office of Student Affairs.

**Mapping Your Future (MYF)**

Mapping Your Future begins in the orientation to medical school and continues throughout all four years of medical education and offers personal and professional development along with leadership skills. A combination of small group and large group activities are utilized to aid students through the complex maze of medical education, assimilation into the medical community and the transition into residency and ultimately their medical career.

**Student Health**

**Health Services and Medical Insurance**

The Student Health Center is the primary provider of health services for all Mercer students.

Macon-The Macon Campus it is staffed by two registered nurses and one physician who see patients during scheduled clinics. Students are first seen at the Student Health Center, and then are either treated, or scheduled to see the doctor, or referred to Mercer Medicine or to other providers in the community. If a student is ill or injured when the Student Health Center is closed and treatment cannot be delayed, the student should go to the Emergency Room specified by his/her primary insurance and take his/her primary insurance information with him/her.

Savannah- Medical services for students on the Savannah Campus are provided through the Family Medicine Center at Memorial Health University Medical Center (MUMC). All full-time enrolled students will be afforded the privilege of using the Student Health Center/ Mercer Medicine/Family Medicine Center.

Columbus- Student health services on the Columbus campus parallel those on the other campuses. Columbus Regional Medical Center and St. Francis Hospital employee health departments oversee immunizations and any occupational exposures for the Columbus students. Episodic and ongoing health care needs are met by the Family Medicine clinic on the Columbus Regional Medical Center campus or by the student’s personal physician.

All Other Campus and Clinical Sites- Students at all other campuses and clinical sites should present to the closest urgent care or emergent care facility for appropriate medical attention.

If you have any questions please address them to the staff of the Student Health Center or the Student Affairs Office.
Insurance Coverage

Health Insurance

Due to the continuing need for all students to have adequate health care coverage, Mercer University requires that all Macon, Atlanta, Savannah and Columbus Campus students provide proof of health insurance coverage each semester. If you do not currently have health insurance, it is imperative that you acquire coverage before the beginning of your studies at Mercer.

Your student account will be automatically assessed a premium for Fall semester and each semester thereafter. Those students who already have health care coverage through other sources may have this charge removed from their account.

Disability Insurance

There is limited disability insurance provided through MedPlus Advantage should you become disabled while in medical school. You can learn more at www.medplusadvantage.com

Malpractice Insurance

When students participate in clinical experiences that are approved as part of their medical training they will be covered by the School’s malpractice insurance policy. In addition to the formal curriculum, MUSM recognizes that other experiences and activities contribute to the education and development of a physician. The experiences and activities include but are not limited to shadowing of physicians and health-care professionals, participation in hospital and community health care and wellness activities, participation in charitable health care organizations such as free clinics, and participation in faith-based and non-faith-based medical functions such as medical missionary trips. Students are expected to participate in such activities and the Medical School considers these to be approved curricular activities.

Immunization Policy

The “Mercer University School of Medicine Record of REQUIRED Immunizations and TB Testing” is required and must be signed by a physician or other health care provider, and stamped with the provider’s name and address. No other immunization forms or physician records will be accepted. Students are encouraged to keep a photocopy of this completed form for their personal records. The immunization form is a Mercer document and will not be forwarded to other institutions without student written consent.

All students born after 1956 must provide a statement of immunization against Measles, Mumps and Rubella (MMR), giving the month and year of immunization. A statement of “up to date” is not sufficient. Two doses of Measles (Rubeola) vaccine are required. You must have been at least 12 months old when the first Measles dose was received. Previous diagnosis of disease is proof of immunity against Measles and Mumps (a physician’s statement is required) but not proof of Rubella.

If a student is unable to provide dates of immunization to Measles, Mumps and Rubella, he or she may document immunity by blood test at the student’s expense. If this testing shows no immunity to Measles, Mumps or Rubella, the student may register following documentation of the first dose of MMR, with the second to follow in 30 days, if required.
Tuberculosis screening within the past year is required of all new students and annually for all students. Students at risk for TB will be required to have a PPD skin test (Mantoux). The tine tuberculosis test is not acceptable. Students should be tested regardless of prior BCG vaccination. Any student with a positive skin test will be required to provide a report of a normal chest x-ray (done after the positive PPD) to be eligible to register. A physician should evaluate individuals with a positive tuberculosis skin test. A two-step TB test is often required to participate in Fourth Year Away Rotations.

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

Exemptions from compliance with the immunization policy include:

1. Religious exemption, written on letterhead stationery, signed by a religious official and notarized. The letter should state the reason for the exemption.

2. Medical exemption, written on office stationery, and signed by a health care provider. The letter should state the reason for the exemption, and whether the exemption is permanent or temporary.

Immunizations for the following diseases are also required: Chickenpox, Polio, Hepatitis B and Polio. If you have a history of Chickenpox then you must have documentation of a positive titer and notification from your healthcare provider will not substitute for a titer.

The most recent tetanus boosters should have been within the past 5 years. Immunization against meningococcal meningitis is recommended for all college students.

If you cannot provide the documentation of your immunization status then you must have a titer done to document immunity to each disease covered by the immunizations.
Financial Information

Student Financial Planning

Mercer University School of Medicine believes that the costs of education should be borne primarily by the student and/or the student's family. Financial aid is available to students in the form of scholarships and loans to reduce the difference between the cost of an education and expected family contributions. Personnel in the MUSM Office of Student Financial Planning, located in the Administrative Suite of the Medical School Building, are available to help students explore possible financial aid sources to meet their individual needs. The Free Application for Federal Student Aid (FAFSA) is required annually for all federal and institutional programs. At MUSM, the students are required to submit a FAFSA on-line at www.fafsa.ed.gov. The Department of Education will send a detailed need analysis to MUSM where it will be reviewed by the Office of Student Financial Planning.

Financial Aid Policies

Students are encouraged to visit the MUSM Financial Planning Office website to learn more about financial aid policies and to contact the Office of Student Financial Planning with any questions related to financial aid.

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

- An applicant for financial assistance must be fully admitted as an eligible degree-seeking student to the University before financial assistance can be awarded.

- In most instances, financial assistance is granted only to students who enroll at least half-time.

- Students receiving financial assistance from sources other than Mercer University are required to advise the Office of 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.

- Financial aid awards will be automatically credited to qualified students' accounts near the beginning of the payment period, provided that all necessary paperwork is complete.

- Students must be officially 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 may affect student financial aid award(s).

- 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 class during the semester, federal and state financial aid funds will be returned to the original source of funds in accordance with the Federal Return Policy.

- No financial aid will be disbursed while a student is in verification. Verification is the process in which the Federal Processor requires schools to verify the accuracy of information reported by students on the FAFSA. If your FAFSA is selected for verification by the Federal Processor, you will be notified by the Financial Planning Office and asked to furnish supporting documentation.
• 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.

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

• Students must make progress towards the completion of their courses of study, according to the “Satisfactory Academic Progress Standards” in order to retain financial aid eligibility.

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

• This institution is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and does not discriminate on the basis of race, color, religion, sex, or national origin.

**Leave of Absence**

A student may be granted a leave of absence for a variety of reasons. Approved Leave(s) of Absence (LOA) as defined by the Department of Education may not exceed 180 days during a twelve-month period. The 180 days may be taken at one time or may cover several LOAs during the 12-month period for limited, well-documented cases within federal guidelines. A student who takes an approved Leave of Absence is considered not to have withdrawn from the school. A Leave of Absence is approved if the student has made a written request for each Leave of Absence and the Leave(s) of Absence does not exceed 180 days in a 12-month period. The school does not charge the student for the Leave of Absence.

If a student’s LOA is not approved or the student fails to return to the school at the end of an approved LOA, the student is considered to have withdrawn from the school, and the refund requirements apply.

These LOA requirements also affect a student’s in-school status for the purposes of deferring Student Financial Assistance (SFA) Loans. A student on an approved leave of absence is considered to be enrolled at the school and would be eligible for an in-school deferment for his or her SFA loans. A student who takes an unapproved LOA or fails to return to the school at the end of an approved LOA is no longer enrolled at the school and is not eligible for in-school deferment of student loans.

**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.
Satisfactory Academic Progress for Financial Aid

Financial Aid Policy

I. Purpose

This policy defines Satisfactory Academic Progress (SAP) for all Mercer University School of Medicine matriculated students including those in the following programs.

- Post Master Certificate in Marriage and Family Therapy
- Post Master Certificate in Medical Family Therapy
- Master of Family Therapy
- Master of Science in Biomedical Sciences
- Master of Science in Preclinical Sciences
- Doctor of Medicine
- Doctor of Philosophy in Clinical Medical Psychology

II. Accountability

Under the Dean and with the assistance of the Offices of Academic Affairs, Student Affairs and the Registrar, the Student Assessment and Promotion Committee (SAPC) and/or the Graduate Program Directors are charged with the responsibility for reviewing the satisfactory academic progress of all students matriculated at the Mercer University School of Medicine.

III. Applicability

This policy shall apply to all students who matriculate at Mercer University School of Medicine.

IV. Policy

Sound academic principles require that students be required to maintain standards of Satisfactory Academic Progress. In addition, federal regulations require the School to establish standards for students who are awarded financial aid funds. The following standards apply to all matriculating full-time or less than full-time students, regardless of their receipt of financial aid funds. Students who fail to maintain SAP annually may be placed on financial aid warning, placed on financial aid probation and/or an academic plan or dismissed. Students who are placed on financial aid warning, placed on an academic plan, may be required to repeat an academic year, may be dismissed or may voluntarily withdraw in accordance with the policies of the School. The standards of Satisfactory Academic Progress measure a student's performance by qualitative measures (grade point average), quantitative measures (pace of completion) and maximum time allowance.

V. Satisfactory Academic Progress (SAP)

1. Satisfactory Academic Progress

Satisfactory Academic Progress is the appropriate completion of degree requirements, according to published increments, that lead to degree completion with known completion limits. Sound academic principles require that students be required to maintain standards of satisfactory academic progress. Students who fail to maintain SAP during any established increment may be placed on financial aid warning, placed on financial aid probation and/or an academic plan or dismissed. Students who are placed on financial aid warning, placed on
financial aid probation and/or an academic plan or dismissed will be informed of their status in writing. Student's academic progress will be reviewed on an annual basis, at the end of each academic year, with the exception of students enrolled in the Master of Science in Preclinical Sciences program who will be reviewed at the end of each semester.

2. **Maximum Time Allowance**

Maximum time frame is defined by the School as the maximum number of years a student may attempt MUSM courses in the pursuit of a degree. Each year maximum time allowance will be evaluated to determine whether each student can complete the program without exceeding the maximum years in which courses were attempted. Each student will be evaluated to determine if he/she has made adequate progress toward his/her degree according to the following schedule.

<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum Time from Matriculation to Graduation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Programs – 16 hours</td>
<td>3 Years</td>
</tr>
<tr>
<td>Post Master Certificate in Medical Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Certificate Programs – 33 hours</td>
<td>3 Years</td>
</tr>
<tr>
<td>Post Master Certificate in Marriage and Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Master (non-thesis) – 48 hours</td>
<td>6 Years</td>
</tr>
<tr>
<td>Master of Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Master of Science – 75 hours</td>
<td>3 Years</td>
</tr>
<tr>
<td>Master of Science in Biomedical Sciences</td>
<td></td>
</tr>
<tr>
<td>Master of Science – 31 hours</td>
<td>2 Years</td>
</tr>
<tr>
<td>Master of Science in Preclinical Sciences</td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy – 92 hours</td>
<td>7 Years</td>
</tr>
<tr>
<td>Clinical Medical Psychology</td>
<td></td>
</tr>
<tr>
<td>Doctor of Medicine – 155 hours</td>
<td>6 Years</td>
</tr>
<tr>
<td>Medicine</td>
<td></td>
</tr>
</tbody>
</table>
*For students not in full-time status the maximum time from matriculation to graduation may be prorated at a level up to 1.5 times the full-time maximum. Time spent in a Leave of Absence will be included in the total time in the program but time devoted to external scholarly programs may or may not be included in these time allowances at the decision of the program director or the Student Assessment and Promotion Committee (SAPC).

3. Completion Rate (Quantitative Measure)

As a part of the Satisfactory Academic Progress assessment each student’s Completion Rate will be evaluated by comparing the number of the credit hours earned with the minimum credit hours earned to maintain FA SAP. In order to achieve satisfactory academic progress, a student must maintain a minimum number of credits earned in accordance with the chart below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Programs – 16 hours</td>
<td>Year 1 – 3 hours</td>
</tr>
<tr>
<td></td>
<td>Year 2 – 9 hours</td>
</tr>
<tr>
<td></td>
<td>Year 3 – 16 hours</td>
</tr>
<tr>
<td>Post Master Certificate in Medical Family Therapy</td>
<td>Year 1 – 6 hours</td>
</tr>
<tr>
<td></td>
<td>Year 2 – 15 hours</td>
</tr>
<tr>
<td></td>
<td>Year 3 – 33 hours</td>
</tr>
<tr>
<td>Certificate Programs – 33 hours</td>
<td>Year 1 – 6 hours</td>
</tr>
<tr>
<td>Post Master Certificate in Marriage and Family Therapy</td>
<td>Year 2 – 15 hours</td>
</tr>
<tr>
<td></td>
<td>Year 3 – 33 hours</td>
</tr>
<tr>
<td>Master (non-thesis) – 48 hours</td>
<td>Year 1 – 6 hours</td>
</tr>
<tr>
<td>Master of Family Therapy</td>
<td>Year 2 – 12 hours</td>
</tr>
<tr>
<td></td>
<td>Year 3 – 18 hours</td>
</tr>
<tr>
<td></td>
<td>Year 4 – 27 hours</td>
</tr>
<tr>
<td></td>
<td>Year 5 – 36 hours</td>
</tr>
<tr>
<td></td>
<td>Year 6 – 48 hours</td>
</tr>
<tr>
<td>Master of Science – 75 hours</td>
<td>Year 1 – 15 hours</td>
</tr>
<tr>
<td>Master of Science in Biomedical Sciences</td>
<td>Year 2 – 43 hours</td>
</tr>
<tr>
<td></td>
<td>Year 3 – 75 hours</td>
</tr>
<tr>
<td>Master of Science – 31 hours</td>
<td>Year 1 – 15 hours</td>
</tr>
<tr>
<td>Master of Science in Preclinical Sciences</td>
<td>Year 2 – 31 hours</td>
</tr>
<tr>
<td>Doctor of Philosophy – 92 hours</td>
<td>Year 1 – 15 hours</td>
</tr>
<tr>
<td>Clinical Medical Psychology</td>
<td>Year 2 – 31 hours</td>
</tr>
<tr>
<td></td>
<td>Year 3 – 46 hours</td>
</tr>
</tbody>
</table>
Courses with Incomplete, In Progress or Withdraw grades are not included as minimum credit hours earned. Transfer credits are included in minimum credits earned calculations.

Transfer students into the MD Program will have 4 years to complete the program and their credits will be prorated. Periods of special independent study in which the student is remediating or completing work towards completion of degree requirements will be applied to the maximum completion time frame.

When assessing SAP for students who were on an approved Leave of Absence during the evaluation period, the time spent on the Leave of Absence will be calculated in the total maximum completion time.

4. **Grade Point Average Requirements (Qualitative Measure)**

MUSM students will be evaluated to determine if they have achieved satisfactory levels of academic progress. GPA requirements for each program are noted in the table below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Point Average Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Programs</td>
<td>Students must maintain a cumulative GPA of 3.0.</td>
</tr>
<tr>
<td>Post Master Certificate in Medical Family Therapy</td>
<td>Grades less than C do not count towards degree requirements</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>Students must maintain a cumulative GPA of 3.0.</td>
</tr>
<tr>
<td>Post Master Certificate in Marriage and Family Therapy</td>
<td>Grades less than C do not count towards degree requirements</td>
</tr>
<tr>
<td>Master (non-thesis)</td>
<td>Students must maintain a cumulative GPA of 3.0.</td>
</tr>
<tr>
<td>Master of Family Therapy</td>
<td>Grades less than C do not count towards degree requirements</td>
</tr>
</tbody>
</table>
Students in the MD program must have a satisfactory grade in the Biomedical Problems Course, the Community Medicine Program, the Fundamentals of Clinical Practice, and pass USMLE Step 1, USMLE Step 2CK and Step 2CS. Students must pass USMLE Step 1 in three attempts to make satisfactory academic progress.

Successful completion of a course that was previously completed unsuccessfully does not remove the unsuccessful completion from your academic record.

5. Notification of Lack of Satisfactory Academic Progress

Following the annual evaluations, and at any time that failure to meet SAP is noted, notification will be transmitted from the Office of Student Financial Planning to all students who have not met the standards for SAP and copied to the Office of Academic Affairs and the Office of Student Affairs. The notification shall indicate the nature of the deficiency, any methods that may be available for correcting the deficiency and any consequences that have resulted or may result including financial aid warning, financial aid probation and/or an academic plan and dismissal.

A student who has lost eligibility for financial aid does not automatically regain eligibility simply by paying for his/her tuition and satisfactorily completing the coursework, nor by sitting out for a semester.
6. Financial Aid Warning Status

There are currently no programs in the School of Medicine whose students qualify for financial aid warning status.

7. Financial Aid Ineligibility Status

When the satisfactory academic progress review reveals that a student does not meet the quantitative measures, the qualitative measures and/or the maximum time frame then that student becomes ineligible to receive Federal financial aid.

<table>
<thead>
<tr>
<th>Program</th>
<th>Financial Aid Ineligibility Status GPA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Programs</td>
<td>Students will be placed on financial aid ineligibility status upon receiving a grade of C or C+ in <strong>one</strong> course</td>
</tr>
<tr>
<td>Post Master Certificate in Medical Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>Students will be placed on financial aid ineligibility status upon receiving a grade of C or C+ in <strong>one</strong> course</td>
</tr>
<tr>
<td>Post Master Certificate in Marriage and Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Master (non-thesis)</td>
<td>Students will be placed on financial aid ineligibility status upon receiving a grade of C or C+ in <strong>second</strong> course</td>
</tr>
<tr>
<td>Master of Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Master of Science</td>
<td>Students will be placed on financial aid ineligibility status upon receiving a grade of C or C+ in <strong>second</strong> course</td>
</tr>
<tr>
<td>Master of Science in Biomedical Sciences</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Preclinical Sciences</td>
<td>Students will be placed on financial aid ineligibility status upon receiving a grade of C or C+ in <strong>second</strong> course</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>Students will be placed on financial aid ineligibility status upon receiving a grade of C or C+ in <strong>second</strong> course</td>
</tr>
<tr>
<td>Clinical Medical Psychology</td>
<td></td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>Students will be placed on financial aid ineligibility status upon failing 3 MDE’s in an academic year, failure of a Yr 3 Clerkship or the second failure of any USMLE Step exam</td>
</tr>
<tr>
<td>Medicine</td>
<td></td>
</tr>
</tbody>
</table>
8. **Appeal for Reinstatement of Financial Aid Eligibility**

   Students who wish to appeal for reinstatement of financial aid eligibility should submit a written appeal to the Office of Student Financial Planning. Exceptional circumstances warranting an appeal and possible exception include circumstances such as the death of a relative and injury or illness of the student.

   A signed appeal form must be submitted and should include a detailed statement of the facts and circumstances supporting the appeal and the student's rationale for changing the determination. All information supporting the appeal should also be submitted. The appeal should be submitted within 10 days of the notification of the student's change in financial aid status.

   All appeal decisions are final.

9. **Financial Aid Probation**

   Financial AidProbation is awarded to a student if the Appeal has been approved. While on "financial aid probation status" the student is eligible to receive financial aid funding for one semester.

   Students will be removed from Financial Aid Probation Status when they have fully complied with the School's Satisfactory Academic Standards.

10. **Academic Plan**

   An Academic Plan is created for a student who will not be able to complete the necessary benchmarks to regain SAP with the period of time on financial aid probation of one semester. The Academic Plan will include benchmarks that must be completed successfully for each successive term in order to continue on the plan and to continue to be eligible for financial aid. Students must file an appeal to the Office of Student Financial Planning to be considered for an academic plan. This appeal is separate from the appeal submitted to be placed on financial aid probation but can be submitted at the same time as an appeal to be placed on financial aid probation.

11. **Dismissal or Withdrawal**

   Students who are dismissed or who have voluntarily withdrawn from the School are not making satisfactory academic progress and are not eligible to receive financial aid.

12. **Documentation**

   Documentation of decisions concerning financial aid warning, financial aid probation and/or academic plan, dismissal, appeal or re-establishment of satisfactory academic progress shall be transmitted to the student, the Office of Academic Affairs, the Office of Student Financial Planning, the Office of Student Affairs and will be maintained in the student academic file in the Registrar’s Office in accordance with the MUSM record retention requirements.

13. **Dissemination**

   This policy shall be published in the same manner as other academic policies of the School including online publication and inclusion in all new editions of the Student Handbook following adoption of the most recent policy amendment.
14. Standards for Satisfactory Academic Progress Established upon Matriculation

Standards for Satisfactory Academic Progress that are distributed to a student upon matriculation are applicable for the duration of the student's continuous matriculation in the same program unless any changes in the standards are made. These changes will be posted upon adoption.

Satisfactory Academic Progress Appeal Process for Graduate Students

The Office of Student Financial Planning is required by law to ensure that students receiving financial aid are making satisfactory academic progress. Federal regulations (CFR 668--Student Assistance General Provisions), Sections 668.32(f), 668.16(e), and 668.34, state that a student is eligible to receive title IV, HEA program assistance if the student maintains satisfactory progress in his or her course of study according to the institution's published standards of satisfactory progress.

All graduate students who file a Free Application for Federal Student Aid (FAFSA) are subject to the Satisfactory Academic Progress (SAP) Financial Aid Policy. The Office of Student Financial Planning will evaluate your SAP status every year that you apply for financial aid.

If you were unable to meet the completion rate requirement, the financial aid office will send you an email message regarding the change to your financial aid status.

Your Program Director or designee and the Registrar will monitor your compliance with GPA and maximum time requirements.

If you were unable to meet the grade point average, completion rate, or maximum time requirements during your previous enrollment, you cannot receive financial aid.

However, if extenuating circumstances contributed to your inability to maintain satisfactory academic progress then you may request reconsideration through the financial aid office by submitting an appeal form with appropriate supporting documentation.

See the Program Handbook for your graduate program for information about GPA requirements, time limitations, and any exceptions to the regulations.

Satisfactory Academic Progress Appeal Process for Doctor of Medicine Students

The Office of Student Financial Planning is required by law to ensure that students receiving financial aid are making satisfactory academic progress. Federal regulations (CFR 668--Student Assistance General Provisions), Sections 668.32(f), 668.16(e), and 668.34, state that a student is eligible to receive title IV, HEA program assistance if the student maintains satisfactory progress in his or her course of study according to the institution's published standards of satisfactory progress.

All Doctor of Medicine students who file a Free Application for Federal Student Aid (FAFSA) are subject to the Satisfactory Academic Progress (SAP) Financial Aid Policy. The Office of Student Financial Planning will evaluate your SAP status every year that you apply for financial aid.

If you were unable to meet the completion rate requirement, the financial aid office will send you an email message regarding the change to your financial aid status.

The Student Appraisal and Promotion Committee (SAPC) and the Registrar will monitor your compliance with GPA and maximum time requirements.
If you were unable to meet the grade point average, completion rate, or maximum time requirements during your previous enrollment, you cannot receive financial aid.

However, if extenuating circumstances contributed to your inability to maintain satisfactory academic progress then you may request reconsideration through the financial aid office by submitting an appeal form with appropriate supporting documentation.

See the MD Program Handbook for information about GPA requirements, time limitations, and any exceptions to the regulations.

**Extenuating or Mitigating Circumstances**

If extenuating circumstances contributed to your inability to meet SAP requirements and you need financial assistance to attend school, you should submit an appeal.

Mitigating or extenuating circumstances may include:

- Illness
- Death in the family
- Family problems

This is not a comprehensive list. Any documentable event(s), outside your control, that prevented you from meeting SAP standards may qualify.

**Appeal Form**

The appeal form may be obtained from the Office of Student Financial Planning and this form gives you the opportunity to tell us about the event(s) that contributed to your unsatisfactory progress.

In your appeal form, you must:

- Describe the extenuating circumstance(s) that led to your noncompliance.
- Explain what has changed that will allow you to meet SAP requirements in the future.
- Describe the timeframe of your extenuating circumstance(s) for the period that you failed SAP.

We realize that sharing personal information can be difficult. Be assured that your statement will remain confidential. Only financial aid personnel and the Sr. Associate Dean of Admissions and Student Affairs will review your appeal.

**Supporting Documentation**

To confirm your extenuating circumstance(s), you must attach documentation from an objective third party (e.g., physician, counselor, lawyer, social worker, teacher, religious leader, academic adviser, MU Office of Disability Services, and/or MU Student Health Center).

Your third party documentation must:

- Be submitted on official stationary or by email from a valid MU email account. (This means when you use MU email, the message must come directly from your third party’s official MU email account to the Office of Student Financial Planning mailbox at financialaid-l@med.mercer.edu)
- Verify that the extenuating circumstance(s) will no longer influence your future academic performance.
- Confirm the timeframe referenced in your appeal.

After reviewing your appeal form and supporting information, we may request additional documentation for clarification purposes.
Appeal Decision

We will review your appeal within 30 days of receipt and notify you by email of its status. You will receive either our decision to grant your appeal, deny your appeal, or a request for additional documentation. If we grant your appeal, we will place you on probation for one semester during which time you may receive financial aid. If you cannot return to satisfactory academic progress in one semester then you will need to appeal for an academic plan that would outline your progress until you can meet SAP.

All appeal decisions are final.

Your academic plan will specify the conditions you must meet to continue receiving financial aid for a specified period. An award notice will follow once we complete the review of your FAFSA. If you fail to meet the terms of your academic plan, you will not qualify to receive financial aid for the subsequent semester.

Any future appeal(s) will require new extenuating circumstances and a new (and different) academic plan. Of course, students may reestablish eligibility for financial aid at any time by resolving their academic deficiency which should be confirmed by their transcript.

Students whose appeals are denied, may choose to apply for an alternative loan. You may discuss loan options with the Office of Student Financial Planning.

Veteran's Information

Individuals who are contemplating enrollment and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs should contact the Office of the Registrar within the School of Medicine regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. Students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar not later than the first day of class each semester to ensure that their tuition and fees will be paid in full.

Funding Sources

Institutional Scholarships

MUSM administered scholarships are awarded to students based on financial need and specific criteria established by the donor of each scholarship. An applicant must be in good academic standing in order to receive a scholarship. A student must furnish parental data on the Free Application for Federal Student Aid (FAFSA) to be considered for MUSM administered scholarships. Priority will be given to qualified applicants who submit all financial aid application forms by the deadline.

-AXA Foundation Scholarship
-Dr. Egbert C. and Susie P. Bridges Scholarship
-Carroll/Haralson Co. Medical Student Scholarship
-Cherokee Brick & Tile Scholarship
-John Eustace and Leila Denmark Scholarship
-Mary E. Fountain Medical Scholarship
-R. Kirby Godsey Scholarship
- Frank B. & Dorothy H. Graham Scholarship
- Marion Campbell Hatcher Scholarship
- Dr. W. Derrell Hazelhurst Scholarship
- Mary Johnson & Dr. Paul C. Tucker, Jr. Scholarship
- Charles H. Jones Scholarship
- Judy Jones Scholarship
- K. Wayne & Patty Jones Scholarship
- Edward C. Klatt, M.D. Endowed Scholarship
- Doris Lawrence Scholarship
- Robert P. Lufburrow Memorial Scholarship
- MUSM Class of 2002 Scholarship
- MUSM Class of 2003 Scholarship
- MUSM Class of 2005 Scholarship
- MUSM Endowed General Scholarship
- MUSM Endowed Minority Scholarship
- MUSM Unrestricted Unendowed Scholarship
- Daniel E. & Muriel H. Nathan Scholarship
- Luther W. New Scholarship
- Ralph G. Newton, Sr. Memorial Scholarship
- Claude L. & Kay R. Pennington Scholarship
- Frank C. Pinkston Scholarship
- Mamie Eugenia Porter Scholarship
- Joseph Hamilton Ray Scholarship
- Marion D. & Madge P. Reed Scholarship
- Helen Stinson Smith Scholarship
- Carolyn Thorpe Volpe Scholarship
- James H. Whaley Scholarship
- Dr. Marion S. Whitehead Memorial Scholarship
- Doris Kate Williams Scholarship
- Norris C. Williams Scholarship
Institutional Loan Funds

Students are awarded school-administered loan funds based on financial need. Students must provide parental data on the Free Application for Federal Student Aid (FAFSA) to be eligible for most MUSM administered loans. The interest rates of school loans range from 5% to 8.25%. Most loans accrue no interest during school. Grace periods vary according to the loan. On many loans, both principal and interest payments may be deferred during residency. Repayment periods are from 5 to 10 years, depending on the type of loan.

-Hazel Anderson Revolving Loan

-Central Georgia Loan Fund

-MUSM Mission Compliance Loan

-MUSM Revolving Student Loan

-Porter Foundation Revolving Student Loan

State/Federal Scholarship and Loan Programs

- Armed Forces Health Professions Scholarships – students must apply through a branch of the armed forces (Army, Navy, Air Force)

-National Health Service Corps Scholarship (NHSC) – students must apply through the National Health Service Corps

-Georgia Board for Physician Workforce Scholarship – students must apply through the Georgia Board for Physician Workforce

-Primary Care Loan – (PCL – Title VII) – students should indicate their interest on the MUSM Application for Financial Aid and complete a FAFSA.

-State Medical Education Board Scholarship (SMEB)

-Primary Care Loan - (PCL - Title VII)

-William D. Ford Direct Unsubsidized Stafford Loan – completion of the FAFSA serves as application

-William D. Ford Direct Graduate PLUS Loan – completion of the FAFSA serves as application
Doctor of Medicine

Admission Requirements

Premedical Requirements

Mercer University School of Medicine accepts applicants who have completed a minimum of three years of course work leading to a baccalaureate degree, 90 semester hours, in an approved college or university. Students are advised to balance their work in the natural sciences with courses in the social sciences and humanities. In addition, they are urged to follow their inclinations in choosing a subject to pursue as a major.

The premedical requirements are one-year laboratory courses in general biology, general or inorganic chemistry, organic chemistry and general physics. Accepted applicants who have not fulfilled these requirements prior to the first day of enrollment are not permitted to enter, and their acceptances are revoked. Only individuals who are legal residents of Georgia at the time of application are accepted.

All entering students are required to complete a criminal background check (CBC) prior to matriculation. MUSM uses the process facilitated by the AMCAS application, and has a committee that decides if any information found on the CBC should exclude the applicant from entering the school on an individual basis. All offers of admission are contingent on passing the CBC.

Medical College Admissions Test (MCAT)

All applicants must take the MCAT by the summer of the year in which they apply. Applicants are encouraged, however, to have taken the MCAT by the previous spring. The test scores must appear on the application before it is considered for review, and must be no more than two years old.

AMCAS Application

MUSM participates in the American Medical College Application Service (AMCAS) and reviews only those applications initiated through that service. Applications to MUSM should be sent directly to AMCAS, Section for Student Services. The AMCAS-E application may be obtained at the AMCAS web site on the internet at <<http://www.aamc.org>>.

Mercer’s AMCAS application deadlines are August 1st for early decision application and November 1st for regular pool application. The Mercer Medical School Code Number is GA-832.

An applicant rejected in a previous year must file a new application through AMCAS in order to be reconsidered. Falsification of any information results in automatic voiding of the application. It is the applicant’s responsibility to check with AMCAS to ensure that the application is complete and has been forwarded to the appropriate school. It is also the applicant’s responsibility to check with MUSM admission office staff members to ensure that the secondary/ supplemental application is complete. The deadlines for completion of the secondary/ supplemental application are August 31st for early decision application and January 15th for regular pool application.
Early Admission

MUSM participates in the Early Decision Plan as described in the AAMC publication entitled Medical School Admissions Requirements. Through this process, a student applies to only one school (prior to August 1st and in turn, has a definitive decision (prior to October 1st) which, if positive, is binding on both the applicant and the School. If the applicant is not accepted through this process, he/she may then apply to additional medical schools, and the MUSM application may be re-evaluated with the general applicant pool.

Supplementary Applications Materials

AMCAS application materials for legal residents of Georgia are reviewed, and supplementary materials are made available through a secure web site for applicants who comply with the Admissions Committee’s screening criteria.

The Supplementary Materials Include:

1. Supplemental Essays
2. Legal Certification of Georgia Residency-obtained at the office of the probate or superior court judge in your county of residence.

Transfer Students

Transfer students will be considered for admission as beginning third year students if there are available positions. The number of transfer students MUSM can accept is very limited and depends on the number of openings available in the class, as well as the qualifications of the applicant. Applicants must be legal residents of the state of Georgia at the time of application, and show high potential for compliance with the school’s mission. Application materials will be sent from the Mercer University School of Medicine Office of Admissions and Student Affairs upon written request. The deadline for receipt of completed transfer applications is April 1. An application is not eligible for committee review unless USMLE Step 1 scores are included.

Technical Standards For Medical School Admission

Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. Medical school faculties have a responsibility to society to graduate the best possible physicians, and thus admission to medical school has been offered to those who present the highest qualifications for the study and practice of medicine.

Graduates of medical school must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

The Admissions Committee of Mercer University School of Medicine acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1990, and asserts that the ability to meet certain essential technical standards with or without reasonable accommodations must be present in the prospective candidates. Disclosure of a disability is voluntary; however, applicants who want to request accommodations during the admissions process should, upon being accepted, contact the Mercer University School of Medicine Office of Admissions and Student Affairs.
A candidate for the M.D. degree must have aptitude, abilities, and skills in five areas: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. Technological compensation can be made for some disabilities in certain areas but a candidate should be able to perform in an independent manner.

Candidates for the M.D. degree must have somatic sensation and the functional use of the senses of vision and hearing. Candidate's diagnostic skills would be inadequate without the functional use of the senses of equilibrium, smell, and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, vibratory) and sufficient motor function to permit them to carry out the activities described in the section below. They must be able consistently, quickly, and accurately to integrate all information received by whatever senses employed, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

**Observation**

The candidate must be able to observe demonstrations and participate in experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. It is enhanced by the functional use of the sense of smell.

**Communication**

A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications.

**Motor**

Candidates should have sufficient motor function to elicit information from patients by palpitation, auscultation, percussion, and other diagnostic maneuvers. A candidate must have the ability to perform both a complete and an organ system specific examination, including a mental status examination. Additionally, candidates must have the ability to perform routine technical procedures, including but not limited to, venipuncture, inserting an intravenous catheter, arterial puncture, thoracentesis, lumbar puncture, inserting a nasogastric tube, inserting a Foley catheter, and suturing lacerations. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatments include, but are not limited to, adult and pediatric cardiopulmonary resuscitation (including two-rescuer scenarios and use of the bag mask), the opening of obstructed airways, automated external defibrillation, the administration of intravenous medication, application of pressure to stop bleeding, and the performance of simple obstetrical maneuvers. Such actions require quick and immediate reaction. Coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision are required.

**Intellectual, Conceptual, Integrative And Quantitative Abilities**

The abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.
Behavioral And Social Attributes

A candidate must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that should be assessed during the admissions and education processes.

The Admissions Committee of the Mercer University School of Medicine will consider for admission to medical school any applicant who demonstrates the ability to perform or to learn to perform the skills listed in this document.

Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the school's curriculum, and graduate as skilled and effective practitioners of medicine.

Applicants should become aware of the relevance of acquiring HIV infection to their career goals. Individuals who believe that they are at risk for HIV infection are encouraged to seek HIV testing and counseling prior to admission. Although symptomatic HIV-infected persons currently have a poor prognosis, a number of uncertainties remain concerning the natural history of infection and disease progression and the development of therapeutic options, especially for asymptomatic persons. Applicants known to be HIV infected are encourage to seek counseling relative to their career choice and the impact that their HIV status could have on their potential for completion of their education, clinical training, and eventual professional practice.

Educational Methodology

Organization

The entire 4 year curriculum is taught at both the Macon and Savannah Campuses and the 3rd and 4th year curriculum is also taught at the Columbus Campus. The curriculum has been organized and designed to support the mission of training physicians to meet the health care needs of rural and other underserved areas of Georgia by insuring a superior medical education, by developing independent, life-long learning skills and by continual practice in the application of medical knowledge to patient problems.

The curriculum in the first two years is designed to facilitate the students' acquisition of fundamental knowledge and skills as well as to develop attitudes appropriate to the practice of community responsive medicine. All elements of the curriculum and testing are identical at all campuses.

Year I and Year II

Biomedical Problems Program

In this program the basic medical sciences are studied and applied through clinical cases in small group tutorial sessions. Groups of six to eight students meet three half-days per week with a faculty tutor. Student centered discussions are developed through learning issues, exploring knowledge sources, and applying communication skills. The tutors maintain a positive group dynamic, keeping the discussion relevant and at an appropriate depth. During the tutorials, the students define and discuss the basic and clinical science issues
fundamental to the case under consideration. Outside the tutorials, the students study independently and/or in small groups, utilizing appropriate resources from the Library, the Learning Resources Center, and the faculty. For more information download the BMP Student Manual.

The student-oriented approach to the study of medicine is interdisciplinary and the array of biomedical problems is carefully chosen to insure that students are challenged to master the basic science concepts requisite to medical practice. Each unit of the curriculum is accompanied by a Study Guide, which includes a list of learning objectives for the unit. These objectives and the suggested references provide a guide for learning.

The first two years are divided into phases for which the basic theme is the molecular, cellular and organ bases for health and disease. First-year phases and their lengths in weeks are: cells & metabolism (6), genetics & development (6), host defense (6), hematology (6), neurology (7), and musculoskeletal (6). For the second year the phases are: brain & behavior (5), cardiology (6), pulmonology (6), gastrointestinal (6), renal (5), endocrinology & biology of reproduction (6).

**Fundamentals of Clinical Practice Program**

The Clinical Skills course, the Medical Ethics course, and the Community Office Practice comprise the Fundamentals of Clinical Practice Program and these components aim to deliver their course material in an integrated manner across the first two years of the curriculum. In the Clinical Skills course students learn the basic skills necessary for interaction with patients. These skills include interview/medical history and physical examination techniques. Students interview and examine "standardized" patients from the Standardized Patient Program. The latter group is comprised of persons who have been trained to portray specific medical problems and behavioral roles, and to give constructive feedback to the students. After learning the basic skills in the Clinical Skills course, students begin to practice their skills through the Community Office Practice (COP) course. The COP Curriculum provides medical students with the opportunity to experience and learn from clinical practice in a community office setting under the supervision of practicing community physicians.

The Medical Ethics course is designed to introduce students to the basic concepts and problems of biomedical ethics. Medical Ethics classes occur during 2-week blocks in the first and second year, augmented by Medical Ethics sessions in the third year clinical clerkships. The course is capped by a Medical Ethics manuscript in the senior year.

**Community Medicine Program**

This program is designed to familiarize students with concepts of population-based medicine and the application of these concepts in primary care settings in rural and underserved areas of Georgia. In the first year, students learn about the basic concepts in the Community Medicine I phase, a two-week course which focuses on population health issues such as epidemiology, demographics, non-biological determinants of health, health disparities, cultural competence, family systems and community needs assessment. The students then apply these concepts during a visit to a rural or underserved community-based medical practice during the Community Medicine Year 1 Visit. Community physicians serve as mentors as students provide clinical care to patients, complete family assessments and conduct a health needs assessment of the community.

During year two, students continue the study of population health, focused on biostatistics and evidence-based medicine during the Community Medicine II phase. During the four-week Community Medicine Year 2 Visit, the student continues work with the community-based physician preceptor providing clinical care to patients, following up on
families previously assessed, and completing a Chronic Disease Management Project. Following the third year clerkships, the students return to the same practice for four weeks to complete their learning in population-based medicine during the Community Medicine Year 4 Visit.

**Year III**

The Year III Program covers a 48 week period in which students are involved in service-based clerkships in Mercer-affiliated community teaching hospitals. The main community teaching hospitals are the Medical Center of Central Georgia in Macon, Memorial University Medical Center in Savannah, Columbus Regional Medical Center and St. Francis Hospital in Columbus with other sites as available throughout the State. The clerkships include a blend of ambulatory and hospital-based patient care to provide the students with a comprehensive clinical experience necessary for a general medical education. The clerkships include Internal Medicine (12 weeks), Surgery (8 weeks), Psychiatry (6 weeks), Pediatrics (8 weeks), Family Medicine (8 weeks), and Obstetrics and Gynecology (6 weeks). Concurrently, there are ongoing seminars in radiology and ethics. A Clinical Skills experience is also provided in Year III to provide continuing refinement of patient encounter skills.

**Year IV**

The Year IV program includes three required 4-week experiences: one in Community Medicine, and two 4-week selectives in Critical Care, Emergency Medicine or Geriatric Medicine. A 4 week Sub-Internship which does not count toward the accumulation of patient contact hours is required of each student in Family Medicine, Internal Medicine, Obstetrics /Gynecology, Pediatrics, Psychiatry or Surgery. This requirement may be achieved at a non-MUSM teaching facility if it is labeled as such in VSAS or meets with Year IV Committee Approval if it is not listed in the Senior Elective Catalog. Of the 17 weeks of elective experiences, at least 8 weeks of electives must be Mercer-sponsored electives. Unscheduled time (weeks of vacation time) is provided for residency interviews, vacation and personal time. The Year IV program is intended to allow students to round out their clinical training experience while exploring different specialties as career options. Only 8 weeks in one subspecialty will be credited towards the 17 weeks of elective time needed for graduation. A minimum of 8 weeks of elective courses must have significant patient contact/significant patient care responsibilities. In addition, there is a Medical Ethics paper for senior students that is required, as well as a Clinical Performance Exam. The Senior Year is completed after the successful completion of a one (1) credit-hour Capstone Course designed to prepare the Senior Student for their entry into their Internship Year.

**USMLE Step 1**

A passing score on the USMLE Step 1 Examination, as prescribed by the USMLE, is required for entry into the Year III curriculum. However, a student who has otherwise satisfactorily completed the Years-I and -II curricula but who is awaiting notification of USMLE Step-1 scores may begin the first clerkship. If the student subsequently receives notification that they have failed Step 1, the student is expected to complete that clerkship. If the student satisfactorily fulfills the requirements for the clerkship they will be given academic credit for that clerkship (otherwise they will be given no credit for the clerkship). Once the clerkship is completed, the student will be withdrawn from Year III and be required to complete independent study until a passing score on Step 1 has been achieved.

Dismissal from MUSM shall be recommended for any student who fails to pass the USMLE Step 1 after three attempts.
USMLE Step 2

MUSM students are required to achieve a passing score, as defined by the USMLE, on the **USMLE Step 2 CK** (clinical knowledge) examination as a requirement for successful completion of the curriculum, and thus to be eligible for graduation.

**USMLE Step 2 CS** (clinical skills) is a clinical skills examination consisting of a multi-station OSCE with standardized patients. MUSM students are required to pass the Step 2CS exam for graduation.

Graduate Education - Residency Training

Mercer University School of Medicine sponsors graduate medical education programs at the Medical Center of Central Georgia in Macon in Family Medicine, General Surgery, Internal Medicine, Obstetrics and Gynecology, and Pediatrics. It sponsors programs in Diagnostic Radiology, Family Medicine, General Surgery, Internal Medicine, Obstetrics and Gynecology, and Pediatrics at Memorial Health University Medical Center in Savannah. Affiliations exist with Floyd Medical Center in Rome, Phoebe Putney Memorial Hospital in Albany, The Medical Center, in Columbus, and Atlanta Medical Center in Morrow.

Continuing Medical Education

The Office of Continuing Medical Education provides a wide array of opportunities for practicing physicians to meet their lifelong learning needs. Ongoing grand rounds are provided in Anesthesia, Behavioral Science, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry and Surgery. In addition, larger conferences and symposia are held in Macon, Savannah and other sites which feature School of Medicine faculty and distinguished guest faculty. The Office of Continuing Medical Education maintains computerized records of credit for all participants, publishes a monthly newsletter and calendar of events, and serves as an information/resource for physicians throughout Georgia.

Research and Scholarly Activity

At Mercer University School of Medicine there are active research programs in basic medical and clinical sciences, medical information and medical education. Most of these programs are supported with external grants from federal and private sources. The research is conducted both in and out of the Medical School buildings. A group of modern research laboratories accommodates most of the basic science research on the Macon and Savannah Campuses. Faculty offices, laboratories, and educational areas are hard-wired for data and video transmission and reception. The Mercer Medical Libraries, located on both Macon and Savannah campuses, provide the faculty, staff and students with a variety of resources and services to meet their research needs. Clinical research is based mainly at the Medical Center of Central Georgia and Memorial Health University Medical Center. Student participation in ongoing research projects may be arranged during electives or other periods. In addition, each medical student must complete a Community Science clinical research project as a part of the curriculum.
Curriculum

Doctor of Medicine

Year I  36 Total Hours

Fall Semester  18 Semester Hours
BMP 610.001 Introduction (6 weeks/4 Sem Hr)
BMP 611.001 General Concepts (6 weeks/4 Sem Hr)
BMP 612.001 Host Defense (6 weeks/4 Sem Hr)
BMP 613.001 Hematology (6 weeks/4 Sem Hr)
CLN  600.001 Clinical Skills (23 hours/2 Sem Hr)

Spring Semester  18 Semester Hours
BMP 614.001 Neurology (7 weeks/5 Sem Hr)
BMP 616.001 Musculoskeletal (6 weeks/7 Sem Hr)
CLN  616.001 Clinical Skills (19 hours/2 Sem Hr)
CMP 611.001 Preceptorship Community Visit (2 weeks/2 Sem Hr)
CMP 613.001 Community Medicine I (43 hours/1 Sem Hr)

Year II  36 Total Hours

Fall Semester  16 Semester Hours
BMP 716.002 Brain and Behavior (5 weeks/3 Sem Hr)
BMP 710.002 Cardiology (6 Weeks/4 Sem Hr)
BMP 711.002 Pulmonology (6 weeks/4 Sem Hr)
CLN 700.002 Clinical Skills (11 hours/1 Sem Hr)
CMP 713.002 Community Medicine II (47 hours/4 Sem Hr)

Spring Semester  20 Semester Hours
BIE  700.002 Bioethics I (spans Year I and Year II/1 Sem Hr)
BMP 712.002 Gastrointestinal (6 weeks/4 Sem Hr)
BMP 713.002 Renal (5 weeks/3 Sem Hr)
BMP 714.002 Endocrinology (6 weeks/4 Sem Hr)
CLN 700.002 Clinical Skills (14.5 hours/1 Sem Hr)
COP 710.002 Community Office Practice Program
   (34 hours spanning Year I and II/3 Sem Hr)
Year III 48 Total Hours

Fall Semester 24 Semester Hours
Three of six required clerkships are taken each semester.

Spring Semester 24 Semester Hours
Three of six required clerkships are taken each semester.
CLK 810.003 Surgery I (8 weeks/8 Sem Hr)
CLK 811.003 Family Medicine (8 weeks/8 Sem Hr)
CLK 812.003 Pediatrics (8 weeks/8 Sem Hr)
CLK 813.003 Psychiatry (6 weeks/6 Sem Hr)
CLK 814.003 Obstetrics and Gynecology (6 weeks/6 Sem Hr)
CLK 815.003 Internal Medicine (12 weeks/12 Sem Hr)
MED 800.003 Longitudinal Course (Fall & Spring)

Year IV 35 Total Hours

Required Courses 18 Semester Hours
BIE 900.004 Bioethics II (spans Year III and IV/1 Sem Hr)
CAPSTONE Capstone Course (1 week/1 Sem Hr)
CLK 999.004 Community Medicine Preceptorship (4 weeks/4 Sem Hr)
A total of 8 weeks/8 semester hours of selective/clerkships must be taken during Year IV.
Two of the following three selectives/clerkships must be taken:
CLK 910.004 Critical Care (4 weeks/4 Sem Hr)
CLK 914.004 Emergency Medicine (4 weeks/4 Sem Hrs)
CLK 926.004 Geriatric and Palliative Care (4 weeks/4 Sem Hr)
A total of 4 weeks/4 semester hours of a Sub-Internship must be taken during Year IV.
One of the following Sub-Internships must be taken:
MED SUB FAM .001 Family Medicine Sub Internship
MED SUB INM .001 CVICU Sub Internship
MED SUB INM .002 Infectious Disease Sub Internship
MED SUB INM .003 ICU Medicine Sub Internship
MED SUB INM .004 Hospitalist Sub Internship
MED SUB OBG .001 Gynecologic Oncology Sub Internship
MED SUB PED .001 Pediatric Sedation Sub Internship
MED SUB PED .002 Neonatology Sub Internship
MED SUB PED .003 PICU Sub Internship
MED SUB PED .004 Pediatrics Sub Internship

MED SUB PSY .001 Inpatient Psychiatry Sub Internship
MED SUB PSY .002 Consultation Psychiatry Sub Internship
MED SUB SUR .001 Advanced General Surgery Sub Internship
MED SUB SUR .002 Cardiac Surgery Sub Internship
MED SUB SUR .003 Orthopaedic Surgery Sub Internship
MED SUB SUR .004 Pediatric Surgery Sub Internship
MED SUB SUR .005 STICU Sub Internship
MED SUB SUR .006 Surgical Oncology Sub Internship
MED SUB SUR .007 Senior Student Trauma Sub Internship
MED SUB SUR .008 Rural Private Practice of General Surgery
MED SUB SUR .009 Otolaryngology/Head & Neck Surgery
MED SUB SUR .010 Neurosurgery Sub Internship

**Elective Courses 17 Semester Hours**

A total of 17 weeks/17 semester hours must be taken from the following during Year IV:

MED ANE .001 (ANE ANE.) Anesthesiology
MED BAS .001 (BAS ANA.) Anatomy for Surgeons
MED BAS .003 (BAS TOP.) Special Topics
MED BAS .007 (BAS NEU.) Neuroscience Research
MWD BAS .009 (BAS RES.) Research in Basic Science
MED BAS .010 (BAS CCG.) Clinical Cancer Genetics
MED CMP .001 (CMP CMP.) Community Medicine
MED CMP .002 (CMP MHC.) Migrant Health Care
MED CMP .005 (CMP BIO.) Biostatistics in Clinical Medicine
MED CMP .006 (CMP FPI.) Fundamentals of Epidemiology
MED CMP .007 (CMP IPH.) Introduction to Public Health
MED CMP .008 (CMP INH.) International Health
MED CMP .012 (CMP RPH.) Research in Population Health
MED CMP .013 (CMP EPI.) Environmental Disease & Epidemiology
MED EME .001 (EME EME.) Emergency Medicine
MED EME .002 (EME EMR.) Emergency Medicine Research
MED ETH .001 (ETH HME.) Humanities and Medicine
MED ETH .002 (ETH ISS.) Issues in Medical Ethics
MED ETH .003 (ETH FAI.) Faith Influenced Ethical Issue
ETH HPL. Health Policy, Health Economics, and Medical Law
MED FAM .001 (FAM SUB.) Family Medicine Sub-Internship
MED FAM .005 (FAM GER.) Geriatrics and Palliative Med
MED FAM .006 (FAM GRE.) Geriatrics Research
MED FAM .007 (FAM MAN.) Practice Management
MED FAM.011 Family Medicine in Developing World/Rome
MED FAM .012 (FAM INH.) International Health
MED FAM .013 (FAM MAC.) Family Medicine in Developing World/Macon
MED FAM .014 (FAM REA.) Supplemental Fam Med Readings
MED FAM .017 (FAM PAL.) Palliative Care
MED FAM .018 (FAM LTC.) Long Term Care
MED FAM.019 (FAM VOL.) Service Learning in a Volunteer Clinic
MED FAM .020 (FAM ICM.) Intensive Care Medicine
MED FAM .021 (FAM RES.) Family Medicine Research
FAM GME. Geriatric Medicine
MED INM .001 (INM SUB.) Internal Medicine Sub-Internship
MED INM .002 (INM RES.) Research With Thesis Generation
MED INM .003 (INM IMR.) Supplemental Internal Medicine Readings
MED INM .004 (INM CAR.) Readings in Cardiology
MED INM .005 (INM CCA.) Clinical Cardiology I
MED INM .006 (INM EKG.) Cardiology II- EKG Readings
MED INM .008 (INM PUL.) Pulmonary Medicine
MED INM .009 (INM DER.) Dermatology
MED INM .010 (INM END.) Endocrinology
MED INM .011 (INM GAS.) Gastroenterology
MED INM .012 (INM NEU.) Neurology
MED INM .013 (INM NEP.) Nephrology
MED INM .014 (INM ONC.) Medical Oncology
MED INM .015 (INM INF.) Infectious Disease
MED INM .016 (INM RHE.) Rheumatology
MED INM .018 (INM ICC.) Critical Care Intensive Care
   Unit Experience
MED INM .019 (INM POD.) Podiatry Rotation
MED INM .020 (INM REH.) Rehabilitative Medicine
MED INM .021 (INM HOS.) Hospitalist Rotation
MED INM .023 (INM MGT.) Practice Management
MED INM.026  (INM OPT.) Optholmalogy
MED EDU .001 (EDU PRE.) Preparing (Co-Tutor in BMP)
MED OBG.001 Sub-Internship in Obstetrics and Gynecology
MED OBG .002 (OBG GRE.) Clinical Gynecology/Reproductive Endo
MED OBG .003 (OBG GYO.) Sub-Internship in Gynecologic Oncology
MED OBG .004 (OBG HRO.) High Risk Obstetrics
MED OBG .005 (OBG URO.) Urogynecology and Pelvic Reconstruction
MED OBG .006 (OBG ONC.) Gynecologic Oncology
MED PAT .001 (PAT ANA.) Anatomic Pathology
MED PAT .002 (PAT LAB.) Laboratory Medicine
MED PAT .003 (PAT PAP.) Clinical Pathology Autopsy Program
MED PED .001 (PED SUB.) Pediatric Sub-Internship
MED PED .002 (PED HEM.) Pediatric Hematology Oncology
MED PED .003 (PED NEO.) Neonatology
MED PED .004 (PED AMB.) Ambulatory Care Pediatrics
MED PED .005 (PED DEV.) Child Development/Behavioral Pediatrics
MED PED .007 (PED CAR.) Pediatric Cardiology
MED PED .008 (PED PCC.) Pediatric Critical Care
MED PED .014 (PED ADV.) Child Advocacy
MED PED .017 (PED ENT.) Pediatric ENT
PED GAS. Pediatric Gastroenterology
MED PED. 010 (PED PUL.) Pediatric Pulmonology
Student Evaluation And Regulations

Academic Evaluation

Evaluation in the first two years and the senior year is satisfactory/unsatisfactory and is based on the specific objectives of each program. The final evaluation in Clinical Clerkships (third year) is represented by a numerical Total Assessment Score. In general, students are evaluated in the areas of knowledge, skills, and behaviors. In the area of knowledge and the ability to apply it, the scope and depth are evaluated by the use of both written and oral examinations. Skills and behaviors are evaluated by tutors or preceptors in all programs. In an effort to encourage the ideal of life-long self-directed learning, students participate in self and peer evaluation in some programs. Formative evaluations are provided in courses of sufficient duration. Students must pass all courses in order to be eligible for graduation.

External Evaluation

Step 1, Step 2 CK (Clinical Knowledge) and Step 2 CS (Clinical Skills) of the United States Medical Licensing Examination must be successfully completed by all students. Passage of Step 1 is a requirement for promotion to the third year. Step 2 CK and Step 2 CS must be passed prior to graduation. For both examinations, the examining agency defines the passing level.

Residency Match

The Office of Student Affairs provides workshops on the process of applying to residencies throughout the third and fourth year. Additional information on the process can be found in the following locations:

Careers in Medicine website (www.aamc.org/careersinmedicine)

FREIDA website by the AMA (www.ama-assn.org/ama/pub/category/2997.html).

So you want to be a surgeon - http://www.facs.org/residencysearch/

Electronic Residency Application Service (ERAS) – http://www.aamc.org/audienceeras.htm

National Resident Matching Program (NRMP) – www.nrmp.org

The Mapping Your Future Series

Strolling Through the Match

Strolling Through The Match was designed by the American Academy of Family Physicians to help students navigate the complexities of the Match. It was developed to help you make appropriate decisions about your professional career and to learn more about the process of getting residency training. It contains information on how to choose a specialty, preparing your personal statement, preparing your CV and resume, tips on letters of recommendation and the MSPE (Dean’s letter) as well as selecting a residency program and the interview process. Finally, you will find information about the Match and how it works. This is intended as a supplement to the ERAS and NRMP websites noted elsewhere in this handbook. You can find out more about this resource at the following link: Strolling through the match
ERAS- Electronic Residency Application Service

Electronic Residency Application Service (ERAS®) is a service that transmits applications, letters of recommendation (LoRs), Medical Student Performance Evaluations (MSPEs), medical school transcripts, USMLE transcripts, COMLEX transcripts, and other supporting credentials from applicants and their designated dean’s office to program directors. ERAS consists of MyERAS, Dean’s Office Workstation (DWS), Program Director's Workstation (PDWS), and ERAS PostOffice. You can find out more about ERAS at the following link: http://www.aamc.org/audienceeras.htm

Professional Conduct

Students are expected to deal ethically and honestly with one another, the faculty, and their patients, and they are required to adhere to standards of conduct generally applicable to medical professionals. Appraisal of such standards is continuous and a part of a student’s academic and overall evaluation. Professional conduct is monitored and may be reported to the Student Appraisal and Promotions Committee.

Dismissal

The faculty, through its committees, may recommend that a student be dismissed for failing to maintain academic or professional standards or for acts of turpitude.

Class Attendance

Regular attendance and participation in all programs and examinations is mandatory. Excused absences for illness and personal difficulties must be approved by the program director or Academic Affairs office.
Accelerated Track in Family Medicine

Educational Methodology

Organization

This program allows for students interested in a career in Family Medicine the opportunity to complete their medical school coursework in an accelerated 3 year program of study. This accelerated curriculum builds upon the strengths of the MUSM problem-based curriculum with clinical experiences and community medicine activities built into the preclinical curriculum and reinforced through clerkships and elective experiences. The educational objectives for this program are identical to the first three years of the four year MD program. The curriculum is essentially the same as the curriculum for the 4 year MD program but is compressed into 131 weeks of instructional time and offers more educational contact opportunities between students and the Family Medicine faculty. This track is currently only available on the Savannah campus.

Admission Requirement

Students may apply for admission in this program following the completion of the Neurology Phase in the spring of Year I. Students must demonstrate a commitment to excellence and a strong desire to enter into a career in Family Medicine. Since this program is an accelerated three year curriculum, demonstrated evidence of academic excellence is a requirement for acceptance. Only students who meet the following criteria will be considered for the program:

1. Strong motivation to enter into Family Medicine
2. Maturity necessary to be successful in an accelerated three year program
3. An excellent academic record

Once accepted, a student may remain in the program as long as they remain satisfactory in all educational programs. A student who becomes unsatisfactory in any program will be returned to the four year MD program. A student may opt to return to the four year MD program at any time.

Year I and Year II

Years I and II covers 89 weeks of scheduled educational activities during which students are involved in the Biomedical Problems Program, clinical skills, bioethics, a community office practice course and clinical experiences in Family Medicine.

The Biomedical Problems Program in the Accelerated Track is identical with that described for the 4 year MD program.

At the beginning of the second year, students will participate in a six-week combined Family Medicine/Community Medicine rotation unique to this track. This rotation will be under the supervision of Family Medicine faculty members and will include several innovative curricular activities that will ensure that students are prepared appropriately for their accelerated experiences.

The Clinical Skills, Bioethics and Community Office Practice courses in the Accelerated Track are identical with those described for the 4 year MD program.

The didactic portion of the Community Medicine curriculum in the Accelerated Track is identical with that described for the 4 year MD program. Students also participate in a two
week Community Medicine preceptorship at a rural or underserved community-based Family Medicine practice during Year 1. The Family Medicine physicians serve as mentors as students provide clinical care to patients, complete family assessments and conduct a health needs assessment of the community.

**Year III**

The Year III Program covers 48 instructional weeks during which students are involved in service-based clerkships at Memorial Health University Medical Center in Savannah. Students will participate in 6 core clerkships including: Family Medicine/Community Medicine (4 weeks); Internal Medicine (8 weeks); Surgery (8 weeks); Pediatrics (8 weeks); Ob/Gyn (6 weeks); Psychiatry (6 weeks) and 8 weeks of electives. The clinical experiences include a blend of ambulatory and hospital-based patient care to provide the students with a comprehensive clinical experience necessary for a general medical education. A Clinical Skills experience is also provided in Year III to provide continuing refinement of patient encounter skills.

**USMLE Step 1, Step 2 Clinical Knowledge and Clinical Skills Examination**

Students are required to achieve a passing score on the USMLE Step 1 to advance to Year 3. Students are required to achieve a passing score on the USMLE Step 2 Clinical Knowledge (CK) prior to graduation. Due to the time constraints of the Accelerated program and the time delays in reporting Step 2 Clinical Skills (CS) scores, students are required to take but not pass Step 2 CS prior to graduation. Students are encouraged to take these examinations in the early spring of their third year.

**Curriculum**

**Doctor of Medicine-Accelerated Track**

**Year I 36 Total Hours**

**Fall Semester 18 Semester Hours**

- BMP 610.S01 Introduction (6 weeks/4 Sem Hr)
- BMP 611.S01 General Concepts (6 weeks/4 Sem Hr)
- BMP 612.S01 Host Defense (6 weeks/4 Sem Hr)
- BMP 613.S01 Hematology (6 weeks/4 Sem Hr)
- CLN 600.S01 Clinical Skills (23 hours/2 Sem Hr)

**Spring Semester 18 Semester Hours**

- BMP 614.S01 Neurology (7 weeks/5 Sem Hr)
- BMP 616.S01 Musculoskeletal (6 weeks/7 Sem Hr)
- CLN 616.S01 Clinical Skills (19 hours/2 Sem Hr)
- CMP 611.S01 Preceptorship Community Visit (2 weeks/2 Sem Hr)
- CMP 613.S01 Community Medicine I (43 hours/1 Sem Hr)
Year II  42 Total Hours

**Fall Semester  22 Semester Hours**

FCM1700.S02 Family Medicine/Community Medicine (6 weeks/6 Sem Hr)
BMP 716.S02 Brain and Behavior (5 weeks/3 Sem Hr)
BMP 710.S02 Cardiology (6 Weeks/4 Sem Hr)
BMP 711.S02 Pulmonology (6 weeks/4 Sem Hr)
CLN 700.S02 Clinical Skills (11 hours/1 Sem Hr)
CMP 713.S02 Community Medicine II (47 hours/4 Sem Hr)

**Spring Semester  20 Semester Hours**

BIE 700.S02 Bioethics I (spans Year I and Year II/1 Sem Hr)
BMP 712.S02 Gastrointestinal (6 weeks/4 Sem Hr)
BMP 713.S02 Renal (5 weeks/3 Sem Hr)
BMP 714.S02 Endocrinology (6 weeks/4 Sem Hr)
CLN 700.S02 Clinical Skills (14.5 hours/1 Sem Hr)
COP 710.S02 Community Office Practice Program

Year III  48 Total Hours

**Fall Semester  24 Semester Hours**

Four of eight required clerkships/selectives/electives are taken each semester.

**Spring Semester  24 Semester Hours**

Four of eight required clerkships/selectives/electives are taken each semester.

CLK 810.S03 Surgery (8 weeks/8 Sem Hr)
FCM2800.S03 Family Medicine (4 weeks/4 Sem Hr)
CLK 812.S03 Pediatrics (8 weeks/8 Sem Hr)
CLK 813.S03 Psychiatry (6 weeks/6 Sem Hr)
CLK 814.S03 Obstetrics and Gynecology (6 weeks/6 Sem Hr)
CLK 817.S03 Internal Medicine (8 weeks/8 Sem Hr)
Electives (8 weeks/8 Sem Hr)
MED 800.003 Longitudinal Course (Fall & Spring)
Graduate Studies

Master Programs Administrative Policies

Course Cancellation

The School of Medicine reserves the right to cancel a scheduled course due to unforeseen circumstances or if an insufficient number of students enroll for the course. Faculty advisors will assist students in the selection of alternative courses when a course is cancelled.

Course Changes

Adding and/or dropping courses must be accomplished on or before the dates specified in the academic calendar. Required forms must be obtained and processed in the Registrar's Office. Courses dropped during this period will not appear on the student's grade report or permanent record.

Course Withdrawals

A student may withdraw from a course with a grade of W after the course change period and on or before the last day for withdrawals as shown in the current academic calendar. Withdrawals are not used when computing grade point averages. Students should also read the Financial Information section regarding possible loss of financial aid. To make an official withdrawal from a course, a student must obtain and submit a completed Course Withdrawal Form to the MUSM Registrar. If the student elects to discontinue class attendance and academic performance and does not complete an official Course Withdrawal Form within the time limits described, a grade of F will be recorded on the Student's official record.

Transfer Credit

A maximum of six hours of graded work may be accepted as transfer credit for Master's programs electives. The number of transfer credits awarded will be evaluated on a case-by-case basis. The Program Director will make the final determination on the type and amount of transfer credits to be accepted.

Transient Status

Students enrolled at another institution who wish to obtain graduate credit for a course taken at Mercer University must provide written authorization from that institution. The authorization must be accompanied by a completed application for admission to Mercer and the appropriate application fee. Transcripts and admission test scores are waived.

Credit Earned by a Mercer Student in Transient Status

Students who wish to earn credits from another college while enrolled in a MUSM graduate program must have prior approval from the program director for such credits to be accepted as part of their degree program. The maximum number of credits from transient and/or transfer course work that may be accepted is a total of six semester hours for master's students and a total of three semester hours for post-master's students. Such credits are further restricted to courses in which a grade of B or better was achieved.
Credit Units

The masters programs at MUSM use semester hours as basic units of credit. The individual course descriptions indicate the number of credit hours awarded for each course.

Curriculum Changes

MUSM may from time to time revise the curriculum for the master's programs. The academic year begins with the fall semester (16 weeks) and spring semester (16 weeks) and ends with summer semester (11 weeks). Practicum will continue year round (50 weeks). A student must fulfill the educational requirements in effect during the academic year in which that student entered the program at MUSM unless he or she is not enrolled for two or more consecutive semesters. If a student is not enrolled for two or more semesters including summer, he or she must fulfill the education requirements in effect at the time he or she re-enrolls.

Enrollment Status

Full-time enrollment will be considered six (6) semester hours per term; halftime will be considered three (3) semester hours. A graduate student may not register for more than nine (9) credit hours per semester, unless the overload has been approved by the program director.

Full Time Status

A full-time course load for a graduate student is six credit hours per semester. A graduate student may not register for more than six credit hours in any one semester unless the student obtains permission from the director of the program.

Evaluation of Courses

Each semester, students are asked to complete a course evaluation form in each course. The process for conducting course evaluations is as follows:

- Faculty brings the course evaluation forms to the last class of the semester before the final exam.
- At the end of the class session, the instructor provides the evaluation forms to the students for completion, and leaves the classroom.
- Students anonymously complete the evaluation forms and do not indicate any identifying data on the forms.
- A student is selected to collect the course evaluation forms, reinsert them into the brown envelope provided, seal the envelope, and deliver it to the administrative office.
- The administrative staff delivers the sealed envelope to the Office of Student Evaluation for scoring.
- Results of the evaluations are provided to the Chair of the department and the Program Director.
- The Director reviews the evaluation scores with the faculty to provide feedback and guidance concerning course content, teaching style, and success in the classroom.
Grading System

Letter grades are reported, and recorded for all courses in which a student is enrolled after the end of each semester.

Letter grades used in the master programs are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points/ Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3.00</td>
</tr>
<tr>
<td>C+</td>
<td>Below Average</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>Below Average</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>ABX</td>
<td>Absence from Final Exam Excused</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>Gr not reported</td>
<td></td>
</tr>
</tbody>
</table>

A grade of IP is awarded only in a graduate practicum or in research project courses, which may extend beyond the end of a semester. A student is expected to finish "in progress" work based on the timetable established by the professor issuing the IP grade, and, at the latest, by the course withdrawal deadline of the semester after the IP was earned. If the student does not complete the required work within the time specified, the grade automatically converts to an F.

The grade of ABX denotes that a student was absent from an examination because of illness or another valid and compelling reason deemed satisfactory by the professor. A makeup exam must be completed by the course withdrawal deadline of the semester after the ABX was earned. If the student does not complete the required work within the time specified, the grade automatically converts to an F.

The grade of IC Indicates that a relatively small part of the semester's course work remains incomplete because of a student's sickness or reasons satisfactory to the professor. The work must be completed by the course withdrawal deadline of the semester after the IC was earned. If the student does not complete the required work within the time specified, the grade automatically converts to an F.

The grade of W (withdrawal) indicates that a student officially withdrew from a course on or before the last day for course withdrawals as designated in the current academic calendar. Withdrawals are not used when computing grade point averages.

Students should also read the "Financial Information" section, regarding possible loss of
financial aid. To make an official withdrawal from a course, a student must obtain and submit a completed Course Withdrawal Form to the MUSM Registrar. If the student elects to discontinue class attendance and does not complete an official Course Withdrawal Form within the time limits described, a grade of F (failure) will be recorded on the student's official record. A grade of W may not be awarded if a student does not complete the official Course Withdrawal Form on or before the date designated for each semester in the current academic calendar.

**Registration**

All students are required to register for courses at the time prescribed in the MUSM calendar or in compliance with official notices issued by the Office of the Registrar at MUSM. Official course enrollment, which includes the completion of satisfactory arrangement for financial payments, is required for admission to classes.

Completing and submitting a registration form in electronic or paper format, commits a student to the courses requested and the corresponding fees and charges incurred. A student who registers early or registers during the official registration period and is unable to attend classes must notify the registrar in writing prior to the first day of class. A student who registers after the official registration period is required to pay a $25.00 late fee.

**Right of Appeals**

Students may appeal faculty or program decisions regarding evaluations, grades, or decisions on the fulfillment of program and certification requirements. Please refer to the "Student's Right of Appeals Grievance Procedures" in the Student Handbook for the student's program for specifics.
TUITION AND FEES

The 2013 - 2014 tuition and fees for the professional and graduate programs at the Mercer University School of Medicine are as follows:

Doctor of Medicine
$41,457 annual*

Master of Family Therapy
$942/Semester Hour*

Master of Science in Biomedical Sciences
$747/Semester Hour

Master of Science in Preclinical Sciences
$747/Semester Hour

Doctor of Philosophy (Clinical Medical Psychology)
$968/Semester Hour

*A Facilities and Technology Fee of $150 per semester will be assessed students enrolled 9 hours or more or $17 per semester hour for students enrolled 8 hours or less.

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 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 end of the drop/add period, the student’s registration is subject to cancellation. The University reserves the right to deny access to, or use of, University facilities to any student with an outstanding balance.

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, Discover, and American Express. Credit card payments must be made online through QuikPay via MyMercer. Students paying by credit card will be assessed a convenience fee by the credit card processor.
Students will be notified of their anticipated amounts of financial aid by way of award notifications or letters from the Office of Student Financial Planning. Awarded financial aid is credited directly to the student’s account near the beginning of the semester. If a student receives financial aid funds in excess of tuition, the extra amount will be refunded to the student by the Bursar Office.

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 Deferred Payment Plan. More information concerning these payment options may be obtained by visiting our website at bursar.mercer.edu, or by contacting the Macon Campus Office of the Bursar.

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

**Third Party Payments**

Special billing arrangements involving third parties must be approved by the Bursar Office prior to the start of each semester, and applicable vouchers and payment contracts must be received by the last day of drop/add. All outstanding balances must be paid no later than 30 days from the last day of classes for the 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.

**Student Insurance**

All international students are required to carry health insurance while enrolled at Mercer University. Each semester, an insurance premium is assessed at the time of registration. Those who do not wish to purchase the school policy must provide proof of insurance by completing the Insurance Waiver at studentinsurance.com. Once coverage is verified, the premium charge will automatically reverse off. 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 and no student is considered by the University as a candidate for graduation until all indebtedness to the University has been settled. The Bursar Office is authorized to withhold and apply to a student’s debt any funds needed from the student’s scholarships, loans, or any other student financial aid (unless prohibited by regulations governing said aid). Students with outstanding indebtedness will not be eligible for registration, and a student may be subject to late penalties and interest charges. Unpaid student accounts that are deemed delinquent may be placed with a collection agency. If such action is required, the student will be liable for any costs associated with such action and should understand that collection costs will be a minimum of 33 1/3% and up to 67% of the outstanding balance. All accounts placed with collections will be reported to the Credit Bureau and NSLDS.
Contractual Obligations

The registration of a student signifies the assumption of definite financial obligations between himself or herself and the University.
Master Of Family Therapy (MFT)

The Master of Family Therapy degree program provides rigorous preparation for a career in the family therapy profession. The Family Therapy Program also offers two Post-Master's Certificate Programs. The Post-Master's Certificate in Marriage and Family Therapy provides specialized training beyond the master's degree in marriage and family therapy and offers students with a qualifying graduate degree the necessary coursework and clinical training to meet the academic requirements for licensure in Georgia as a marriage and family therapist. The Post-Master's Certificate in Medical Family Therapy offers students specialized coursework and clinical training in various aspects of medical family therapy.

An integrative family systems approach is emphasized, which draws from various modern and post-modern theoretical perspectives including but not limited to multigenerational, individual and family development, object relations, contextual, structural, strategic, Bowen Family Systems, solution focused, and narrative family theory. This program of study satisfies the educational requirements for licensure in Georgia and other states as a marriage and family therapist and leads to clinical membership in the American Association for Marriage and Family Therapy.

Admissions Information

Note: Admission into the MFT program does not guarantee completion of the Master of Family Therapy degree program. The Master of Family Therapy program is a professional program in which suitability and competency in the practice of marital and family therapy is continually assessed through the academic coursework and the clinical practicum experience. It is the responsibility of the clinical faculty, along with the program director, to assess each student's progress in the all program areas. If, in the judgment of the clinical faculty, a student is not making satisfactory progress, one of the following or a combination of the following, options may be required:

1. Additional clinical practica
2. Personal individual and/or family psychotherapy
3. Counseling out of the program into a more suitable course of study
4. Expulsion from the program

Students selecting the Master of Family Therapy must undergo a faculty review and assessment after completing twelve semester hours of academic work and/or one semester of clinical practicum. This review, by the program director and the clinical faculty, is for the purpose of assessing the student's clinical work and suitability for continuation in the Master of Family Therapy program.

Application Process

Master of Family Therapy (MFT)

Applicants are required to meet the following admission requirements:

1. Have completed Formal ONLINE Graduate application to Mercer University's School of Medicine for the Family Therapy program and a non-refundable fee of $50.

https://www.applyweb.com/apply/mercersm/
2. Official transcripts, sent directly from the college or university, for all college level work completed to earn a baccalaureate degree from an accredited college or university.

3. Official transcripts, sent directly from the college or university, for any work completed beyond the undergraduate degree, i.e. masters and/or doctoral work.

4. Official test results from the Graduate Records Exam (GRE), taken within the last seven years.

5. Students interested in taking a GRE preparation seminar prior to enrolling for the actual examination may contact the Student Development Office of Mercer University. Please have an official copy of your test scores sent to: Mercer University, School of Medicine, Admissions Office, using the institutional code 5409 and departmental code 4603.

6. A three-page (750 words), double-spaced, typewritten essay on the subject of the student's educational, career, and life goals.

7. Applicants are evaluated on their prior work and community service experiences.

Three letters of reference, two of the three must be from either current or previous college professors and/or employers, the third may be a college professor, employer or friend.

An evaluative interview with the program faculty is required prior to acceptance.

G.P.A. Requirement

An overall undergraduate grade point average of 2.50 or better, based on a 4.0 system, is required for all programs.

Application Deadlines

The application deadlines for fall are January 15 (early application) and June 1. The application deadline for spring admission (contingent on space available) is November 1.

Post Masters Certificate Programs

Marriage and Family Therapy

The Post-Master's Certificate in Marriage and Family Therapy is designed for professionals who hold a master's or a doctor's degree in a helping profession (i.e., psychology, medicine, counseling, social work, and others). A minimum one-year clinical practicum is required. The successful completion of the Post-Master's Certificate in Marriage and Family Therapy meets the academic requirements for licensure in Georgia as a marriage and family therapist.

The Georgia Composite Board for Professional Counselors, Clinical Social Workers, and Marriage and Family Therapists requires that individuals who have a qualifying master's degree in a non MFT mental health area are required to have at least five specific courses (2 in Family Studies, 2 in Family Therapy Theory and 1 in MFT Ethics and Professional Practice) and three years of practice, one year of which can be in a university MFT practicum.

Medical Family Therapy

The Post-Master's Certificate in Medical Family Therapy provides a therapeutic training specialization to equip family therapists to work confidently and collaboratively with physicians and other health care providers in addressing the unique psychosocial problems
of individuals, couples, and families with acute and chronic medically-related concerns. Admission into the Post-Master's Certificate Program in Medical Family Therapy requires a minimum of a master's degree in marriage and family therapy, social work, or counseling/counseling psychology; a Master of Divinity degree with a clinical emphasis; or a Doctor of Medicine degree. Individuals with a minimum of a master's degree in an allied mental health area other than MFT may be required to take additional master's-level coursework from the existing MFT curriculum, prior to beginning the program. Applicants who have not completed graduate-level coursework in child development, family systems theory, and/or family therapy theories will need to successfully complete MFST 683: Family Therapy I, MFST 686: Human Development Across the Lifespan, and MFST 630: Marriage and Family Therapy Methods, or the equivalent of each.

Application Process

Post-Master's Certificate Programs

Applicants to the Post-Masters Certificate Program in Marriage and Family Therapy must hold a master's or a doctor's degree in a helping profession, such as psychology, medicine, counseling, social work, or a related discipline. Applicants to the post-master's certificate programs in Medical Family Therapy must hold a minimum of a master's degree in marriage and family therapy, social work, or counseling/counseling psychology; a Master of Divinity degree with a clinical emphasis; or Doctor of Medicine. Individuals with a minimum of a master's degree in an allied mental health area other than MFT may be required to take additional master's-level coursework from the existing MFT curriculum prior to beginning either program. Applicants who have not completed graduate-level coursework in child development, family systems theory, and/or family therapy theories will need to successfully complete MFST 683: Family Therapy I, MFST 686: Human Development Across the Lifespan, and MFST 630: Marriage and Family Therapy Methods, or the equivalent of each from a regionally accredited academic institution. The following items are required for completion of the application:

1. A completed Formal ON LINE Graduate application to Mercer University's School of Medicine for the Family Therapy program and a non-refundable fee of $50.
2. Official transcripts, sent directly from the college or university, for all college level work completed from an accredited college or university.
3. An evaluative interview with the program's faculty is required prior to acceptance into the program.
4. Three letters of reference, two of the three must be from either current or previous college professors and/or employers, the third may be either a college professor, employer or friend.

Course Numbering System

The numbering system for graduate course work in the MFT program is 600-797. Each course appears in the catalog with the prefix MFST.

Changes in Program or Major

If a student enters under one MFT program and then decides to change to another MFT program, he/she must meet the following requirements:

1. Have a GPA of at least 3.0 in all courses taken in the program at that time;
2. Have a demonstrated record of academic, professional and personal integrity;
3. Have completed all pre-requisite requirements of the program for which admission is being sought;
4. Complete a comprehensive interview with the faculty.

**Curriculum**

**Master of Family Therapy**

Total Semester Hours..........................................................48 hours

Required Courses..............................................................36 hours

MFST 600  Introduction of Family Studies
MFST 620  Family Therapy with Major Psychopathology
MFST 630  Marriage and Family Therapy Methods
MFST 670  Ethics and Professional Practice
MFST 671  Practicum I
MFST 675  Family Research Methodology
MFST 680  Loss and Grief over the Lifespan
MFST 682  Marital, Couples and Sexual Issues in Family Therapy
MFST 683  Family Therapy I  MFST 684  Family Therapy II
MFST 685  Addiction Processes in Families
MFST 686  Human Development Across the Lifespan

Electives (1 of 2) Classes.........................................................3 hours

MFST 697  Special Topics
Medical Family Therapy

Practicum

MFST 696 Practicum - Therapy Settings (3 Semesters)

Total Practicum Hours.........................................................9 hours

**Post Masters Certificate In Marriage and Family Therapy**

Total Semester Hours..........................................................33 hours

Required Courses..............................................................24 hours

MFST 600  Introduction to Family Studies
MFST 620  Family Therapy with Major Psychopathology
MFST 630  Marriage and Family Therapy Methods
MFST 670  Ethics and Professional Practice
MFST 682 Marital, Couples and Sexual Issues in Family Therapy
MFST 683 Family Therapy I
MFST 684 Family Therapy II
MFST 685 Addiction Processes in Families

Practicum

MFST 696 Practicum - Therapy Settings (3 Semesters)

Total Practicum Hours……………………………………………..9 hours

Post-Masters Certificate in Medical Family Therapy

Total Semester Hours……………………………………………16 hours

Required Courses………………………………………………..12 hours

MFST 730 Methods in Medical Family Therapy
MFST 755 Pediatric Medical Family Therapy
MFST 757 Advanced Developmental Theory in Family Therapy
MFST 770 Chronic Illness, Death & Dying
MFST 796 Practicum in Medical Family Therapy

(1 Semester Minimum).................................4 hours

Course Descriptions

MFST 600. Introduction to Family Studies   (3 hours)

This course introduces the student to the field of family studies and provides inquiry into broader aspects of family, the psychosocial interior of the family, sociology of the family, healthy family functioning, ethnicity and family life, and the changing family life cycle, including divorce and remarriage as a family-life stage. Relationships between macro and micro systems are emphasized.

MFST 620. Family Therapy with Major Psychopathology   (3 hours)

A detailed examination of family systems psychopathology, which contributes to major psychiatric disorders as defined in the Diagnostic and Statistics Manual of Mental Disorders, is provided. The focus of the course is on family theory as it pertains to the functions of assessment, diagnosis, and treatment in family therapy, along with a brief coverage of psychopharmacology and the bio-psychosocial approach to psychopathology.

MFST 630. Marriage and Family Therapy Methods   (3 hours)

Prerequisites: MFST 600, 683, and 684

Students must also be currently enrolled in MFST 696.

A general systems approach to family therapy treatment that covers assessment, diagnosis, and treatment procedures using a variety of theoretical models including:
psychodynamic, communications, structural/strategic, experiential, intergenerational, behavioral, integrative, emotionally focused, solution focused and narrative.

MFST 670. Ethics and Professional Practice (3 hours)
This is a seminar for the study of ethics and ethical problems that arise in the practice of marriage and family therapy. The purpose of the course is to examine the standards of acceptable practice and ethical problems that are unique to the practice of marriage and family therapy.

MFST 675. Family Research Methodology (3 hours)
This course is a study of the social research process, with emphasis on research design, data collection, sampling, data analysis, and evaluation. Particular attention will be given to the family-related and marriage and family therapy-related applications of more generally used research techniques.

MFST 680. Loss and Grief Across the Life Span (3 Hours)
Death and loss are a natural part of the human experience. How we understand death and non-death related losses (our own or those close to us) is mediated by developmental and contextual factors across cultures and the lifespan. Grief and loss are often topics that elicit aversive reactions; facing loss is often quite painful. And yet, by "leaning" into painful topics and experiences rather than avoiding them, important positive life lessons may be learned. This course will utilize a family systems perspective to explore the dying process as well as issues of grieving, coping, and intervention strategies related to death and non-death related losses (e.g., divorce, chronic illness, foster care drift, etc.) across the lifespan. Attention will be given to the fundamental nature of loss and its subsequent grief in students' personal lives, the lives of their clients/patients, and in their roles as professional helpers. Emphasis will be placed on ethical issues associated with end-of-life care, cultural and gender diversity, evidence-based interventions, and individual and family resilience.

MFST 671. Practicum I (3 Hours)
This course is set up as an introduction to the clinical practicum experience. Students will learn and practice engagement skills, clinical assessment skills, and a variety of other basic systemic clinical skills necessary to begin their work with couples, families, groups and individuals in the Mercer Family Therapy Center and their off campus clinical practicum sites. Students will participate in the Mercer Family Therapy Center as a part of this learning experience and receive an orientation to the Family Therapy Center's policies, procedures and system of operation. Students will also participate as clinical team members in live therapy with the Family Therapy Center's clients, second year students and MFT faculty. The overall objective of this course is to fully prepare students for their second year clinical practicum.

MFST 682. Marital, Couples and Sexual Issues in Family Therapy (3 Hours)
This course will examine the interpersonal, emotional, and intimacy issues that occur in coupling relationships. The etiology of marital, couple, and sexual issues and the prevalent approaches to the practice of marital, couple and sex therapy will be explored. The course provides theoretical and practical foundations for practice with populations of diverse cultural, ethnic, sexual orientation, and religious backgrounds. Readings, lectures and practical applications will be framed within a family systemic context and grounded within reflective understandings of the human person in relationships. Student awareness of their own attitudes regarding marriage, coupling and sexual beliefs, biases, and values will be explored.
MFST 683. Family Therapy I  (3 Hours)

This course will focus on the major modern and post-modern theories of family therapy and their application to families and couples. MFST 683 is designed to introduce students to both the theoretical framework and the therapeutic practices that inform current practice in the field of family therapy. The course invites students to examine and reflect upon the assumptions underlying various family therapy approaches and to consider how particular family therapy techniques are connected to these assumptions. Students will be introduced to the history and evolution of family therapy as a unique perspective in the field of counseling. Outcome research for particular family therapy models will be used in case conceptualization and clinical planning.

MFST 684. Family Therapy II    (3 Hours)

This course is designed to complete the examination of models of family therapy begun in Family Therapy I (MFST 683) by exploring non-traditional approaches in marriage/couple and family therapy. The course provides an in-depth exploration of theory driven family therapy applications for a variety of specific clinical issues not covered in other MFT courses along with clinical skill building through interactive exercises.

MFST 685. Addiction Processes in Families   (3 Hours)

This course will provide an overview of the history, theory, and current research relating to the etiology, family process, assessment and treatment of substance abuse/addiction in families. The course will highlight the existing interplay of family life cycle development, family life dynamics, and the addiction disease process over time. Students will develop a family systems approach to understanding and treating chemical and process addictions.

MFST 686. Human Development Across the Life Span   (3 Hours)

This course covers human development across the lifespan of the individual from conception to death. Content includes changes in motor skills, biological growth and decline, learning behavior, language, social, emotional, moral, and intellectual development as well as the roles of the family, the school, peers, and work in relation to individual development. The course offers critical evaluation of current theories which describe human development.

MFST 690. Medical Family Therapy    (3 hours)

This course will focus on the nature of the major methods used in the practice of medical family therapy. Students will be prepared for work within primary and/or tertiary care medical settings. A major theme throughout the course will be the importance of clinicians in creating a collaborative network of care to fully meet the physical, social, emotional, and spiritual needs of patients and their families. Students will learn how to apply the major family therapy/systemic theories to the care of persons living with physical illness, as well as to work within the systems of care involved in patients' treatment.

MFST 696. Practicum: Master of Family Therapy   (9 hours)

Prerequisite: permission of the clinical director.

This practicum is designed for the integration and application of marriage and family theory to actual cases in the mental health field. Socialization of the student into the discipline and profession of marriage and family therapy is an ongoing process in the practicum. The student will locate a practicum site, in conjunction with the off-campus practicum
site coordinator and/or the clinical director. The student must take a minimum of nine semester hours of full practicum. In addition, the student is required to have 500 client-contact hours in the practicum, with greater than 51% (255 hours) in relational therapy (i.e., couples and families). If the requirement of 500 client-contact hours, with the relational therapy qualifier, is not achieved in three semesters of full practicum, additional practica will be required. Students who are in the practicum are required to participate in both group and individual supervision with an assigned clinical faculty member of the program. A minimum of 50% of clinical supervision will be conducted by audio, video, or live supervision.

MFST 697. Special Topics in Marriage and Family (3 hours)

Prerequisite: permission of the program director. From time to time, special topics, as they relate to marriage and family studies, will be offered as electives. These offerings constitute the latest research in the field or some special area of inquiry that is not included in the regular curriculum. After completing the requirements in a required course, students have the opportunity to study that subject at an advanced level through independent study. Such study may occur only once and must be arranged between the student and a faculty member and approved by the program director well in advance as a required course in the curriculum.

MFST 699. Supervision of Psychotherapy and Family Therapy (3 hours)

Prerequisites: master's or doctoral degree; a minimum of two supervisees. This course provides an overview of the supervision literature for mental health practitioners who provide family therapy/psychotherapy supervision to mental health trainees.

MFST 730. Methods in Medical Family Therapy (3 hours)

This course will focus on the nature of the major methods used in the practice of medical family therapy. Students will be prepared for work within primary and/or tertiary care medical settings. A major theme throughout the course will be the importance of clinicians in creating a collaborative network of care to fully meet the physical, social, emotional, and spiritual needs of patients and their families. Students will learn how to apply the major family therapy/systemic theories to the care of persons living with physical illness, as well as to work within the systems of care involved in patients' treatment. Special emphasis will be placed on the nature of adjustment and grief as an indelible component of medical family therapy.

MFST 755. Pediatric Medical Family Therapy (3 hours)

This course is designed to prepare students for becoming integral parts of collaborative health care teams within pediatric medical care settings. Students will gain an advanced understanding of their roles as therapists working with acute and chronic illnesses such as asthma, diabetes, and cancer. The biological, cognitive, emotional, behavioral, and spiritual levels of individual and family functioning will be explored to promote a developmental-systems framework for working with the pediatric patient population. Special attention will be paid to the need for clinicians to maintain developmentally-appropriate expectations for understanding illness, death, and the grief process.

MFST 757. Advanced Developmental Theory in Family Therapy (3 hours)

Most families pursuing therapy, and the therapists who see them, are more in tune with the damage model of pathology and dysfunction than with the health and functionality of the resilient family. To emphasize the importance of the resiliency perspective, this course will elucidate normal family processes and identify factors related to the concomitant development of both the individual and the family. This will be done by injecting...
developmental theory into systemic thinking to achieve a model that views the individual as a system, which will enrich the view of the family system and its development, especially in regards to healthy functioning and resilience. Information from the fields of marriage and family therapy, child and family development, and developmental psychopathology will be covered.

MFST 770. Chronic Illness, Death, & Dying (3 hours)

This course will explore in-depth the bio-psychosocial nature of the major acute and chronic illnesses MFT’s are most likely to encounter when collaborating with medical systems and the factors related most intensely to issues to death and dying. A major emphasis will be placed on students examining their own beliefs and experiences with the processes of death and dying as a means of informing their therapeutic work with these issues, as well as their own needs related to working with people who are chronically and/or terminally ill. A developmental systems perspective will be taken, and the cognitive, emotional, biological, behavioral, and spiritual levels of the individual and family systems will provide a primary context to explore the course material.

MFST 796. Practicum in Medical Family Therapy (4 hours)

The practicum course is designed to provide the supervised clinical training experience for students enrolled in the Medical Family Therapy Certificate Program. Students will be placed in a primary practicum placement site that provides primary or tertiary health-care services. Students will also complete several rotations through secondary placement sites that are designed to expose them to a wide range of contexts in which collaborative healthcare and the interfacing of therapist and physician are integral components of patient care.

Academic Information

The academic year for all MFT programs begins with the fall semester (16 weeks) and spring semester (16 weeks) and ends with the summer semester (11 weeks). A practicum will continue year-round (50 weeks).

Academic Advising

The program director or his or her designee will assign a faculty advisor to each student accepted into the program. The advisor will assist students in selecting courses, devising strategies to meet career objectives, and recommending resolutions to academic problems. The advisor is to meet with each student to establish a course of action outlining the course sequence for the student to follow that best fits with the student’s capabilities and circumstances. The advisee's outline is to be stored in the student's academic file in the MFT administrative office. The advisor is to be available to the student to counsel as needed concerning the student's progress through the program.

Academic Performance Standards

A student seeking the Master of Family Therapy degree must complete all program requirements within six years from the start of the program in MUSM. A student seeking one of the post-master's certificates must complete all program requirements within three years from the start of the program in MUSM. The time requirements begin when a student formally enrolls in his or her first graduate course in MUSM. A graduate student not enrolled in a course(s) for two consecutive semesters will be withdrawn from the graduate program, unless he or she has received prior approval for a leave(s) of absence from the program director.
A cumulative grade point average of 3.0 is one of the requirements for graduation from the MFT program. In addition to meeting the 3.0 GPA requirements for graduation, master's students may have no more than two grades of C and/or C+ in their graduate work, and post-master's students may have no more than one grade of C or C+ in their graduate work. Grades below a C do not count toward a degree or certificate. Students not meeting the minimum academic standard will be placed on academic warning, academic probation, or academic exclusion, as defined below. A student may repeat only one course to improve a letter grade of C or C+.

**Academic Warning**

Once a master's student receives his/her first grade of C or C+, the student will be placed on academic warning.

Post-master's students are not eligible for academic warning status.

**Academic Probation**

Once a master's student receives his/her second grade of C or C+, the student will be placed on academic probation.

Once a post-master's student receives his/her first grade of C or C+, the student will be placed on academic probation.

**Academic Exclusion:**

A master's student will be permanently excluded from the program upon receiving a third letter grade of C or C+.

A post-master's student will be permanently excluded from the program upon receiving a second letter grade of C or C+.

The academic record of these students will reflect academic exclusion, unless the student is able to avail him/herself of the one opportunity provided to repeat one course in which he/she received a letter grade of C or C+. If a student is successful in improving the letter grade in the repeated course to a B or higher, then the student will be placed back on academic probation. Should a letter grade of C+ or lower be awarded in any course thereafter, the student will be permanently excluded from the program.

Master and post-master's students receiving a letter grade of F will be permanently excluded from the program. Students are not permitted the retake option in a course in which they earn a letter grade of F.

**Attendance Policy**

Students are expected to attend all classes each semester. Since classes meet only once per week, to miss one class is the equivalent of being out of school for a week. In clinical program, all materials are for the development of adequate patient care skills. However, should absences occur, the following provisions will be followed:

For each absence: The student must submit an outline of the readings and class material for the class missed. This should be submitted to the instructor at the beginning of the next class attended.

2 absences: In addition to the outline, the student must write a paper on the topic missed; the instructor must approve the length and content of the paper.
3 absences: In addition to the outline and the paper, the student will experience an automatic grade reduction by one letter grade.

4 absences: In addition to the outline and the paper, the student will not be awarded a grade of higher than a C.

5 absences: The student will automatically be awarded a grade of F.

Course Syllabi

MFT students are provided a course syllabus at the beginning of each course. The syllabus is to outline the required texts, expectations of the course, required papers and projects, exams, and all expectations of the course, including attendance and grading. The professor(s) of the course will assign the student a grade in the course, based upon the student's performance, as outlined in the syllabus.

Comprehensive Exam

When a student has completed all required academic coursework in an MFT program, he/she must request to take a comprehensive exam. This exam consists of approximately 100 multiple-choice questions and is modeled after the Georgia Composite Board Approved MFT Licensure Exam. Questions are presented from each of the following areas:

Introduction of Family Studies
Human Development Across the Lifespan
Family Therapy I
Family Therapy with Major Psychopathology
Family Therapy II
Ethics and Professional Practice
Family Research Methodology
Marital, Couples and Sexual Issues in Family Therapy
Loss and Grief over the Lifespan
Addiction Processes in Families

The exam is available year round to students as they finish their coursework. Students must achieve a grade of 70 or higher to successfully pass the exam. Students not receiving a passing grade on the first attempt will be permitted to retake the exam. Students who are unable to successfully pass the exam on the second attempt will be required to engage in additional study in the areas in which the student is experiencing the most deficiencies and will then be required to demonstrate proficiency.

Post-master's certificate students are not required to take a comprehensive exam.

Evaluation of MFT Practicum Experience

Each semester an MFT student is engaged in a practicum, he/she is required to complete evaluations of supervision sessions to provide feedback to the practicum supervisor. The practicum student is required to complete an agency evaluation form each semester for each site at which the student is engaged in a practicum experience.
Evaluation of Program

After the successful completion of all academic and clinical requirements and after successfully passing the comprehensive exam, each MFT student is asked to complete an exit interview. This is accomplished either by the student writing out his/her responses to the questions or by a faculty member calling the student and documenting the student’s responses.

Graduation Degree Requirements for the Master of Family Therapy and the Post-Master's Certificate in Marriage & Family Therapy

1. Successful completion of all academic course work with a minimum of a 3.0 GPA. A master's degree student may have no more than two grades of C and/or C+ in their graduate work, and post-master's certificate students may have no more than one grade of C or C+ in their graduate work. Mercer University does not award a letter grade of D. A letter grade of F may not be earned in any Course used for the MFT degree.

2. Successful completion of minimum of a one year practicum experience (nine semester hours), in which the student must accrue 500 hours of direct client contact. Students will be required to take additional semesters of practica in order to meet the 500 hours of client contact requirement. Half of the 500 hours client contact requirement must include a minimum of 50% of therapy with couples, families and other systems.

3. Accrual of a minimum of 100 hours of clinical supervision:

   - a maximum of 50 hours of group supervision and a minimum of 50 hours of individual supervision.

   - a minimum of 50 percent of the required total supervision will be conducted by direct observation (Videotape or live supervision).

4. Submission of satisfactory evaluations from clinical supervisors and, practicum site administrators for each practicum.

5. Submission of accurate records of accrued client contact hours to the clinical director of the MFT program. A minimum of 500 hours is required, half of which must be with couples, families and/or other systems.

6. MFT students must achieve a passing score on the comprehensive exam.

Post-master's certificate students are not required to take the comprehensive exam.

Requirements for completing the Post-Master's Certificate In Medical Family Therapy

1. Successful completion of all academic course work with a minimum of a 3.0 GPA. The student may have no more than one letter grade of C+ or C. Mercer University does not award a letter grade of D. A letter grade of F may not be earned in any course used for these programs.

2. Accrual of a minimum of 40 hours of clinical supervision for
a. A minimum of 20 hours of group supervision and a minimum of 20 hours of individual supervision.

b. A minimum of 50 percent of the required total supervision time will be conducted by direct observation (audio/video tape or live supervision).

3. Submission of satisfactory evaluations from clinical supervisors and practicum site administrators for each practicum.

4. Submission of accurate records of accrued client contact hours to the clinical director of the MFT program.

Practicum Experience for the Master of Family Therapy and the Post Master's Certificate in Marriage & Family Therapy

MFT/certificate students spend a minimum of three consecutive semesters (approximately 50 weeks) in an appropriate agency setting; doing marriage and family therapy under supervision.

The practicum may begin during the first or second year of training, depending upon the previous clinical experience of the student, and continues for one full year, ending when the student has accumulated 500 hours of client contact. Therapy students average 20 hours a week in the practicum placement, providing an average of 10 to 12 hours of direct client contact as a therapist or co-therapist and participating in other activities deemed appropriate by the agency. Students are also required to see clients at the program’s Family Therapy Center to facilitate live supervision by faculty approved supervisors and other practicum students.

In the beginning of a practicum placement, inexperienced therapy students may be able to see only three or four clients a week, for whom they function as a co-therapist, along with an experienced agency therapist. With experience, and by the second semester of a practicum, a student will be the primary therapist for an average caseload of 10 clients per week. This will enable the student to provide a total of 500 hours of direct service to clients in the course of his or her practicum.

While s/he is being trained as a marriage and family therapist, emphasis is placed on working with couples and families present in sessions. However, the student has the skills to work with individuals and groups (from a systemic relational perspective) as well. It should be noted, however, that his/her caseload should consist mainly of couple, family and systemic cases, with individual clients constituting less than 50% of the caseload.

A faculty-approved supervisor will provide a minimum of 100 hours of clinical supervision, including 50 hours of group supervision and a minimum of 50 hours of individual supervision. At least 50% of supervision hours must be supervision by direct observation, which includes live supervision and video-tape. The 100 hours of clinical supervision occur at the program's Family Therapy Center during the entire practicum experience. Individual and group supervision occurs on a weekly basis throughout the practicum experience. Students in a practicum are required to engage in clinical supervision during the hours offered on each program campus.

All practicum students must provide digital video from off campus practicum sites as allowed by the site. All equipment must be compatible with existing equipment at the Family Therapy Center. Information will be provided regarding suggested compatible digital cameras and required accessories to re-play therapy session during supervision.
Practicum Experience for the Post-Master's Certificate in Medical Family Therapy

Students enrolled in the Medical Family Therapy Certificate Program will spend a minimum of one semester in an appropriate agency setting, doing marriage and family therapy under supervision. The practicum may begin during the first or second semester of training, depending upon the previous clinical experience of the student, and will continue until the student has accumulated 150 hours of client contact. During this practicum experience, the student will see a majority of individuals, couples, and families in which at least one member has an acute medical situation or chronic illness. Supervision will focus on the systemic/relational dynamics of the individuals, couples, and families and how these dynamics are influenced and impacted by the presence of medical problems. Efforts will also be directed at delineating the impact and influence of the medical health-care team and the medical environment upon individual and family functioning.

Surveys of Alumni

Alumni surveys are sent out via email to all program graduates on an bi-annual basis. The MFT program maintains a regularly updated list of alumni contact information. The MFT program also hosts an alumni day each spring. Graduates are invited to attend the Armour Family Lecture Series and a luncheon or dinner hosted in their honor. The purpose of the event is to provide an educational, networking opportunity for students, alumni, and marriage and family professionals. Alumni are also asked to complete a survey each year that requests information on professional employment status, credentialing status, preparedness to function in the workplace, and student satisfaction with their educational experience in the MFT program.
Master of Science in Biomedical Sciences

The Master of Science in Biomedical Sciences (MSBMS) Program at Mercer University School of Medicine is a two-year, research-based graduate program. Students will work closely with research mentors in either the Division of Biomedical Sciences on the Macon Campus or in the Department of Biomedical Sciences on the Savannah Campus. The curriculum is composed of 75 credit hours in biomedical sciences, including both classroom instruction and research. The MSBMS Program will prepare graduates for further postgraduate studies in the biomedical sciences or employment in academic research laboratories or in the pharmaceutical and biotechnology industries.

Following successful completion of a research thesis, students will be awarded the degree of Master of Science in Biomedical Sciences with a concentration in one of the disciplines represented by the Basic Sciences faculty.

Master of Science in Biomedical Sciences Program

The Dean’s Office and the Registrar for Mercer University School of Medicine (MUSM) require the materials listed below in order to complete the admissions process for the Master of Sciences in Biomedical Sciences (MSBMS) Program of MUSM:

- A completed formal online application to the MSBMS Program at the website below with payment of a non-refundable fee of $50 for domestic applicants and $150 for international applicants. https://www.applyweb.com/apply/mercerms

- Official transcripts, sent directly from the college or university to the address below for all college level work completed to earn a baccalaureate degree, and higher degrees if attained, from a regionally accredited college or university. All international transcripts must be fully converted and submitted through World Education Service (WES). Address for domestic transcripts: Office of Admissions, ATTN: Master of Science in Biomedical Sciences Program, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

- Official test results from the Graduate Record Exam (GRE) taken within the last two years. The institutional codes for the GRE are - 5409 and department code - 0609 respectively. The Medical College Admissions Test (MCAT) may be accepted by the Program Director in lieu of the GRE. The Program Director will evaluate test score information as part of academic advisement. Applicants already holding a Master’s degree or higher are exempt from submitting the above tests scores.

- An essay of 750 words or less, which is part of the online form, on the subject of educational goals related to the Master’s Program and career goals utilizing the Master’s degree.

- Two letters of reference from college professors or other individuals who have taught or supervised the applicant. Letters may be submitted by the letter writer through the online application system or sent directly to: Office of Admissions, ATTN: Master of Science in Biomedical Sciences Program, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

- Accepted students will be required to submit a $50 non-refundable deposit to hold their spot in the Program, which will be applied to their tuition upon enrollment. If a student submits a deposit, then decides not to enter the Program, the deposit will then be forfeited to MUSM.

In addition, all applicants may be asked to complete a phone interview with the MSBMS Program Director and/or Faculty. The MSBMS admissions committee will evaluate each applicant based on his or her academic record, personal qualities, and personal goals. For domestic applicants, the application form deadline for fall entrance is midnight on May 22nd.
For international applicants, the application form deadline for fall entrance is midnight on May 1st. The Mercer MSBMS program only admits once a year for fall enrollment. All of the required materials above must be submitted within one (1) week after each deadline.

**Minimum Requirements for Admissions to the MSBMS Program**

- B.S., B.A., or equivalent from a regionally accredited institution. Degree work must include one-year of coursework with the corresponding laboratories for the following subjects: general biology, general or inorganic chemistry, and organic chemistry. Two courses in physics are also required.

- GPA of 3.0 on a 4.0 scale.

- GRE scores from exams within the past 2 years. We do not have a minimum required score. MCAT scores may be submitted in lieu of the GRE. The institutional codes for the GRE are - 5409 and department code – 0609 respectively.

- Applicants already holding a Master's degree or higher are exempt from submitting the above tests scores.

- International students must also submit scores from the TOEFL examination. The University’s minimum proficiency level is a score of 20 on each section of the Test of English as a Foreign Language (TOEFL). The minimum composite TOEFL score is 80 (IBT), 213 (CBT) or 550 (PBT). If applying as an international student, please contact the International Programs office.

**Course Numbering System**

The numbering system for graduate courses in the MSBMS is the prefix BMS followed by three digits at the 600 level for core courses and at the 700 level for research courses.

**Course Requirements**

Students must purchase access to a version (print or electronic) of the textbook for each course. Additionally, the examination process for all courses in the Program requires that students have access to a laptop computer. Students are required to provide their own laptop computer as part of the materials required for each course in the Program. The computer must meet the specifications needed to run Examsoft SofTest software. The specific system requirements may be found on the following Examsoft webpages. Students should refer to these requirements when considering the purchase of a new computer. Students are required to download and install SofTest and to install upgrades of the SofTest software, as they are released by Examsoft, and to contact Examsoft support for problems with installing or running the software on their computers.

Examsoft Support:

http://support.examsoft.com/ics/support/default.asp?deptID=15194

Windows System Requirements:

http://support.examsoft.com/ics/support/kbanswer.asp?deptID=15194&task=knowledge &questionID=170

Mac System Requirements:

http://support.examsoft.com/ics/support/kbanswer.asp?deptID=15194&task=knowledge &questionID=171
Enrollment

Full-time enrollment in this program is 15 semester hours in the fall and 16 semester hours in the spring. Summer enrollment is 12 hours. In the second year full-time enrollment is 16 hours for each semester. No part-time enrollment will be considered. Matriculating students are expected to enroll for the full-time academic load. Full-time enrollment is required for Financial Aid eligibility.

Satisfactory Academic Performance

Academic performance will be monitored within courses during each semester for student academic advisement (see Academic Advising). For satisfactory academic performance in progress toward the degree, a student must maintain a cumulative GPA of 3.0. This is the ‘minimum satisfactory academic performance’, and a student not meeting this level of performance will be placed on academic warning (see definition below).

Academic Advising

The Program Director will assign a faculty advisor to each enrolled student. An Advisory Committee consisting of the student's research mentor (major professor) and two other program faculty members will be established during the second semester of the first year. This Committee will advise the student, monitor his or her progress through the curriculum, and provide academic guidance for the student throughout the MSBMS Program.

Academic Performance Standards

The academic status of the student is determined by his or her academic performance. A student is in good academic standing as long as his or her examination scores within courses remain at a letter grade of "C" or above, with a minimum cumulative GPA of 3.0. When a student receives an examination grade of below "C" in a course, he/she must meet with the course director to discuss his/her academic progress and a plan to improve his/her performance in the course. At this point, a student is under ‘academic caution’. A second examination score below "C" in the same course requires that the student meet with both the course director and his/her faculty advisor. At this point, a student is under ‘academic warning’. Course directors will report all students with exam scores below "C" on each exam to the Program Director. Notifications of academic status will be issued to the students by the Program Director. A minimum, cumulative grade point average of 3.0 is required for graduation from the MSBMS Program. Final course grades below "C" do not count toward the Master of Science in Biomedical Science degree, and any student who receives a grade below a "C" will be dismissed from the MSBMS Program.

Degree Application

Applications for graduation are processed through the Office of the Registrar in the School of Medicine.

Degree Audit for May Graduation/Commencement

By March of the spring semester, the Program Director submits to the Office of the Registrar an application for graduation for each student in good academic standing and potentially eligible to participate in commencement. The degree auditing process is initiated from
these applications and is a joint responsibility of the Registrar’s Office and the program administration to insure that students stay on track for successful completion of the degree program.

**Final Check/Recommendation for May Graduation**

The Registrar's Office will check final grade point averages and spring semester final course grades and will clear for graduation those students who meet the degree requirements as defined below. The Registrar’s Office will notify students who failed to meet the requirements that they are no longer eligible for the degree and cannot participate in commencement.

**Degree Requirements**

Completion of all required course work with a minimum, cumulative GPA of 3.0 and with all final course grades of “C” or above. Both academic performance requirements must be met for successful completion of the degree program. Clearance for graduation must be granted by the Office of the Registrar.

**Participation in Commencement Ceremonies**

Only students who have completed all Program requirements in good academic standing by the end of spring semester will be eligible to participate in commencement.

**Diplomas**

Diplomas are not distributed during commencement and will be available only in the Registrar's Office. Diplomas are ordered after all degree requirements are met. Graduates will be notified when their diploma is available.

**Curriculum**

**Year 1**

**Fall Semester (15 credit hours)**

- BMS 610 Biochemistry and Molecular Genetics
- BMS 611 Human Immunity
- BMS 612 Molecular Cell Biology

**Spring Semester (16 credit hours)**

- BMS 620* Human Physiology
- BMS 621* Human Development
- BMS 622* Microbial Pathogenesis
- BMS 624 Research Methods
- BMS 625 Introduction to Research I

**Summer Semester (12 credit hours)**

- BMS 630 Introduction to Research II
- BMS 631 Scientific Analysis

*Students will choose one of these courses based on their particular research interests.*
Year 2

Fall Semester (16 credit hours)
BMS 710 Independent Research I
BMS 711 Research Seminar I

Spring Semester (16 credit hours)
BMS 720 Independent Research II
BMS 721 Thesis Preparation

Course Descriptions

BMS 610: Biochemistry and Molecular Genetics (5 credit hours)
The goal for the instruction in biochemistry and molecular genetics is for students to understand the chemical and biomolecular composition of the human body, the importance of buffering and solute concentrations in physiological function, the metabolic processes that provide energy to sustain tissue viability, the structure and dynamics of genetic material, the regulation of gene expression, and the principles of genetic inheritance. The learning goal will be achieved by students through problem-solving in the classroom, discussion of medical cases and research literature, and laboratory experiments that illustrate principles in biochemistry and genetics.

BMS 611: Human Immunity (5 credit hours)
The goal for the instruction in the human immune system is for students to understand the development and organization of the human immune system, the genetic and molecular mechanisms of immunity, the role of inflammation in immunity, the initiation and detection of immune responses, and the use of vaccines to support human immunity. The learning goal will be achieved by students through problem-solving in the classroom, discussion of medical cases and research literature, and laboratory experiments that illustrate principles in immunology.

BMS 612: Molecular Cell Biology (5 credit hours)
The goal for the instruction in molecular cellular biology is for students to understand the fundamental structure of human cells, the function of intracellular organelles, the dynamics of organelles in different cell types, the cellular interactions within tissues to support tissue function, and the biomolecular interactions required for cellular function. This learning goal will be achieved by students through problem-solving in the classroom, discussion of medical cases and research literature, and laboratory experiments that illustrate principles in cellular and molecular biology.

BMS 620: Human Physiology (5 credit hours)
The goal for the instruction in human physiology is for students to develop an understanding of the function of the human body, building upon their prior knowledge of human biology, physics, chemistry and mathematics. This course deals with body fluid compartments and body systems organization and function, including the nervous, muscular, cardiovascular, respiratory, urinary, digestive, and endocrine systems. Students will examine the concepts of homeostasis and regulatory mechanisms as they are applied in the various body functions. The learning goal will be achieved through a combination of
interactive lectures, group discussions, problem-solving exercises, and medical case-based activities. (prerequisites – BMS 610, 611, and 612)

BMS 621: Human Development (5 credit hours)

The goal for the instruction in human development is for students to understand the process of human development, the determinants of embryonic development, the differentiation and organization of cells into functional tissues and organs, the maternal contribution to embryonic and fetal development, the environmental and physiological risks to human development, and the basic functional anatomy of the human body. This learning goal will be achieved by students through classroom discussion, interaction with animated programs depicting developmental processes, histological analysis of human tissues, and interaction with animated programs and with plastinated models of human anatomy. (prerequisites – BMS 610 and 612)

BMS 622: Microbial Pathogenesis (5 credit hours)

The goal for the instruction in microbial pathogenesis is for students to understand the structural and genetic differences between human cells, bacteria, fungi, parasites and viruses, the variations in structure among members of pathogenic species, the metabolic and genetic properties of microbes that facilitate their adaptation to different environments, the commensal relationship between humans and microbes, the mechanisms of microbial and viral pathogenesis, and the basic laboratory culture conditions and tests for human microbial pathogens. This learning goal will be achieved by students through problem-solving in the classroom and discussion of medical cases and research literature that illustrate clinical application of microbiology principles. (prerequisites – BMS 610, 611 and 612)

BMS 624: Research Methods (1 credit hour)

This one-hour course will be taught by participating faculty and will be the primary method by which students are introduced to the research techniques used in the scientific disciplines represented by the faculty in the DBMS. Students will be evaluated on the basis of their acquired knowledge of these research techniques. Participation in this course will be essential for students to develop these core competencies as a scientist.

BMS 625: Introduction to Research I (10 credit hours)

Students will be introduced to their thesis research in this class, which will consist primarily of directed study by their individual research mentors as they begin the develop the individual competencies required for their discipline. The course will also include general introductions to topics such as bioinformatics and genomics.

BMS 630: Introduction to Research II (11 credit hours; Prerequisite: BMS 625)

Continuation of BMS 625.

BMS 631: Scientific Analysis (1 credit hour)

Students will be introduced to the scientific literature, data-handling and analysis (e.g., statistical evaluation of research data), and the responsible conduct of scientific research, including responsible authorship.

BMS 710: Independent Research I (15 credit hours)

Thesis research.

BMS 711: Research Seminar (1 credit hour)
One of the most important skills for a scientist is public speaking. In this course students will participate in research seminar, during which they will present papers from the classical and current primary literature to an audience consisting of MSBMS faculty and their fellow students. The objective of this course is to prepare students to be competent scientific communicators.

BMS 720: Independent Research II (15 credit hours)
Thesis research.

BMS 721: Thesis Preparation (1 credit hour)

**Master of Science in Preclinical Sciences**

The Master of Science in Preclinical Sciences (MSPCS) Program is a 32-week curriculum composed of 31 credit hours of biomedical sciences that are foundational to the practice of clinical medicine and the development of biomedical research. The MSPCS prepares its graduates for careers in science teaching, academic laboratory research, publishing or policy-making and for the pursuit of advanced research degrees in biomedical sciences or professional degrees in healthcare. The MSPCS competencies for its graduates are their ability to demonstrate an understanding of fundamental scientific knowledge that is the basis for medicine and research and to display critical thinking skills in the application of that knowledge. These outcomes will be achieved through studies in 7 courses covering topics in anatomy, biochemistry, molecular and cellular biology, embryology, genetics, histology, immunology, microbiology, physiology, and virology. The Program culminates for each student with a ‘capstone’ experience that exercises the student’s critical thinking about and communication of biomedical sciences, which are skills necessary in advanced graduate-level studies and in scientific research, writing, or education careers.

**Master of Science in Preclinical Sciences Program 2013 - 2014 Admission Requirements**

The Dean's Office and the Registrar for Mercer University School of Medicine (MUSM) require the materials listed below in order to complete the admissions process for the Master of Sciences in Preclinical Sciences (MSPCS) Program of MUSM:

- A completed formal online application to the MSPCS Program at the website below with payment of a non-refundable fee of $50 for domestic applicants and $150 for international applicants. [https://www.applyweb.com/apply/mercerms](https://www.applyweb.com/apply/mercerms)

- Official transcripts, sent directly from the college or university for all college-level work completed to earn a baccalaureate degree from a regionally accredited college or university. All international transcripts must be fully converted and submitted through World Education Service (WES). Address for domestic transcripts: Office of Admissions, ATTN: Master of Science in Preclinical Sciences Program, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

- Official test results from the Graduate Record Exam (GRE), Medical College Admissions Test (MCAT), or Dental Admissions Test (DAT) taken within the last two years (after January 2012). The institutional codes for the GRE are - 5409 and department code - 0609 respectively. The Program Director will evaluate test score information as part of academic advisement. Applicants already holding a Master's degree or higher are exempt from submitting the above tests scores.
• An essay of at least 750 words, which is part of the online form, addressing the applicant’s educational goals related to the MSPCS Program and the applicant’s career goals.

• Two letters of reference from college professors or other individuals who have taught or supervised the work of the applicant. ‘Committee letters’ are acceptable, but a committee letter counts as only one of the two required letters. Letters may be submitted by the letter writer through the online application system or by mail to: Office of Admissions, ATTN: Master of Science in Preclinical Sciences Program, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

• Accepted students will be required to submit a $50 non-refundable deposit to hold their spot in the Program, which will be applied to their tuition upon enrollment. If a student submits a deposit, then decides not to enter the Program, the deposit will then be forfeited to MUSM.

Applicants may be contacted for a phone interview with a member of the MSPCS Program Admissions Committee. The MSPCS Admissions Committee will evaluate each applicant based on his or her academic record, personal qualities, and personal goals.

For domestic applicants, the online application form deadline for fall entrance is midnight on May 22nd. For international applicants, the online application form deadline for fall entrance is midnight on May 1st. The Mercer MSPCS program only admits once each year for fall enrollment.

All of the required materials (online application form including an essay, test scores, transcripts, and letters) must be received before an application will be reviewed by the MSPCS Admissions Committee. All required materials must be received by June 5th, 2014.

Minimum Requirements for Admissions to the MSPCS Program

• B.S., B.A., or equivalent from a regionally accredited institution. Degree work must include one-year of coursework with the corresponding laboratories for the following subjects: general biology, general or inorganic chemistry, and organic chemistry. Two courses in physics are also required.
• GPA of 2.8 on a 4.0 scale.
• Graduate Record Exam (GRE), Medical College Admissions Test (MCAT), or Dental Admissions Test (DAT) scores within the past 2 years (after January 2012). The institutional codes for the GRE are - 5409 and department code - 0609 respectively.
• Applicants already holding a Master's degree or higher are exempt from submitting the above tests scores.
• International students must also submit scores from the TOEFL examination. The University’s minimum proficiency level is a score of 20 on each section of the Test of English as a Foreign Language (TOEFL). The minimum composite TOEFL score is 80 (IBT), 213 (CBT) or 550 (PBT). If applying as an international student, please contact the International Programs office.

Course Numbering System

The numbering system for graduate courses in the MSPCS Program is the prefix BMS followed by three digits at the 600 level. For example, ‘BMS 610’.
Course Requirements

Students must purchase access to a version (print or electronic) of the textbook for each course. Additionally, the examination process for all courses in the Program requires that students have access to a laptop computer. Students are required to provide their own laptop computer as part of the materials required for each course in the Program. The computer must meet the specifications needed to run Examsoft SofTest software. The specific system requirements may be found on the following Examsoft webpages. Students should refer to these requirements when considering the purchase of a new computer. Students are required to download and install SofTest and to install upgrades of the SofTest software, as they are released by Examsoft, and to contact Examsoft support for problems with installing or running the software on their computers.

Examsoft Support:

http://support.examsoft.com/ics/support/default.asp?deptID=15194

Windows System Requirements:

http://support.examsoft.com/ics/support/kbanswer.asp?deptID=15194&task=knowledge &questionID=170

Mac System Requirements:

http://support.examsoft.com/ics/support/kbanswer.asp?deptID=15194&task=knowledge &questionID=171

SofTest Download and Installation Instructions:

http://support.examsoft.com/link/portal/15157/15194/Article/40/How-do-I-download- SofTest

Academic Information

Enrollment

Enrollment in the Program is fifteen (15) semester hours of BMS courses in the fall and sixteen (16) semester hours of BMS courses in the spring. No part-time enrollment will be considered. Matriculating students are expected to enroll for the full-time academic load. Full-time enrollment is required for Financial Aid eligibility. Students who take a leave of absence must re-enter the Program in the next academic year and complete the Program as a full-time student.

Satisfactory Academic Performance

Academic performance will be monitored within courses during each semester for student academic advisement (see Academic Performance Standards below). Also refer to the section Satisfactory Academic Progress for Financial Aid in the MUSM Student Handbook.

Academic Advising

The Program Director will assign a faculty member to serve as an academic advisor to each enrolled student. Each student must meet with his/her advisor by the end of the second week of each semester. The academic advisor will have access to academic records, will provide academic guidance for the student throughout the Program, and will consult with course directors and the Program Director, as needed, to address the academic status of the student and counsel the student regarding academic performance. The academic status of the student is based on the academic performance standards as outlined below.
Academic Performance Standards

A student seeking the MS degree should complete all Program requirements within the two-semester academic calendar of the Program as a full-time student. The maximum amount of time between initial enrollment in the Program and degree requirement completion is four consecutive fall and spring semesters. This maximum time to degree should only be utilized in the case of a leave of absence. Students should make timely decisions about enrollment if circumstances outside of the academic program are affecting their academic performance.

The academic status of the student is determined by academic performance in terms of course grades and cumulative grade point average (GPA). A student is in good academic standing within a course as long as his or her examination scores remain at a letter grade of “C” or above. When a student receives an examination grade of below “C” in a course, he/she must meet with the course director to discuss his/her academic progress and a plan to improve his/her performance in the course. A second examination score below “C” in the same course requires that the student meet with both the course director and his/her faculty advisor. Course directors report all student exam scores to the Program Director. Notifications of changes in academic status will be issued to students by email from the Program Director. Final course grades below “C” do not count toward the Master of Science in Preclinical Sciences degree and will result in dismissal from the MSPCS Program.

In addition to the course grade requirement, a student must also achieve a fall semester GPA of 2.5 or above to remain in the degree program and return for the spring semester. A student failing to achieve a GPA of at least 2.5 for the fall semester will be dismissed from the MSPCS Program. A student who is dismissed for academic reasons after the fall semester can repeat fall courses only if the student reapplies for admission for the next academic year and is accepted into the program as a full-time student.

Academic Caution

A student will be notified by email that he/she has been placed on ‘academic caution’ following his/her first examination grade below “C” in a course. The student must meet with the course director to discuss his/her performance in the course within one week of the email notification. The student remains under ‘academic caution’ until he/she completes all semester courses with a final grade of “C” or above.

A student with a fall semester GPA of 2.81 – 3.0 is considered to be in jeopardy of not meeting the GPA requirement for the Program degree, because he/she must obtain a 3.0 - 3.19, accordingly, as a spring semester GPA. A student with a fall semester GPA of 2.81 – 3.0 will be notified that he/she has been placed under ‘academic caution’ and must meet with his/her academic advisor and the Program Director during the first week of the spring semester.

Academic Warning

A student will be notified by email that he/she has been placed on ‘academic warning’ following his/her second examination grade of below “C” in a course. The student must meet with his/her course director and academic advisor within one week of the notification. The student remains under ‘academic warning’ until he/she completes all semester courses with a final grade of “C” or above.

A student with a fall semester GPA of 2.50 – 2.8 is considered to be in jeopardy of not meeting the GPA requirement for the Program degree, because he/she must obtain a 3.2 - 3.5, accordingly, as a spring semester GPA. A student with a fall semester GPA of 2.50 – 2.8 will be notified that he/she has been placed under ‘academic warning’ and must meet with
his/her academic advisor and the Program Director during the first week of the spring semester.

**Academic Exclusion**

A student is under ‘academic exclusion’ when he or she cannot meet the minimum academic requirements for the degree. A student who receives a final course grade below “C” becomes academically ineligible to achieve the Master of Science in Preclinical Sciences degree due to failure to meet the minimum academic requirements for the degree. At this time the student will be notified by email that he/she has been placed on ‘academic exclusion’ and has been dismissed from the Program. The student cannot continue to attend classes in the Program. A student who has a fall semester cumulative GPA of below 2.5 will be placed on ‘academic exclusion’, will be dismissed from the MSPCS Program, and will not be enrolled for spring courses. A student who fails to achieve the final minimum GPA of 3.0 after the completion of all MSPCS courses is ineligible for the MS degree and cannot participate in commencement exercises.

**Degree Application**

Applications for graduation are processed through the Office of the Registrar in the School of Medicine.

**Degree Audit for May Graduation/Commencement**

By March of the spring semester, the Program Director submits to the Office of the Registrar an application for graduation for each student in good academic standing and potentially eligible to participate in commencement. The degree auditing process is initiated from these applications and is a joint responsibility of the Registrar’s Office and the program administration to insure that students stay on track for successful completion of the degree program.

**Final Check/Recommendation for May Graduation**

The Registrar's Office will check final grade point averages and spring semester final course grades and will clear for graduation those students who meet the degree requirements as defined below. The Registrar’s Office will notify students who failed to meet the requirements that they are no longer eligible for the degree and cannot participate in commencement.

**Degree Requirements**

Completion of all required course work with a minimum, cumulative GPA of 3.0 and with all final course grades of “C” or above. Both academic performance requirements must be met for successful completion of the degree program and awarding of the MS degree.

Clearance for graduation must be granted by the Office of the Registrar.

**Participation in Commencement Ceremonies**

Only students who have completed all Program requirements in good academic standing by the end of spring semester will be eligible to participate in commencement.

**Diplomas**
Diplomas are not distributed during commencement and will be available only in the Registrar’s Office. Diplomas are ordered after all degree requirements are met. Graduates will be notified when their diploma is available.

**Curriculum**

**Fall Semester (15 credit hours)**

BMS 610 Biochemistry and Molecular Genetics  
BMS 611 Human Immunity  
BMS 612 Molecular Cell Biology

**Spring Semester (16 credit hours)**

BMS 620 Human Physiology  
BMS 621 Human Development  
BMS 622 Microbial Pathogenesis  
BMS 623 Preclinical Sciences Capstone

**Course Descriptions**

**BMS 610: Biochemistry and Molecular Genetics (5 credit hours)**

The goal for the instruction in biochemistry and molecular genetics is for students to understand the chemical and biomolecular composition of the human body, the importance of buffering and solute concentrations in physiological function, the metabolic processes that provide energy to sustain tissue viability, the structure and dynamics of genetic material, the regulation of gene expression, and the principles of genetic inheritance. The learning goal will be achieved by students through problem-solving in the classroom, discussion of medical cases and research literature, and laboratory experiments that illustrate principles in biochemistry and genetics.

**BMS 611: Human Immunity (5 credit hours)**

The goal for the instruction in the human immune system is for students to understand the development and organization of the human immune system, the genetic and molecular mechanisms of immunity, the role of inflammation in immunity, the initiation and detection of immune responses, and the use of vaccines to support human immunity. The learning goal will be achieved by students through problem-solving in the classroom, discussion of medical cases and research literature, and laboratory experiments that illustrate principles in immunology.

**BMS 612: Molecular Cell Biology (5 credit hours)**

The goal for the instruction in molecular cellular biology is for students to understand the fundamental structure of human cells, the function of intracellular organelles, the dynamics of organelles in different cell types, the cellular interactions within tissues to support tissue function, and the biomolecular interactions required for cellular function. This learning goal will be achieved by students through problem-solving in the classroom, discussion of medical cases and research literature, and laboratory experiments that illustrate principles in cellular and molecular biology.

**BMS 620: Human Physiology (5 credit hours)**

The goal for the instruction in human physiology is for students to develop an understanding of the function of the human body, building upon their prior knowledge of
human biology, physics, chemistry and mathematics. This course deals with body fluid compartments and body systems organization and function, including the nervous, muscular, cardiovascular, respiratory, urinary, digestive, and endocrine systems. Students will examine the concepts of homeostasis and regulatory mechanisms as they are applied in the various body functions. The learning goal will be achieved through a combination of interactive lectures, group discussions, problem-solving exercises, and medical case-based activities. (prerequisites – BMS 610, 611, and 612)

BMS 621: Human Development (5 credit hours)

The goal for the instruction in human development is for students to understand the process of human development, the determinants of embryonic development, the differentiation and organization of cells into functional tissues and organs, the maternal contribution to embryonic and fetal development, the environmental and physiological risks to human development, and the basic functional anatomy of the human body. This learning goal will be achieved by students through classroom discussion, interaction with animated programs depicting developmental processes, histological analysis of human tissues, and interaction with animated programs and with plastinated models of human anatomy. (prerequisites – BMS 610 and 612)

BMS 622: Microbial Pathogenesis (5 credit hours)

The goal for the instruction in microbial pathogenesis is for students to understand the structural and genetic differences between human cells, bacteria, fungi, parasites and viruses, the variations in structure among members of pathogenic species, the metabolic and genetic properties of microbes that facilitate their adaptation to different environments, the commensal relationship between humans and microbes, the mechanisms of microbial and viral pathogenesis, and the basic laboratory culture conditions and tests for human microbial pathogens. This learning goal will be achieved by students through problem-solving in the classroom and discussion of medical cases and research literature that illustrate clinical application of microbiology principles. (prerequisites – BMS 610, 611 and 612)

BMS 623: Preclinical Sciences Capstone (1 credit hour)

The goal for the capstone course is for students to apply their scientific knowledge in critical thinking through composition and oral presentation. Students will select a topic in biotechnology or scientific research, review current literature, and author a dissertation that surveys the current knowledge of the topic and expounds on questions that could lead to scientific advancement and medical application of the research. The instructional time will provide students with information on how to format their composition, how to search the scientific literature and databases, how to analyze scientific papers, and how to properly cite resources in their compositions. Independent work is expected. Students in the course will be expected to prepare an oral presentation to be delivered during the latter half of the course. Oral presentations and compositions will be evaluated by a panel of faculty and peers who will utilize a rubric to determine student achievement of the course objective and the program competencies. (prerequisites – BMS 610, 611 and 612)
Doctor of Philosophy (Ph.D.) in Clinical Medical Psychology

The interface between psychology, health, and disease represents the focus of Mercer University’s Ph.D. program in Clinical Medical Psychology. The Clinical Medical Psychology Ph.D. Program trains students to apply clinical and research skills in an integrated, biopsychosocial approach to healthcare. The curriculum follows guidelines and principles set forth by the American Psychological Association Committee on Accreditation (APA-CoA) and emphasizes scientist-practitioner training. Successful completion of the Mercer University Ph.D. program in Clinical Medical Psychology involves 92 credit hours consisting of four years of full-time coursework, a doctoral dissertation, and a one-year full-time internship. Beyond required courses, students may concentrate their elective courses in one of three areas: adult health psychology, neuropsychology/geropsychology, or pediatric psychology.

Admissions Information

Applications are reviewed, admissions interviews are granted, and decisions are made under a rolling admissions format. The priority application deadline is March 15. Consideration is not guaranteed for applications received after that date. Students are admitted for a program of study that begins in the fall semester. Prior to acceptance, applicants complete:

- An online graduate application to Mercer University's School of Medicine for the Clinical Medical Psychology program and a non-refundable fee of $50 for domestic applicants and $150 for international students.
- A B.S. or B.A. degree or equivalent from an accredited U.S. institution or recognized international institution.
- Minimum grade point averages of 3.0 overall (on a 4-point scale) and for psychology courses.
- Graduate Record Examination (GRE) General Test scores taken within the last 5 years. For GREs taken prior to August 2011, the minimum combined Verbal plus Quantitative GRE score is 1000. For GREs completed under the more recent scoring format, the minimum score combined score is 299. The GRE Psychology Subject Test is recommended.
- An undergraduate major in psychology (preferred), although undergraduate majors from related fields will be considered. A minimum of four courses (i.e., 12 semester hours) in psychology from among introductory/general psychology, abnormal psychology, developmental psychology, research methods and/or statistics is required. Courses in personality, experimental psychology, cognitive psychology, and physiological psychology, as well as in the natural sciences and life sciences, also provide a good background. Undergraduate research experience and/or prior clinical experience are desirable.
- Scores from the TOEFL examination for International students. Candidates applying as international students should contact the International Programs office.
- A personal statement indicating educational and career goals as well as a self-appraisal.
- Interviews with Mercer Clinical Medical Psychology Program faculty.
Official transcripts, sent directly from the college or university, for all undergraduate and graduate work completed towards a degree at an accredited college or university. All international transcripts must be evaluated by the World Education Service (WES) and reviewed on an individual course by basis.

Three letters from academic or professional references (at least one from an undergraduate or graduate instructor) to be sent directly to the Office of Admissions, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

Academic Information

Academic Year & Full-Time Enrollment

Full-time enrollment follows the recommended program sequence and is defined as a minimum of 6 credits hours per term. Matriculating students are expected to maintain full-time enrollment during the academic year, consisting of fall and spring semesters (16 weeks each) and summer semesters (12 weeks) until summer term prior to internship.

Course Numbering System

The course numbering system for graduate coursework in the Clinical Medical Psychology program is 701-999, each course having the prefix PCM.

Curriculum

Total Semester Hours – 92 hours

Required Courses -- 82 hours

Biological, Methodological, & General Psychology Requirements (28 hours)

PCM701 Psychometric Theory & Assessment (3)

PCM702 Lifespan Developmental Psychology (3)

PCM703 Biological Bases of Behavior (3)

PCM708 Psychopharmacology (3)

PCM712 Research Design (3)

PCM714 Statistical Methods (3)

PCM715 Advanced Statistical Methods (3)

PCM809 Cognition & Affective Processes (3)

PCM811 Social Psychology (3)

PCM812 Seminar in History & Systems (1)

Clinical & Medical Psychology Requirements (15 hours)

PCM741 Medical Psychology Seminar (1)

PCM721 Personality & Psychopathology (3)

PCM717 Ethics & Professional Issues (3)

PCM726 Health Psychology I (3)

PCM818 Individual & Cultural Diversity (3)
PCM960-961 Consultation & Supervision I and II (2)

Assessment & Intervention Requirements (18 hours)
PCM731 Personality Assessment (3)
PCM732 Cognitive Assessment (3)
PCM733 Clinical Interviewing (3)
PCM743 Cognitive Behavioral Assessment & Therapy (4)
PCM745 Psychotherapy Theory & Methods (3)
PCM746 Medical Family Therapy (2)

Practicum & Internship Requirements (10 hours)
PCM754-755 Practicum I and II (2)
PCM857-859 Advanced Practicum I & II (2)
PCM994-996 Internship (6)

Research Requirements (11 hours)
PCM981-983 Dissertation Research I, II, & III (9)
PCM984 Extended Dissertation Research (2)

Possible Elective Courses -- 10 hours
Adult Health Psychology
PCM861 Health Psychology II (2-3)
PCM862 Anxiety & Mood Disorders (2-3)
PCM863 Addictive Disorders (2-3)
PCM864 Trauma & Maltreatment (2-3)
PCM868 Psychology of Pain (2-3)
PCM865 Child & Adolescent Assessment & Psychopathology (2-3)
PCM866 Pediatric Psychology (2-3)
PCM874 Child & Family Behavior Therapy (2-3)
PCM875 Developmental Disabilities (2-3)

Neuropsychology/Geropsychology
PCM833 Neuropsychological Assessment (2-3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM860</td>
<td>Psychology of Aging (2-3)</td>
</tr>
<tr>
<td>PCM867</td>
<td>Rehabilitation Psychology (2-3)</td>
</tr>
</tbody>
</table>

Other Potential Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCM756</td>
<td>Practicum III (1)</td>
</tr>
<tr>
<td>PCM820</td>
<td>Group Psychotherapy (2-3)</td>
</tr>
<tr>
<td>PCM843</td>
<td>Advanced Personality Assessment (2-3)</td>
</tr>
<tr>
<td>PCM859</td>
<td>Advanced Practicum III (1)</td>
</tr>
<tr>
<td>PCM869</td>
<td>Advanced Neuropsychological Assessment (2-3)</td>
</tr>
<tr>
<td>PCM870</td>
<td>Advanced Psychopharmacology (2-3)</td>
</tr>
<tr>
<td>PCM872</td>
<td>Forensic Psychology (2-3)</td>
</tr>
<tr>
<td>PCM873</td>
<td>Community Psychology (2-3)</td>
</tr>
<tr>
<td>PCM880</td>
<td>Special Topics/Independent Study (1)</td>
</tr>
<tr>
<td>PCM889</td>
<td>Advanced Graduate Research (1)</td>
</tr>
<tr>
<td>PCM910</td>
<td>Elective Practicum I (1)</td>
</tr>
<tr>
<td>PCM910-911</td>
<td>Elective Practicum II (1)</td>
</tr>
<tr>
<td>PCM990</td>
<td>Pre-Internship (1)</td>
</tr>
</tbody>
</table>
Course Descriptions

PCM701 Psychometric Theory & Assessment (3 hrs)
Prerequisite: None

The course provides an overview of psychometrics and its application to psychological assessment. Principles and methods underlying scaling techniques, rating instruments, psychological tests, and other forms of psychological measurement are addressed.

PCM702 Lifespan Developmental Psychology (3 hrs)
Prerequisite: None

This course examines normal transitions in development across infancy, childhood, adolescence, adulthood, and later adulthood. Cognitive, emotional, and social development are considered along with physical growth and development. Cultural, gender, and family influences are emphasized, and applications to clinical practice are considered.

PCM703 Biological Bases of Behavior I (3 hrs)
Prerequisites: PCM702, 712, 741, 742

This course provides an introduction to the gross anatomy and the neurophysiology of the nervous system. Neurological foundations of human behavior are addressed along with an overview of endocrine processes. The impact of somatic systems on behavior and psychopathology is emphasized, and foundations of language, cognition, learning, and memory, and brain neurochemistry are examined.

PCM708 Psychopharmacology (3 hrs)
Prerequisites: PCM704

This course provides an introduction to psychotropic drugs, their neurochemical basis, mechanisms of action, and clinical applications. Principles of use and current controversies in psychopharmacology and an overview of major drugs of abuse are addressed.

PCM712 Research Design (3 hrs)
Prerequisite: None

This introductory course in the statistics and research methods sequence provides a survey of research design and methodologies. Correlational, experimental, quasi-experimental, and systematic single-subject designs are covered as well as basic concepts underlying the use of various experimental research methods. The course focuses on the development of critical thinking and methodological skills required to evaluate and review published research. Ethical and diversity issues in psychological research are examined.

PCM714 Statistical Methods (3 hrs)
Prerequisite: None

This course includes an overview of quantitative research methods, basic concepts, and methods used in descriptive, correlational, and inferential statistics. Parametric and non-parametric statistical methods are examined with an emphasis on the requisite skills necessary for the design of rigorous and systematic quantitative research investigations.
PCM715 Advanced Statistical Methods  (3 hrs)
Prerequisite: PCM714
Advanced statistical methods for systematic inquiry are covered along with additional skills required for independent research. These include qualitative approaches, quantitative factor analytic, path analysis, and multivariate methods, as well as literature review skills emphasizing the integration and synthesis of findings appropriate to a dissertation proposal.

PCM717 Ethics & Professional Issues  (3 hrs)
Prerequisite: PCM733
This course explores ethical and legal issues related to professional conduct. Emphasis is placed on ethical reasoning, as well as the American Psychological Association ethical principles, and relevant state regulations. Issues in areas related to assessment, therapy, forensics, consultation, and supervision are a primary focus.

PCM721 Personality & Psychopathology  (3 hrs)
Prerequisite: None
This course focuses on the description, etiology, presentation, and treatment of psychiatric disorders that typically present in adulthood. It provides a broad theoretical foundation from which to view and understand the development of psychopathology by examining theories and accounts of the development of normal and abnormal personalities and behavior. A primary focus of the course is the current DSM classification system.

PCM726 Health Psychology I  (3 hrs)
Prerequisites: PCM721, 743
This course provides an introduction to psychosocial assessment and intervention methods in the context of treatment of existing health problems, illness prevention, and health maintenance. Assessment of factors influencing quality of life in chronic illness is addressed.

PCM731 Personality Assessment  (3 hrs)
Prerequisite: None
This course examines major approaches and techniques for objective personality assessment. Theory, principles, and issues in objective assessment as well as administration and interpretation are addressed. Emphasis is placed on producing coherent descriptions of personality process within the context of professional reports.

PCM732 Cognitive Assessment  (3 hrs)
Prerequisite: None
This course introduces major approaches and instruments for assessing intellectual and cognitive functioning in children and adults. The history of intellectual assessment and theories of intelligence are addressed with particular attention given to test administration, interpretation, and report writing skills. Laboratory sessions focusing on skill development are included.
PCM733 Clinical Interviewing   (3 hrs)
Prerequisites: PCM721, 741

This course focuses on training in basic listening and interviewing skills, with emphasis on the clinical interview in the context of a comprehensive initial assessment. Students are exposed to directive and nondirective approaches to interviewing as well as related theoretical and empirical literature. Demonstrations, role-plays, and structured exercises allow development of skills in establishing the therapeutic relationship and collecting of relevant assessment information.

PCM741 Medical Psychology Seminar   (1 hr)
Prerequisite: None

This course provides an introduction to the field of medical psychology and to the biopsychosocial model. This overview of psychological practice with the medically ill includes topics such as working as a member of a medical treatment team, common problems of medically ill individuals and their families, and an overview of the disease process in selected illnesses.

PCM743 Cognitive Behavioral Assessment & Therapy   (4 hrs)
Prerequisites: PCM721

This course covers methods of behavioral assessment used in behavior analysis and cognitive behavior therapy. Emphasis is placed on varied measurement and data collection procedures central to this approach. Methods of systematically manipulating variables through single-case research designs also are introduced as means of establishing functional relationships, selecting treatment outcomes, and evaluating effects of change strategies.

PCM745 Psychotherapy Theory & Methods   (2-3 hrs)
Prerequisite: PCM721, 733

The course provides a survey of varied approaches to psychotherapy and their common features. Examples of topics may include interpersonal therapy, psychodynamic therapy, group psychotherapy, or integrative approaches to therapy.

PCM746 Medical Family Therapy   (2 hrs)
Prerequisite: PCM754

This course introduces the student to systemic concepts as they apply to families and to the developmental stages of illness. Theory and basic intervention skills are emphasized along with consideration of ethical issues and culturally-based values. While the approach to the course is integrative in nature, specific treatment models also are addressed.

PCM754 Practicum I   (1 hr)
Prerequisites: PCM731, 732, 733, 743

This full year of coursework involves supervised clinical field experience typically with a primary focus on assessment. In addition to required hours at the assigned training site, students meet weekly in a practicum seminar led by a faculty member. Students are enrolled for a minimum of 2 credit hours (Practicum I and II) over the academic year.
PCM755 Practicum II  (1 hr)
Prerequisite: PCM754
This course is a continuation of PCM754.

PCM756 Practicum III  (1 hr)
Prerequisite: PCM755
This course is a continuation of PCM754 and PCM755 for students who enroll in an additional introductory practicum experience typically in summer term.

PCM810 Cognition & Affective Processes  (3 hrs)
Prerequisite: PCM721
This course presents current research and theory in cognitive science with a focus on both cognitive and affective processes. Topics including attention, memory, perception, decision making, language, and emotion are addressed with an emphasis on clinical application.

PCM811 Social Psychology  (3 hrs)
Prerequisites: PCM702, 712
This course provides an overview of representative social psychological theory and research as well as a focus on concepts and applications relevant to personality, human interaction, group dynamics, and behavior. Applications to contemporary clinical issues are considered.

PCM812 Seminar in History & Systems of Psychology  (1 hr)
Prerequisites: None
This course provides an overview of the historical and philosophical precursors as well as major figures contributing to modern psychology. The differentiation of psychology from philosophy is examined, and particular attention is paid to the historical development of various theories of personality.

PCM818 Individual & Cultural Diversity  (3 hrs)
Prerequisite: PCM754
This course examines cultural and racial stereotypes that influence assessment and intervention with various racial and ethnic populations in our society. An understanding of cultural differences and the unique medical and mental health needs of various populations are addressed. Group differences that impact the utilization of health promotion, disease prevention, and disease management activities are addressed.

PCM833 Neuropsychological Assessment  (2-3 hrs)
Prerequisites: PCM732
This course covers the scientific basis of neuropsychology and neuropsychological assessment. Brain-behavior relationship, neuropsychological assessment techniques, and the uses of neuropsychological evaluation are covered. Students develop skills in the use of basic neuropsychological screening and assessment instruments through administration and interpretation.
PCM843 Advanced Personality Assessment  (2 hrs)
Prerequisites: PCM701, 702, 721, 731
A continuation of PP731, this course provides exposure to additional methods of personality assessment including projective tests. Emphasis is placed on the Rorschach Test and Exner's scoring procedures.

Advanced Practicum I  (1 hr)
Prerequisites: PCM755
This full year coursework involves supervised clinical field experience typically with a primary focus on therapy. In addition to required hours at the assigned training site, students meet weekly in a practicum seminar led by a faculty member. Students are enrolled for a minimum of 2 credit hours (Advanced Practicum I and II) over the academic year.

PCM858 Advanced Practicum II  (1 hr)
Prerequisite: PCM857
This course is a continuation of PCM857.

PCM859 Advanced Practicum III  (1 hr)
Prerequisites: PCM858
This course is a continuation of PCM857 and PCM858 for students who enroll in an additional advanced practicum experience typically in summer term.

PCM860 Psychology of Aging  (2-3 hrs)
Prerequisites: PCM702, 721, 732
This course provides an overview of diagnostic and treatment issues commonly found among older adult clients. Topics include the epidemiology of psychiatric and behavioral disorders among the aged. Health psychology assessment and treatment strategies and sociocultural issues are emphasized.

PCM861 Health Psychology II  (2-3 hrs)
Prerequisites: PCM726, 754
This course focuses on contemporary cross-cutting issues in the practice of health psychology. The role of the psychologist is examined in the context of specific chronic illnesses along with considerations related to disease prevention and health promotion. Psychological factors associated with diagnosis, treatment, and treatment adherence are discussed, and cross-cutting issues relating to consultation, adherence, pain management, and stress and coping are introduced.
PCM862 Anxiety & Mood Disorders   (2-3 hrs)
Prerequisite: PCM754

This course provides a comprehensive overview of etiology, assessment, and intervention with the broad range of anxiety and depressive disorders. Varied intervention strategies are addressed with primary emphasis on evidence-supported assessment and treatment methods.

PCM863 Addictive Disorders   (2-3 hrs)
Prerequisite: PCM754

This course focuses on substance abuse and dependence disorders, relevant theory and research, and assessment and treatment approaches. Major classes of abused drugs are discussed along with multicultural, traditional, and alternative approaches. Intervention based on harm reduction and abstinence models are addressed with a major focus on relapse prevention.

PCM864 Trauma and Maltreatment   (2-3 hrs)
Prerequisite: PCM754

This course provides an overview of the impact of sexual, physical, and emotional trauma at various stages of development. A theoretical understanding of trauma and psychological adjustment to trauma, as well as relevant assessment and intervention strategies, are addressed from a biopsychosocial perspective. Child maltreatment and a range of other traumatic experiences are examined.

PCM865 Child Assessment & Psychopathology   (2-3 hrs)
Prerequisites: PCM702, 721, 731, 732

This course introduces students to the theories, models, concepts, and terminology of developmental psychopathology. Etiologies of childhood disorders and their continuity across childhood, adolescence, and adulthood are considered. Methods for cognitive, personality, and neuropsychological assessment are addressed as well as implications for working with diverse populations of children and adolescents.

PCM866 Pediatric Psychology   (2-3 hrs)
Prerequisite: PCM754

This course provides an overview of current cross-cutting issues in the practice of pediatric psychology. The role of the pediatric psychologist is examined in the context of specific chronic pediatric illness along with considerations related to disease prevention and health promotion.

PCM867 Rehabilitation Psychology   (2-3 hrs)
Prerequisite: PCM754

This course focuses on conducting psychological treatment and assessment with medically compromised individuals in the physical rehabilitation process. The various roles of a psychologist working in a rehabilitation setting and specific medical conditions such as stroke, spinal cord injury, and traumatic brain injury are examined.
PCM868 Psychology of Pain  (2-3 hrs)
Prerequisite: PCM754

This course provides an overview of the dynamics of pain and its assessment and management. While pharmacological approaches are surveyed, emphasis is placed on psychological approaches and outcome assessment of pain management treatments.

PCM869 Advanced Neuropsychological Assessment  (2-3 hrs)
Prerequisite: PCM754, PCM833

This advanced assessment course introduces students to a more comprehensive understanding of a wide range of neuropsychological assessment procedures. Emphasis is placed on neuropsychological assessment of special populations, including pediatric and geriatric conditions. Attention is directed to the diversity considerations in the assessment process.

PCM870 Advanced Psychopharmacology  (2-3 hrs)
Prerequisite: PCM708

This course is an in-depth and comprehensive examination of issues underlying the use of psychotropic medication in the treatment of clinical disorders. Subjects covered include the placebo effect, management of concurrent medication and psychotherapy treatment, patient adherence to medication regimens, and patient education about medication.

PCM872 Forensic Psychology  (2-3 hrs)
Prerequisite: PCM754

This course introduces students to the role psychologists play in the judicial, correctional, and law enforcement fields as service providers, researchers, and expert witnesses. Relevant law, ethical issues, and specialized forensic assessment and intervention techniques are addressed, as well as expert testimony and report writing.

PCM873 Community Psychology  (2-3 hrs)
Prerequisite: PCM754

This course examines theory, concepts, and strategies in community psychology. Program design, implementation, and evaluation are addressed with an emphasis on health promotion and disease prevention. Applications in organizational and occupational settings are considered.

PCM874 Child & Family Behavior Therapy  (2-3 hrs)
Prerequisite: PCM754

Behavioral assessment and treatment approaches to the major disorders of childhood are surveyed. Specific strategies for intervention in dysfunctional parent-child interaction, as well as parent-adolescent and parental discord, are covered. Attention is directed to working with diverse populations of children and families.

PCM875 Developmental Disabilities  (2-3 hrs)
Prerequisites: PCM754, 865

This course covers the major categories of developmental disorders with a focus on etiology, assessment, and intervention. Assessment tools and intervention strategies for this population are examined, with particular emphasis on their underlying empirical support.
In addition, the role of the psychologist in collaborating with the family and other professionals in assessment and intervention is outlined. Emphasis is placed on competencies in working with individuals with autism spectrum disorders.

PCM880 Special Topics/Independent Study  (1-2 hrs)
Prerequisite: PCM857
This course provides opportunities to address selected topics of specific faculty expertise or student interest. Topics may be offered to students in small groups or on an individual basis.

PCM887 Graduate Research I  (1 hr)
Prerequisites: PCM712, 741, 754
In this course, students undertake supervised research within specific areas of clinical medical psychology. Students may be enrolled for a maximum of 3 credit hours in PCM887-889.

PCM888 Graduate Research II  (1 hr)
Prerequisite: PCM887
This course is a continuation of PCM887 for students who complete further research prior to the dissertation.

PCM889 Advanced Graduate Research  (1 hr)
Prerequisite: PCM889
This course is a continuation of PCM888 for students who complete further research prior to the dissertation.

PCM910 Elective Practicum I  (1 hr)
Prerequisite: PCM858
This third year of practicum provides an elective clinical field experience that may involve a reduced number of credit and clock-hours as compared with the first two years of practicum. In addition to required hours at the assigned training site, students meet weekly in a practicum seminar led by a faculty member.

PCM911 Elective Practicum II  (1 hr)
Prerequisite: PCM910
This course is a continuation of PCM910.

PCM960 Consultation & Supervision I  (1 hr)
Prerequisite: PCM858
This course explores the manner in which psychologists function as consultants in community, educational, and healthcare settings. It examines the processes of consultation and management based on principles and methods of psychology and related disciplines. Particular attention is focused on interdisciplinary settings.

PCM961 Consultation & Supervision II  (1 hr)
Prerequisite: PCM960
This course is a continuation of PCM960.
PCM981 Dissertation Research I (3 hrs)
Prerequisites: PCM712, 714, 715
Following admission to doctoral candidacy students undertake independent research under the guidance of their doctoral dissertation chair and committee.

PCM982 Dissertation Research II (3 hrs)
Prerequisite: PCM980
This course is a continuation of PCM980.

PCM983 Dissertation Research III (3 hrs)
Prerequisite: PCM981
This course is a continuation of PCM980 and PCM981.

PCM990 Extended Dissertation Research (1 hr)
Prerequisite: PCM983
Enrollment in PCM990 may be repeated until the end of a student's 7th year of the PhD program.

PCM993 Pre-Internship (1 hr)
Prerequisite: Completion of comprehensive examinations and all coursework except PCM983-984.
This course entails enrollment in a 1 year internship that begins prior to Fall term.

PCM994 Internship I (2 hrs)
Prerequisite: Completion of comprehensive examinations and all coursework except PCM983-984.
Enrollment in this course occurs in the fall semester of the student's 1 year internship.

PCM995 Internship II (2 hrs)
Prerequisite: PCM994
This course is a continuation of PCM994 and occurs in the spring semester of the student's 1 year internship.

PCM996 Internship III (1-2 hrs)
Prerequisite: PCM995
This course is a continuation of PCM995 and occurs in the summer semester concluding the student's 1 year internship. It involves 2 credit hours for a student not previously enrolled in PCM990.
Academic Advising & Review

The Program Director or designee assigns a faculty advisor to each student admitted to the program. The advisor assists students in selecting courses, devising strategies to meet career objectives, and recommending resolutions to academic problems. The advisor meets with each student to outline a curriculum plan that fits the student's interests, capabilities, and circumstances. The curriculum plan is included in the student's academic file in the Clinical Medical Psychology administrative office. A sample recommended curriculum sequence is included on the last page of the Program Bulletin. The advisor is available to the student to consult as needed concerning the student's progress through the program. Student academic, clinical, and research performance are reviewed by the faculty at least twice annually during each year of enrollment.

Academic Performance Standards

A student seeking the Clinical Medical Psychology degree must complete all program requirements within seven years from the start of the program. The time requirements begin when a student formally enrolls in his or her first graduate course. Any student not enrolled in courses is withdrawn from the graduate program, unless prior approval for leave of absence has been obtained from the Program Director.

A cumulative grade point average of 3.0 is one of the requirements for graduation from the Clinical Medical Psychology program. In addition to meeting the 3.0 GPA requirements for graduation, students may earn no more than two grades of C and/or C+ in their graduate work. Students not meeting minimum academic standards are placed on academic warning, academic probation, or academic exclusion, as defined below. A student may repeat only two courses to improve a letter grade of C or C+ to B or higher.

Academic Warning and Academic Probation

Once a student receives a first grade of C or C+, the student is placed on academic warning. Once a student receives a second grade of C or C+, the student is placed on academic probation.

Academic Dismissal

A student is permanently excluded from the program on receiving a third letter grade of C or C+. Students receiving a letter grade below C in any course are dismissed from the program.

Attendance Policy

Students are expected to attend all classes each semester. Absences are remediated in the following manner.

- For any absence, the student must submit an outline of the readings and class material for the class missed. This outline should be submitted to the instructor at the beginning of the next class attended.
- For 2 absences, the student must write a paper on the topic missed in addition to submitting an outline of readings and class material. The instructor must be consulted in advance regarding the length and content of the paper.
- For 3 absences, in addition to the outline and the paper, the student's final grade for the course is reduced by one letter grade.
- For 4 absences, in addition to the required outline and the paper, the student's final grade is reduced to a C or lower. If the student's earned grade was a C, it is reduced to F.
• For 5 absences, the student is automatically awarded a grade of F.

Course Syllabi

A course syllabus is provided at the beginning of each course. The syllabus indicates required texts, required assignments, exams, and expectations for the course, including attendance and grading. Course grades are based upon student performance as outlined in the syllabus.

Practicum Experience

Students complete at least two years of supervised practicum (approximately 32 weeks per year) in an appropriate clinical setting. Supervision is provided by a license psychologist who is a core faculty or adjunct faculty member in the Clinical Medical Psychology program. Students average a minimum of 16 hours a week in direct patient contact and indirect patient-related clinical activities at practicum sites during Years 2 and 3 of the program. As a result, these practica consist of a minimum of 500 hours annually. An Optional Practicum may consist of fewer hours, but not less than 300 hours annually.

For required practicum experiences, students should receive a minimum of 2 hours of supervision per week, with at least one hour per week involving individual supervision. Optional Advanced Practicum experiences also will involve at least one hour per week of individual supervision in addition to any group supervision that may be provided. A portion of supervision hours will involve observation of practicum student assessment or therapy sessions in vivo or via video or audio recording. Practicum students must make arrangements for recording at practicum sites in a manner permitted by each site. Information will be provided to students regarding suggested compatible equipment and required accessories for session playback during supervision sessions.

During each semester enrolled in practicum, students are required to complete evaluations of the practicum site and of the supervision received to provide feedback to the Director for Clinical Training for the Clinical Medical Psychology Program and to the practicum supervisor(s).

Research Experience

Throughout their enrollment in the Medical Psychology program, students participate as active members of a faculty-student research team. By at least their third year of enrollment, students are expected to display sufficient independence in empirically-based research activities to receive academic credit should they enroll in courses in Graduate Research, PCM 887-889. After successful defense of the dissertation proposal (along with other requirements listed below), students are admitted to doctoral candidacy and enroll in Dissertation Research (PCM980 and above). Continued enrollment in Dissertation Research is expected until the student has completed the dissertation. Graduate and Dissertation Research activities are expected to result in students gaining junior or senior authorship on peer-reviewed publications and/or presentations at the state, regional, or national level.

Admission to Doctoral Candidacy

A student is admitted to doctoral candidacy after achieving a cumulative passing score on Content Area Examinations, successful completion of the Clinical Competency Examination, and successful defense of a dissertation prospectus before a committee composed of the dissertation chair and two other Clinical Medical Psychology Program faculty.
Clinical Internship

Students complete one full year of internship in a clinical internship approved by the Director of Clinical Training for the Mercer Clinical Medical Psychology program. The clinical internship consists of no fewer than 2000 clock hours typically completed in a training program approved by the American Psychological Association (APA), one of over 600 member internship training programs of the Association of Psychology Postdoctoral & Internship Centers (APPIC), or a site approved by the Program Director and Director of Clinical Training.

Evaluation of Student Performance

Evaluation methods used in the Clinical Medical Psychology Program include Competency Benchmark Rating Forms developed by the APA CoA, Oral and Written examinations, Performance Ratings, Case Reviews, Annual Student Reviews, and student Self-Ratings. With the exception of Self-Ratings, these evaluations are completed by instructors, practicum supervisors and seminar leaders, and research supervisors, most of whom are faculty members in the Clinical Medical Psychology program. In rare instances, evaluations may be completed by course instructors who are familiar with, but have not directly observed, the student’s clinical and research activities. Evaluations are conducted at least annually using a minimum of two assessment methods at each point of evaluation. Scheduled evaluations are described below.

Content Area Examinations (Years 1, 2, and 3)

Competencies relating to knowledge are evaluated by annual Content Area Examinations analogous to portions of the national licensure Examination for Professional Practice in Psychology (EPPP). An overall passing score for Content Area Examinations taken by the end of the third year of full-time coursework is required as one component of admission to doctoral candidacy. These examinations are taken after completion of relevant courses (e.g., Biological Bases of Behavior) or series of courses (Research Design & Statistics) and cover the following:

- Biological Bases of Behavior
- Cognitive & Affective Bases of Behavior
- Lifespan Development
- Social & Multicultural Bases of Behavior
- Assessment & Diagnosis
- Treatment & Intervention
- Statistical & Research Methods
- Ethical, Legal, & Professional Issues

Evaluation of Readiness for Practicum (Year 1)

Following the close of fall and spring terms, faculty members who have taught students and during their first year of training assess student knowledge, clinical and interpersonal skills, and attitudes required to participate in the initial practicum experience. This evaluation and future evaluations are conducted in accordance with APA CoA’s Competency Benchmarks for Professional Psychology (see Appendix B).
Practicum Evaluations (Years 2 and 3)

Clinical supervisors who are core, program, community, or adjunct faculty in the program provide mid-year and end-of-year rating forms evaluating students during the first and second year-long practicum experiences. If the clinical supervisor is not a core faculty member, mid-year and end-of-year form and reviews of the student’s clinical assessment and/or therapy activities also are completed by a core faculty member familiar with the student’s practicum (i.e., practicum seminar leaders). Practicum evaluations are conducted in accordance with APA CoA’s Competency Benchmarks for Readiness for Internship. The student also completes self-evaluations using the same rating form as used by the supervisor.

Clinical Competency Examination (Year 3)

At the end of the third year of coursework and the second year of practicum training, students complete a Clinical Competency Examination that consists of both written and oral components. The CCE entails a 20 page written case summary from Practicum (PCM754-755 or PCM857-858) as well as an Oral Examination. The case summary and a treatment session recording are submitted to a committee of two core faculty members who review materials and complete an oral examination of the student. The content of the oral exam includes, but is not limited to, the following aspects of the case.

1. Background and History
2. Assessment and Diagnosis
3. Related Biomedical Considerations
4. Theoretical and Case Conceptualization
5. Treatment Plan and Course of Treatment
6. Reflective Practice and Self-Care Considerations
7. Relevant General Psychological Theory & Research
8. Professional, Ethical, Legal, and Diversity Considerations

The CCE is evaluated in accordance with APA CoA’s Competency Benchmarks for Readiness for Internship. Students who do not receive a cumulative passing grade for Content Area Examinations are permitted to retake the examination. Students who fail the Content Area Examinations or CCEs are advised on a program of remediation. Following completion of the remediation program, only one re-examination on the CCE may be permitted. Students who do not pass the CCE on a second attempt are dismissed from the program.

Advanced Practicum or Independent Study Evaluation (Year 4)

Clinical or research supervisors, who are core, program, community, or adjunct faculty in the Clinical Medical Psychology Program, provide mid-year and end-of-year ratings of students completing Optional Practicum (PCM910-911) or Independent Study, PCM880. As in prior practica, the Semi-Annual Reviews and Benchmark Competency Ratings of the student’s clinical assessments and/or therapy activities also will be completed by a core faculty member. Students also complete semi-annual self-evaluations. Students enrolled in Optional Practicum or Independent Study are evaluated on relevant competencies from the Competency Benchmarks for Readiness for Internship.
Pre- and Post-Dissertation Research Competency Evaluations (Year 3 & 4 or 4 & 5)

Associated with development of the doctoral dissertation proposal late in Year 3 or early in Year 4 of the Program, students are assessed regarding their application of research and evaluation skills. Two Clinical Medical Psychology faculty members from the student's dissertation committee, at least one of whom is a core faculty member, complete instruments assessing the student's demonstrated competencies at the time of the dissertation proposal and the dissertation defense. Students also complete Self-Ratings using the same instruments. Since this may be the student's final research experience prior to licensure, research competencies are assessed in accordance with the Competency Benchmarks for Readiness for Entry to Practice.

Internship Competency Evaluations (Year 5)

Supervisors complete semi-annual reviews of student competencies in the context of the one-year full-time internship. During this time, most students are placed at internships at sites outside of Macon that otherwise have no formal affiliation with Mercer University. Students may be placed in a training program approved by APA, in a member training programs of the Association of Psychology Postdoctoral & Internship Centers (APPIC), or in an internship approved by the Clinical Medical Psychology Program Director and Director of Clinical Training. Internship supervisors are expected to complete semi-annual reviews of interns employing Competency Benchmarks for Readiness for Entry to Practice.

Student Evaluation of Coursework & Faculty

Each semester students are asked to complete a Course Evaluation form in each course. The evaluation does not request any identifying data from the student in an effort to encourage honest feedback. Results of the evaluations are made available to the Chair of the Department of Psychiatry and Behavioral Sciences, the Program Director of the Clinical Medical Psychology program, and the course instructor. The Director reviews the Course Evaluation results with the faculty to provide feedback and guidance concerning the course content, teaching methods, and classroom success.

Graduation Requirements for the Ph.D. in Clinical Medical Psychology

- Successful completion of all academic coursework with a minimum 3.0 GPA. Grades of C or C+ are not be considered as satisfactory for any course applicable to the Clinical Medical Psychology Ph.D.

- Successful completion of minimum of two years practicum experience (4 semester hours) in which the student accrues at least 1000 hours. A minimum of 125 hours of supervision must be accrued.

- Submission of satisfactory evaluations from supervisors and site administrators for each practicum.

- Submission of accurate records of accrued patient contact hours and indirect patient-related activities to the Director of Clinical Training.

- Passing scores on the Content Area and Clinical Competency examinations.

- Successful completion of the one-year internship.

- Successful completion and defense of the doctoral dissertation.
Degree Application & Audit

Applications for graduation are processed through the Office of the Registrar in the School of Medicine. The Program Director submits to the Office of the Registrar an application for graduation for each student in good academic standing and potentially eligible to participate in commencement. The degree auditing process is initiated from these applications. It is the joint responsibility of the registrar’s office and the program administration to ensure students are on track to successfully complete the degree program.

Final Academic Check & Recommendation for Graduation

The Office of the Registrar checks academic records and clears for graduation those students who have met all degree requirements. The registrar’s office notifies students of their status in that regard and grants clearance for graduation.

Commencement Participation & Awarding of Diplomas

Only those students who have met all degree requirements are eligible to participate in commencement. Diplomas are not distributed at commencement. After commencement, graduates are notified of the availability of diplomas for pick up at the Office of the Registrar.

Evaluation of Ph.D. Program

Exit interviews and exit surveys are conducted by the Program Director and Director of Clinical Training for all program graduates as well as students who discontinue enrollment in the program. The exit surveys specifically address program-specific learning outcomes/student competencies to further evaluate various components of the overall educational program. Surveys of graduates of the program are conducted annually to assess graduate satisfaction and potential changes that may improve the program. Independent evaluation of the program’s effectiveness also is conducted by examining EPPP licensure examination performance and reported rates of licensure in psychology for those graduates who complete the EPPP.

The Director of Clinical Training, the Program Director, and Department Chair meet annually with a Program Advisory Board. The Advisory Board consists of individuals from the original Program Steering Committee as well as psychologists from the Macon and Clinical Medical Psychology Program graduates. The Advisory Board reviews the results of Program evaluation efforts and provides input concerning possible areas of Program improvement. Results of this review are made available to the Director of Graduate Programs in the School of Medicine.
School of Medicine Faculty and Staff

Doris Baker, Ph.D. Professor
William F. Bina III, M.D., M.P.H. Professor
Himangshu S. Bose, Ph.D. Professor
Charles Callender, M.D. Professor
Kerry L. Coburn, Ph.D. Professor
Robert S. Donner, M.D. Professor
Richard L. Elliott, M.D., Ph.D. Professor
Sabry A. Gabriel, M.D. Professor
Ronald E. Garner, Ph.D. Professor
Jalal K. Ghali, M.D. Professor
Wayne Glasgow, Ph.D. Professor
Martin Greenberg, M.D. Professor
Edwin W. Grimsley, M.D. Professor
Daniel V. Hagan, Ph.D. Professor
Steven A. Hobbs, Ph.D. Professor
Michael Horst, Ph.D. Professor
John A. Hudson, M.D. Professor
Shi-Wen Jiang, M.D. Professor
Balint Kacsoh, M.D., Ph.D. Professor
Harold Katner, M.D. Professor
Edward C. Klatt, M.D. Professor
Larry M. Kohse, M.D. Professor
T. Philip Malan, M.D., Ph.D. Professor
Elizabeth Jane May, M.D. Professor
David C. Parish, M.D., M.P.H. Professor
William B. Rhoten, Ph.D. Professor
Roy Russ, Ph.D. Professor
Samuel Shillcutt, Pharm. D., Ph.D. Professor
Michael U. Smith, Ph.D. Professor
Richard H. Snyder, M.D., MBA Professor
Allison P. Scheetz, M.D.   Associate Professor
Ahmed Ijaz Shah, M.D.   Associate Professor
Eric K. Shaw, Ph.D.   Associate Professor
Robert Shelley, M.D.   Associate Professor
Lisa B. Snellgrove, M.D.   Associate Professor
McKinley Thomas, Ed.D.   Associate Professor
Tina Thompson, Ph.D.   Associate Professor
Jerome P. Tift, M.D.   Associate Professor
Peter N. Uchakin, Ph.D.   Associate Professor
Robert J. Visalli, Ph.D.   Associate Professor
Qian Wang, Ph.D.   Associate Professor
Zhongbiao Wang, M.D., Ph.D.   Associate Professor
Jacob Warren, Ph.D.   Associate Professor
Yudan Wei, M.D., M.P.H., Ph.D.   Associate Professor
R. Alan Williams, Ph.D.   Associate Professor
R. Steve Williams, M.D.   Associate Professor
Bridget Wright, M.D.   Associate Professor
Hamza Awad, M.D., Ph.D.   Assistant Professor
Jennifer Barkin, M.S., Ph.D.   Assistant Professor
Christopher K. Belous, Ph.D.   Assistant Professor
Gretchen Bentz, Ph.D.   Assistant Professor
Avinesh Singh Bhar, M.D.   Assistant Professor
Jane Bridges, M.L., A.H.I.P.   Assistant Professor
Rossana Carter, M.D.   Assistant Professor
Amanda Chase, Ph.D.   Assistant Professor
Jaehwa Choi, Ph.D.   Assistant Professor
Randolph Devereaux, Ph.D.   Assistant Professor
Dana Eilen, M.D.   Assistant Professor
Hemant Goyal, M.D.   Assistant Professor
Amy Greene, Ph.D.   Assistant Professor
David C. Greenebaum, MA, MLS.   Assistant Professor
Qihai "David" Gu, Ph.D.   Assistant Professor
Glynnis J. Haley, DNP, NP-C   Assistant Professor
George Hart, M.D.   Assistant Professor
Natalie M. Hogan, M.D. Assistant Professor
Miriam C. Hudgins, M.Ln., C.A., A.H.I.P. Assistant Professor
Uddhav Kelavkar, Ph.D. Assistant Professor
James E. Knapp, Ph.D. Assistant Professor
Anna Krampl, M.S.L.S., A.H.I.P. Assistant Professor
Michael Leblang, M.D. Assistant Professor
Jinping Li, M.D., Ph.D. Assistant Professor
Ericka Li Fuentes, M.D. Assistant Professor
Nan Lin, M.D., Ph.D. Assistant Professor
Blanca Lopez, M.D. Assistant Professor
Vladimir Mayorov, Ph.D. Assistant Professor
Robert McKallip, Ph.D. Assistant Professor
Kim Meeks, M.S.L.I.S., A.H.I.P. Assistant Professor
Andrea S. Meyer, Ph.D., LMFT Assistant Professor
Alisha Miles, M.L.I.S., A.H.I.P. Assistant Professor
Darren D. Moore, Ph.D., LMFT Assistant Professor
Robyn L. Mowery, Ph.D., LMFT Assistant Professor
Nnamdi Nwaohiri, M.D. Assistant Professor
Clay Pandorf, Ph.D. Assistant Professor
Pankil Patel, M.D. Assistant Professor
Dan E. Phillips, M.D. Assistant Professor
Andon Placzek, Ph.D. Assistant Professor
Maryam Sedghi, M.D. Assistant Professor
Sandra Shoemaker, Ph.D. Assistant Professor
Jon Shuman, Ph.D. Assistant Professor
Laura Silo-Suh, Ph.D. Assistant Professor
Ajay Srivastava, M.D. Assistant Professor
Mark Swanson, Ph.D. Assistant Professor
Hamid Syed, M.D. Assistant Professor
George Bowden Templeton, Ph.D. Assistant Professor
Paige Tench, M.D. Assistant Professor
Rafael Ponce Terashima, M.D. Assistant Professor
Kristjan Thompson, Ph.D. Assistant Professor
Wei-Hsiung Yang, Ph.D. Assistant Professor
Sadia Zahid, M.D. Assistant Professor
Carolann Curry, M.L.I.S., A.H.I.P. Instructor
Jane F. Hardee, M.S.W. Instructor
Kristin A. Howard, M.L.I.S., A.H.I.P. Instructor
Carolyn Klatt, M.A. Instructor
Deanna J. Oliver, P.A. Instructor
Mary Ann O’Neal, B.S. Instructor
Guilda M. Saint-Fleur, M.D. Instructor
Marjorie E. "Betsy" Smith, M.P.H.Instructor
Tatheer Zohra, M.B., B.S. Instructor

BOG - Macon Campus
Jack H. Powell, III, M.D. - Chair
J. Rodney Goff - Vice Chair
Steve Barton
Warren Berry
Kathy Lynn, M.D.
Sam Massey
James Sams, M.D.
Jean Sumner, M.D.
Earnest Taylor

BOG - Savannah Campus
Gus Bell - Chair
Howard Morrison, Jr. - Vice Chair
Curtis Anderson
Paul Bradley, M.D.
William Brundage, Ph.D.
William Daniel
Margaret Gill
Charles McMillan, Sr.
Frank Rossiter, M.D.
Peter Scardino, M.D.
W. Douglas Skelton, M.D.
Representative Ron Stephens

Dean's Office

William F. Bina, III, M.D., M.P.H.    Dean
T. Philip Malan, Jr., Ph.D., M.D.     Vice Dean; Dean of Savannah Campus
W Grady Carter, M.D.                 Associate Dean for Academic Affairs
James M. Cunningham, M.D.           Senior Associate Dean for M.C.C.G. Macon
Marie Dent, Ph.D.                   Assistant Dean for Faculty Affairs-
                                     Macon/Savannah
Wayne Glasgow, Ph.D.                Associate Dean for Research
Alice Aumann House, M.D.            Sr. Associate Dean for Admissions and Student Affairs
David E. Mathis, M.D.               Assistant Dean Columbus
Ramon V. Meguiar, M.D.              Senior Associate Dean for Clinical Affairs Savannah
Samuel D. Murray, M.D.              Assistant Dean for Admissions Savannah
Robert Shelley                     Associate Dean of Student Affairs Savannah
Tina Thompson, Ph.D.                Senior Associate Dean for Academic Affairs Savannah
Joseph M. Van De Water, M.D.       Assistant Dean for Research
Ben West, M.B.A.                    Director of Finance

Admissions/Student Affairs

Alice Aumann House, M.D.Sr. Associate Dean of Admissions and Student Affairs
Sam Murray MD                        Assistant Dean of Admissions
Robert Shelley                      Associate Dean of Student Affairs
Sabina Badalova                     Student Affairs/Admissions Specialist
Gail Coleman                        Enrollment Specialist
Wendy Gaskin                        Student Affairs Specialist
Leslie Jackson                      Assistant Director of Communications and Recruitment

Financial Aid Office

Susan Lumsden Director of Financial Aid
Mary Scott Associate Director of Student Financial Planning
Registrar Office
Cathy Groce Registrar
Chasity Watson Registrar Specialist

Medical School Library Staff
Administration
Kim Meeks, M.L.I.S., A.H.I.P., Library Assistant Professor, Medical Library & LRC Interim Director
Brenda Dowd, Admin Coordinator & Journals/Acquisitions Manager, Library Assistant IV
Tracey Schwartz, Accounting Clerk

Public Services
Alisha Miles, M.L.I.S, A.H.I.P., Library Assistant Professor and Assistant Director for Public Services
Carolann Curry, M.L.I.S., A.H.I.P., Library Instructor and Reference & Document Delivery Librarian
David Greenebaum, M.L.S., A.H.I.P., Library Assistant Professor and Reference Librarian
Anna Krampl, M.S.L.S, A.H.I.P., Library Assistant Professor and Reference Librarian

Circulation/Interlibrary Loan
Carolann Curry, M.L.I.S., A.H.I.P., Library Instructor and Reference & Document Delivery Librarian
Stephen Ellis, Circulation Manager/Library Assistant III
Josh Smith, PT Circulation Assistant/Library Assistant II

Education/Outreach Services
Alisha Miles, M.L.I.S, A.H.I.P., Library Assistant Professor and Outreach & Education Coordinator

Technical Services
Miriam Hudgins, M.Ln., C.A., A.H.I.P., Library Assistant Professor and Technical Services Coordinator & MUSM Archivist
Kristin Howard, M.L.I.S., A.H.I.P., Library Instructor and Technical Services Librarian
Jennifer Dawson, Cataloging Assistant/Library Assistant II

**Serials/Acquisitions**

Brenda Dowd, Admin Coordinator & Journals/Acquisitions Manager, Library Assistant IV
Richard Marcum, Serials Assistant/Library Assistant II
Karen Bonney, Acquisitions Assistant/Library Assistant II

**Learning Resources Center**

Kim Meeks, M.L.I.S., A.H.I.P., Library Assistant Professor, Systems & Electronic Resources Librarian
Terri Walker, LRC Manager/Instructional Support Specialist

Health Sciences Library (Memorial University Medical Center, Savannah, GA)
Jane Bridges, M.L., A.H.I.P., Assistant Library Professor and Associate Director (Savannah Campus)
Carolyn Klatt, M.A., Library Instructor and Reference & Electronic Resources Librarian
Vanessa Wallace-Lonon, Library Technical Assistant/Library Assistant III
Eloise Green, Circulation Assistant/Library Assistant II
Lamar Oliver, PT Library Assistant II
Paris Wilson, PT Library Assistant II
Thomas Waters, PT Library Assistant II

Columbus Campus Library (Columbus Regional Healthcare System, Columbus, GA)
Dionne Lyn-Rowan, M.S.L.S., Medical Librarian

**Information Technology & Media Services Staff**

Shane Milam, Director
Sal Pedone, Systems Manager I
Kevin Hatfield, Systems Manager I
Scott Adams, System Administrator
Michelle Bliss, Senior Web Developer
Patricia Chatman, PC/Network Technician
Communications and Recruitment

Leslie Jackson, Assistant Director of Communication and Recruitment

Elizabeth Hyde, Graphic Design Production Specialist

John Knight, Photographer and Videographer
Corporate Officers of Mercer University

William D. Underwood, B.A., J.D., President
Larry D. Brumley, B.S., M.A., Senior Vice President for Marketing Communications and Chief of Staff
Penny L. Elkins, B.A., M.Ed., Ed.S., Ph.D., Senior Vice President for Enrollment Management
D. Scott Davis, B.S., Ph.D., Provost
Julie T. Davis, B.B.A., M.B.A., Associate Vice President for Finance and Treasurer
James S. Netherton, B.S., M.A., Ph.D, Executive Vice President for Administration and Finance
John Patterson, B.A., Senior Vice President for Advancement
William G. Solomon, IV, B.A., J.D, Senior Vice President and General Counsel
Richard V. Swindle, B.A., M.Ed., Ph.D, Senior Vice President, Atlanta

2013 Board of Trustees

David E. Hudson, Chair Augusta, Georgia
Cathy Callaway Adams Kennesaw, Georgia
Curtis G. Anderson Savannah, Georgia
William H. Anderson, II Macon, Georgia
Kellie Raiford Appel Atlanta, Georgia
Barbara Baugh San Antonio, Texas
James A. Bishop Sea Island, Georgia
Thomas P. Bishop Acworth, Georgia
Malcolm S. Burgess, Jr. Macon, Georgia
G. Marshall Butler, Sr. Forsyth, Georgia
Neville Callam Falls Church, Virginia
Jimmy Carter Plains, Georgia
William L. Coates Gainesville, Georgia
John W. Collier Macon, Georgia
T. Michael Crook Stuart, Florida
Milton L. Cruz Guaynabo, Puerto Rico
Dwight J. Davis Atlanta, Georgia
W. Homer Drake, Jr. Newnan, Georgia
James C. Elder, Jr. Columbus, Georgia
Linda Willis Eydt Atlanta, Georgia
William A. Fickling, Jr. Macon, Georgia
Nancy A. Grace Atlanta, Georgia
Benjamin W. Griffith, III Macon, Georgia
Robert F. Hatcher Macon, Georgia
N. Dudley Horton, Jr. Eatonton, Georgia
W. Mansfield Jennings, Jr. Hawkinsville, Georgia
Holly McCorkle Jones Jacksonville, Florida
Claude M. Kicklighter McLean, Virginia
Julius Curtis Lewis, III Savannah, Georgia
David E. Linch Atlanta, Georgia
Thomas William Malone Sandy Springs, Georgia
Carolyn Townsend McAfee Macon, Georgia
J. Thomas McAfee, III Juliette, Georgia
M. Yvette Miller Smyrna, Georgia
William A. Moye McDonough, Georgia
J. Reg Murphy Sea Island, Georgia
Mary Diane Owens Lilburn, Georgia
Julie Pennington-Russell Atlanta, Georgia
Miller Peterson Robinson Fortson, Georgia
W. Louis Sands Albany, Georgia
Richard A. Schneider Atlanta, Georgia
William L. Self Johns Creek, Georgia
Raymond M. Warren, III Atlanta, Georgia
Howell L. Watkins, II Vero Beach, Florida
Jerry S. Wilson, Jr. Atlanta, Georgia
William D. Underwood, ex officio, Voting Macon, Georgia

**Life Trustees**

Thomas B. Black Columbus, Georgia
James H. Cowart Roswell, Georgia
Robert L. Steed Atlanta, Georgia
Jackson P. Turner, Jr. Dalton, Georgia
Chancellor

Deans
William F. Bina, B.A., M.D., FACS., Dean, School of Medicine
R. Alan Culpepper, B.A., M.Div., Ph.D, Dean, James and Carolyn McAfee School of Theology
Priscilla R. Danheiser, B.A., M.S., Ph.D, Dean, College of Continuing and Professional Studies
Claire C. Dyes, Dean of Students, Atlanta
Susan P. Gilbert, B.A., Ph.D, Dean, Eugene W. Stetson School of Business and Economics
Wayne Glasgow, Senior Vice Provost for Research and Dean of Graduate Studies
Elizabeth D. Hammond, B.A., M.L.S., Dean, Division of Library Sciences
C. David Keith, B.S., M.M., D.M.A., Dean, Townsend School of Music
Lake Lambert, B.A., M.A., Ph.D, Dean, College of Liberal Arts
Lisa M. Lundquist, Pharm.D., B.C.P.S., Interim Dean, College of Health Professions
Hewitt William Matthews, B.S., Pharm., M.S., Ph.D, Dean, College of Pharmacy and Senior Vice President for Health Sciences
Douglas R. Pearson, B.A., M.Ed., Ph.D, Vice President and Dean of Students, Macon
Wade Shaw, B.I.E., M.E., Ph.D, Dean, School of Engineering
Gary J. Simson, B.A., J.D, Dean, Walter F. George School of Law
Linda A. Streit, R.N., D.S.N., Dean, Georgia Baptist College of Nursing
Paige Tompkins, B.S., M.Ed., Ph.D, Interim Dean, Tift College of Education