Federal Disclosure Requirements

Mercer University’s Federal Disclosure Requirements are available from the University web site 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.
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School of Medicine
Academic Calendar 2015-2016

Mercer University School of Medicine reserves the right to make changes to this calendar.

MD Program

The link below will take you to the MD Academic Year Schedule.

http://medicine.mercer.edu/academics/loader.cfm?csmodule=security/getfile&pageid=141176

Graduate School of Medicine Academic Calendar 2015-2016

Fall 2015

Registration August 21, 2015
First Day of Class August 24, 2015
Last Day to Drop/Add/
Late Register August 31, 2015
Last Day to Withdraw/Resign October 28, 2015
Last Day of Class December 11, 2015

Spring 2016

Registration January 4, 2016
First Day of Class January 5, 2016
Last Day to Drop/Add/
Late Register January 12, 2016
Last Day to Withdraw/Resign March 9, 2016
Last Day of Class April 22, 2016

Summer 2016

Registration May 6, 2016
First Day of Class May 9, 2016
Last Day to Drop/Add/
Late Register May 16, 2016

HOLIDAYS/5
Last Day to Withdraw: June 22, 2016
Last Day of Class: July 29, 2016

HOLIDAYS/6
Holidays 2015-2016
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 p.m. the day before the MUSM holiday and ending at 6:00 a.m. 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:

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<td>Labor Day</td>
<td>September 7, 2015</td>
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<td>Thanksgiving</td>
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<td>Martin Luther King Jr. Day</td>
<td>January 18, 2016</td>
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<td>Good Friday</td>
<td>March 25, 2016</td>
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<td>May 30, 2016</td>
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<td>Independence Day</td>
<td>July 4, 2016</td>
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The University

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

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

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

University Mission

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

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

• We encourage our students to discover and develop fully their unique combination of gifts and talents to become leaders who make a positive difference in the world.

• We seek to inspire members of our community to live virtuous and meaningful lives by using their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor.
• We seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding, including an examination of the moral, religious and ethical questions of this and every age.

• We affirm and respect the dignity and sacred worth of every person and celebrate both our commonalities and our differences.

University Goals

• To offer undergraduate, graduate, and professional programs based upon a strong liberal arts foundation

• To support a highly qualified faculty that is student- and teaching-oriented and is engaged in scholarly research and professional activities

• To foster independent and critical thinking and a continuing interest in learning

• To foster intellectual and spiritual freedom in an environment that encourages tolerance, compassion, understanding, and responsibility

• To offer a variety of intellectual, cultural, recreational, and spiritual activities designed to enlarge capacity for improved judgment and moral, ethical, and spiritual growth

• To encourage the enrollment of qualified persons from diverse backgrounds and situations

• To contribute campus resources, in partnership with other institutions and agencies, to improve the educational, social, and economic development of the community

University-Wide Assessment

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

University History

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

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

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

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

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

**Historical Highlights**

**Mercer in the 19th Century**

1833 Mercer Institute, the forerunner of Mercer University, is founded by Georgia Baptists in Penfield as a manual labor school for boys.

1838 Mercer’s first Board of Trustees is elected and Mercer Institute becomes known as Mercer University.

1839 First college classes begin.

1841 First college class is graduated.

1843 Principal college building at Penfield is destroyed by fire.

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

1866 Mercer awards General Robert E. Lee, C.S.A., the honorary Doctor of Laws degree. Mercer is the only university to grant an honorary degree to General Lee.

1870 During the April 1870 Georgia Baptist Convention (GBC) meeting, the decision is made to move Mercer away from Penfield. In August, the commission, appointed by the GBC to find a new location, votes to approve Macon. In September, President David E. Butler tells Macon Mayor George S. Obear and the City Council that Macon has been chosen and “that the proposition on their part to pay you the sum of $125,000…in bonds of the city of Macon, and a site to cost not over $25,000…was accepted.” On Oct. 28, President H.H. Tucker reports that a six-acre site, adjoining Tatnall Square, has been selected. On Nov. 2, Mayor Obear presents $125,000 in bonds and the title deed to the land; a written contract has been entered into between the Trustees and the city. The end of the year marks the closing of the school at Penfield and the University moved.

1871 Mercer relocates to Macon.

1873 A law school is organized and classes begin in February 1874. The first classes are held in the courthouse and in law offices.
1874 Construction of the Administration Building is completed at a cost of $100,000.
1880 The cornerstone of the new chapel building (current-day Willingham) is in place. The chapel is dedicated in 1881, debt-free.
1892 Mercer plays the University of Georgia in Athens in the first college football game in the state of Georgia and one of the first in the Southeast. The game, scheduled for Thanksgiving Day 1891, is postponed until January 1892. Georgia triumphed, 50-0.
In the fall, Mercer would record its first win in football, beating Georgia Tech, 12-6, in Macon, in the Yellow Jackets’ first game ever.

Mercer in the 20th Century
1903 Mercer opens the School of Pharmacy.
1918 The School of Pharmacy closes.
During World War I, the Mercer Board of Trustees authorized President Rufus W. Weaver to tender to the secretary of the Navy and the secretary of war the buildings and equipment of the University that they might be used effectively in service of the nation. The Student Army Training Corps is established at Mercer on Oct. 1, 1918, and continues until the following spring. Following the war, Mercer discontinues systematic military training. Altogether, Mercer’s war dead numbers 14.
1919 Mrs. W. E. Jackson is the first woman to receive a degree from Mercer. Mrs. Jackson, who later becomes Mrs. Joseph Seth Weekly, is awarded the LL.B. degree.
1922 WMAZ Radio, with call letters standing for “Watch Mercer Attain Zenith,” goes on the air, located in the tower of the chapel building.
1927 Mercer turns the fledgling radio station over to the Macon Junior Chamber of Commerce.
1933 Mercer celebrates its centennial.
1939 Macon Baptist Pastors Union requests an investigation of the character of teaching in some of Mercer’s classrooms. After a 10-hour hearing held in Roberts Chapel on March 30, the Board of Trustees accepts the action of the special committee disposing of the charges.
1940 Willingham Chapel Building is rededicated and a new organ is installed.
1941 Mercer discontinues competition in intercollegiate football.
1942 Mercer sets apart the Law Building and Roberts Hall for use by the War Training Service during World War II.
1943 The Navy V-12 School is established on July 1 and continues until October 1945. Mercer is one of nine institutions in the Southeast selected to give aviation instruction in the Navy War Training Service. During this period, 731 trainees receive basic aviation instruction in the Mercer V-12 program.
1947 In ceremonies held in Willingham Chapel and Ryals Law Building, the Walter F. George School of Law is named for Georgia’s U.S. Senator Walter F. George.
1949 Mercer dedicates the restored Mercer Chapel at Penfield with Dr. Louie D. Newton as speaker.
1957 Construction is completed on the George B. Connell Student Center.
1959 The Southern School of Pharmacy in Atlanta merges with Mercer University.
1963 Sam Jerry Oni of Ghana, Africa, becomes the first black to enter Mercer. On April 18, Mercer Trustees vote to admit qualified students without regard to race, and Mercer becomes one of the few private colleges in the South to do this before being required by the 1964 Civil Rights Act.

THE UNIVERSITY/11
1965 Mercer dedicates the Eugene W. Stetson Memorial Library.
1967 Mercer dedicates Knight Hall of Humanities.
1968 The Hugh M. Willet Science Center is dedicated.
1972 Mercer dedicates the new School of Pharmacy building in Atlanta. Atlanta Baptist College merges with Mercer University and becomes known as Mercer University in Atlanta. Today it is known as the Cecil B. Day Graduate and Professional Campus.
1973 The Law School’s centennial is celebrated and Mercer graduate and U.S. Congressman Carl Vinson’s 90th birthday is observed.
1974 Construction of the Ida B. Patterson Infirmary is completed.
1976 Mercer acquires the Insurance Company of North America Building on Coleman Hill in Macon as the home of the Walter F. George School of Law under a gift-purchase agreement for $1 million. The property is valued at more than $4 million.
1978 The former Tatnall Square Baptist Church on the Macon campus is rededicated as Newton Hall in honor of Dr. Louie D. Newton.
    Mercer acquires the Overlook Mansion on Coleman Hill, now known as the Woodruff House. Later in the year, Mercer gives the mansion to the City of Macon, and after restoring the exterior, the City of Macon returns the mansion to Mercer in November 1981.
1980 Mercer dedicates the restored Administration Building.
    Inauguration ceremonies for Mercer’s 17th president, Raleigh Kirby Godsey, are held at the Macon City Auditorium.
    Mercer dedicates the A.T. Davis Administration Building, College of Arts and Sciences, in Atlanta.
    Mercer dedicates the Sheffield Building, College of Arts and Sciences in Atlanta.
1981 Mercer dedicates the School of Medicine’s Education Building in Macon.
1982 Mercer University School of Medicine admits its charter class of students in the fall.
1983 Mercer establishes the School of Business and Economics in Atlanta. The dedication of the Woodruff House, formerly known as Overlook Mansion, takes place.
    Mercer dedicates the W.G. Lee Alumni House in Macon.
    Mercer dedicates the Monroe F. Swilley Jr. Library in Atlanta.
    The Plunkett-Sewell family commissions a Holtkamp pipe organ, specially designed for Newton Chapel. The 52-rank Tracker instrument is one of the largest organs of its kind on the eastern seaboard, establishing Mercer as a center for organ performance and teaching.
1984 The Eugene W. Stetson School of Business and Economics is established in Macon.
    The School of Engineering is established in Macon.
    The Walter F. George School of Law becomes the home of the National Criminal Defense College.
    The College of Arts and Sciences in Atlanta becomes the Cecil B. Day College of Arts and Sciences.
1985 The charter class of the School of Engineering begins its studies and construction on a new building for Engineering is begun.
1986 Tift College, a Georgia Baptist women’s institution in Forsyth, merges with Mercer University.
The new School of Engineering building opens for classes in the fall and is dedicated in October.

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

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

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

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

1988 The Walter F. George School of Law receives the largest gift in the University's history at that time — $14 million from George W. Woodruff.

1989 The University's Board of Trustees votes to discontinue undergraduate liberal arts education on the Atlanta campus. The mission of the Cecil B. Day Campus in Atlanta is changed to focus on graduate and professional education.

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

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

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

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

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

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

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

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

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

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

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

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

The former Stetson Library is rededicated in September as Stetson Hall and converted into office and classroom space for the Stetson School of Business and Economics and the School of Education.
The James and Carolyn McAfee School of Theology graduates its charter class in May.

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

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

**Mercer in the 21st Century**

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

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

In August, Mercer opens its new police station and seven new apartment buildings on the Macon campus and two new apartment buildings on the Cecil B. Day Campus in Atlanta.

In September, Mercer dedicates the new 18-building Greek Village.

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

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

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

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

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

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

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

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

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

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

**2004** The University plays its first basketball games in the new University Center Arena during Homecoming week, Jan. 27-Feb. 1. The remainder of the signature facility on the Macon campus opens March 15. The official dedication of the University Center and the Griffin B. Bell Board Room is held in April, following the Board of Trustees meeting.
2005 Mercer partners with Piedmont Healthcare, one of the state’s prominent hospital systems, to establish the Center for Health and Learning in Atlanta.

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

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

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

The Robert McDuffie Center for Strings is established on the Macon campus, offering conservatory-quality music training in a comprehensive university setting.

The 103-year-old Southern School of Pharmacy changes its name to the College of Pharmacy and Health Sciences on July 1. The name change reflects additional health science programs, including a new physician assistant program.

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

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

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

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

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

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

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

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

2008 Celebrating its 175th year, Mercer marked the anniversary with special Founders’ Day activities, including the traditional convocation on the Macon campus, as well as a Feb. 26 event on the Atlanta campus and an event featuring a discussion with five “Mercer Legends” on the Macon campus.
Mercer Trustees endorse a new vision statement and an ambitious 10-year strategic plan for the University that calls for more than $1.2 billion in new investments in the institution’s endowment, faculty and staff, facilities and technology, and academic and co-curricular programs over the next decade. Titled “Charting Mercer’s Future: Aspirations for the Decade Ahead,” the strategic plan was developed over the prior 18 months under the leadership of the University Planning Council and with the input of trustees, faculty, staff, alumni, students, community leaders, parents of current students, and other stakeholders.

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

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

Moving its Homecoming to the fall under the theme “Reconnect, Reunite, Rediscover,” scores of Mercerians and their families came back to campus Nov. 21-23. In recent years, the University’s Homecoming was held in the winter at the end of the basketball season.

Mercer Trustees approved new Ph.D. programs in nursing and curriculum and instruction. The new doctoral programs – Mercer’s third and fourth – fulfill objectives in the University’s recently-adopted 10-year strategic plan to expand Ph.D. offerings. Mercer earns national recognition from the Carnegie Foundation for the Advancement of Teaching for its commitment to community engagement. Mercer is the only college in Georgia, and one of just 119 in the United States, to be selected by the foundation for its 2008 Community Engagement Classification.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In November, the University dedicated the Emily Parker Myers Admissions and Welcome Center at the corner of Winship Street and Montpelier Drive. The building is named in honor of Myers, who was one of the longest serving administrators in

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University history, serving as senior vice president for university advancement and external affairs when she retired in 2008.

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

2013 In January, one of Mercer's most accomplished graduates, the man known by many as "Sambo," died at the age of 90. Dr. Ferrol A. Sams, Jr. penned eight books, including a trilogy of works featuring Porter Osborne Jr., a character largely based on Dr. Sams' own boyhood in Fayette County. Generations of Mercerians have been inspired by the accounts of his exploits while at Mercer in The Whisper of the River.

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

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

A $425,000 grant from ArtPlace America will support Mercer's effort to revitalize the former Tattnall Square Presbyterian Church into the Tattnall Square Center for the Arts. The Center will serve as a community theatre and arts venue, as well as home to the University's Theatre Department.

The University announced the acceptance of an invitation to join the Southern Conference, affiliating Mercer Athletics with the nation's fifth-oldest NCAA Division I athletic association. Mercer, who will officially join the SoCon on July 1, 2014, will be aligned with Samford University, University of Tennessee-Chattanooga, Western Carolina University, East Tennessee State University, Virginia Military Institute, University of North Carolina-Greensboro, Wofford College and The Citadel.

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

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

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

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

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

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

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

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

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

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

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

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

2015 In February, Mercer's two-year-old, 10,000-seat stadium, home of Mercer Bears football and lacrosse, was renamed Five Star Stadium in recognition of a multi-million dollar commitment, the largest-ever for Mercer athletics and one of the largest in the University's history. The financial commitment came from Five Star Automotive Group, owned by Charlie Cantrell and Dick Pope.
In March, a large multi-million dollar commitment from a Macon resident and devoted friend of the University established the Jo Phelps Fabian Center for Musical Excellence in Mercer University’s Townsend School of Music. The commitment by Fabian is the largest ever, along with the gift that founded the School of Music, to support the arts at Mercer.

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

Mercer University Presidents

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

- Billington McCarty Sanders ............................................................... 1833-1840
- Otis Smith ......................................................................................... 1840-1844
- John Leady 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 Gambrill .................................................................... 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
- George Boyce Connell ..................................................................... 1953-1959
- Spright Dowell, Interim President .................................................... 1959-1960
- Rufus Carrolton Harris ..................................................................... 1960-1979
- Raleigh Kirby Godsey ....................................................................... 1979-2006
- William D. Underwood .................................................................... 2006-present

Mercer University Profile

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

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

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

Academic Divisions

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

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

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

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

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

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

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

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

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

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

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

**Mercer Health Sciences Center**

**School of Medicine (Macon, Atlanta, Savannah, Columbus):** The School was established in 1982 to educate physicians and health professionals to meet the primary care and health care needs of rural and medically underserved areas of Georgia. The School of Medicine currently operates two four-year campuses. Following their second year, students participate in core clinical clerkships at the School's primary teaching hospitals: Medical Center of Central Georgia in Macon, Memorial University Medical Center in Savannah, and The Medical Center and St. Francis Hospital in Columbus.

**College of Pharmacy (Atlanta):** For more than a century, the College has maintained a tradition of excellence and a national reputation for producing leaders in the health care profession and has made notable contributions to the fields of pharmacy and health sciences. Mercer is ranked as the number 4 private pharmacy school in the United States and among the top private and public pharmacy schools.

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

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

Athletics

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

Accreditation

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

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

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

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

In the Penfield College of Mercer University, the Master of Science degree in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990; www.cacrep.org. The Master of Science degree in School Counseling is approved by the Georgia Professional Standards Commission, 200 Piedmont Avenue, Suite 1702, Atlanta, GA 30334-9032; www.gapsc.com.

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 baccalaureate chemistry program is approved by the American Chemical Society, 1155 16th Street, NW, Washington, DC 20036; (800) 227-5558; www.acs.org.

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

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

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

The School of Medicine houses two accredited programs. The Doctor of Medicine is accredited by the Liaison Committee on Medical Education (LCME). LCME (www.lcme.org) is jointly sponsored by the Association of American Medical Colleges (2450 N. Street, NW, Washington, DC 20037; (202) 828-0596) and the Council on Medical Education of the American Medical Association (515 North State Street, Chicago, IL 60654; (312) 464-4933. The Marriage and Family Therapy program is accredited by the Commission on Accreditation of Marriage and Family Therapy Education, American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria, VA 22314; (703) 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. Georgia Baptist College of Nursing is approved by the Georgia Board of Nursing, 237 Coliseum Drive, Macon, Georgia, 31217-3858, (478) 207-1640.

The Doctor of Pharmacy program in the College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603; (312) 664-3575; www.acpe-accredit.org.

The Master of Arts in Christian Ministry, the Master of Divinity, and the Doctor of Ministry programs in the James and Carolyn McAfee School of Theology are accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275; (412) 788-6505; www.ats.edu.

Mercer's First Atlanta Program

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

The Founding of the Atlanta Campus

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

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

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

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

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

In 2003, the University established the Penfield College of Mercer University, which offers undergraduate and graduate programs. The Penfield College of Mercer University was established in 2003 and offers undergraduate and graduate degree programs tailored to the needs of working adults. Significant parts of its programs are based on the Atlanta campus.

Special Programs

Atlanta Regional Council for Higher Education

Mercer University is a member of the Atlanta Regional Council for Higher Education (ARCHE), a consortium of institutions in higher education in the Atlanta-Athens area. The member institutions are: Agnes Scott College, Atlanta College of Art, Brenau University, Clark Atlanta University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Paper Science and Technology, Interdenominational Theological Center, Kennesaw State University, Mercer University Atlanta, Morehouse College, Morehouse School of Medicine, Oglethorpe University, Southern Polytechnic State University, Spelman College, the State University of West Georgia, and the University of Georgia.

The council conducts inter-institutional programs in education, research, and administrative support. A major emphasis is on inter-library cooperation for sharing of
library resources and services. Interdepartmental groups provide support for cooperative academic programs and a visiting scholars program. A cross registration program permits a student at any member institution to register for an approved course at any ARCHE school and receive credit that may be applied to his/her degree program. Tuition costs are paid to the student's home institution. The aim of the program is to enable students to enrich their undergraduate programs by pursuing course-work in areas of study that are not available on their own campuses. To be eligible to participate, a student must have the recommendation of the Associate Dean for Student Affairs and Admissions and the approval of the Coordinator of Cross Registration.

Office of International Programs

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

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

Campus

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

Monroe F. Swilley, Jr. Library

"Learning happens here" is both the motto and the vision of the Monroe F. Swilley, Jr. Library. The library is a place, both real and virtual, for students at the Cecil B. Day Campus of Mercer University to pursue their research needs.

Built in 1982, the library holds approximately 150,000 books (16,000 of which are digital), 1.9 million microforms, 900 print journals, and 6,000 full-text electronic journals. These materials, plus videos, CD's, and DVD's support the programs of the six colleges of the Atlanta campus.

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

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

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

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

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

The School of Medicine continues to build upon its 33 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, 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)

Vision Statement

To be a recognized leader in educating primary care, rural and community-based health professionals by:

Improving access to quality health care for Georgia residents
Enhancing the health status of Georgia residents
Providing an outstanding medical and health science education in an environment that
emphasizes professionalism, achievement, discovery, diversity, and inclusion.
Approved by the Executive Council on December 9, 2014

Diversity Statement
Mercer University School of Medicine is privileged to be located in Georgia, a state with a
unique, diverse, and evolving heritage. Mercer is committed to serving Georgia by
educating physicians and other healthcare professionals to meet the healthcare needs of
the state’s medically underserved.

Mercer University School of Medicine believes that an environment of inclusiveness,
equal opportunity, acceptance, and respect for the similarities and differences in our
community is essential for excellence in the fulfillment of our mission. An atmosphere
where differences are valued leads to the training of a culturally competent healthcare
workforce qualified to meet the needs of the varied populations of our state and
enhances the development of professionalism in our students. Further, we believe that
institutional diversity fuels the scholarly advancement of knowledge in an atmosphere of
free inquiry and expression.

The School of Medicine adopts a definition of diversity that embraces race, ethnicity,
gender and gender identity, religion, sexual orientation, social and cultural attributes,
rural or metropolitan background, and disability. The definition of diversity also includes
life experiences, record of service and employment, and other talents and personal
attributes that can enhance the scholarly and learning environment.

The School of Medicine seeks to attain a diverse learning environment through the
recruitment, enrollment, hiring, and retention/graduation of students, faculty, staff, and
leadership who meet this definition of diversity. We also seek to deliberately and
thoughtfully utilize the benefits of diversity in our interactive, team-based educational
programs.

Approved by the Executive Council on December 4, 2012

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.

SCHOOL OF MEDICINE/31
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

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 has housed the medical school since its inception in 1982, and retains the largest portion of the School of Medicine. The city of 155,000 serves as the educational, medical, cultural and commercial hub of Central Georgia.

Macon, considered at the crossroads of the South, has a 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.

The School of Medicine’s Macon Campus offers a four year medical education program and also supplies students to the Columbus campus for their third and fourth year. There are facilities for basic science, translational and clinical research, and opportunities for interaction with all undergraduate and graduate programs on the main campus in Macon. Clinical education occurs at Navicent Health, which offers residency programs in five medical specialties as well as several fellowship training programs.

Savannah Campus

Mercer University School of Medicine's Savannah Campus offers a four-year medical education program leading to the Doctor of Medicine Degree. The campus has active basic science, translational, and clinical research programs. Savannah, the “Hostess City of the South”, is the oldest city in the state of Georgia and consistently listed as one of the most beautiful locations in the United States. Savannah boasts the nation's largest
The School of Medicine’s Savannah Campus was established as a clinical campus on the grounds of Memorial University Medical Center in 1997. It became a full four year campus in 2008 and graduated its first four year class in 2012. 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. MUMC offers residency programs in six medical specialties, and provides an outstanding learning environment for medical students and residents.

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.

**Columbus Campus**

Mercer University announced on Feb10, 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**

**Navicent Health**

Navicent Health, 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.

Navicent Health 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. Navicent Health 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. Navicent Health provides a broad range of community-based, outpatient diagnostic, primary care, extensive home health and hospice care, and comprehensive rehabilitation services. Navicent Health 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. Since opening in 1955, Memorial has evolved into the most advanced healthcare provider in the region. MUMC is 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, the system includes physician networks, business and industry services, and NurseOne, a 24-hour call center. Memorial also offers 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 southwestern 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.

MUSM Administration and Community Directory

**Dean’s Office**

William F. Bina, III., M.P.H., Dean 478-301-5570
Elaine Arnold, Administrative Assistant to the Dean 478-301-5570
Carole Porch, Administrative Coordinator for Academic Affairs 478-301-2512
Robert J. Shelley, M.D., Interim Dean of Savannah Campus 912-721-8146
David Mathis, M.D., Assistant Dean of Macon Campus 478-301-2546
Alice House, M.D., Dean of Columbus Campus 706-223-5119

**Admissions and Student Affairs**

E. S. Prakash, M.D., Associate Dean Admissions-Macon 478-301-4065
W. Patrick Roche III, M.D., Associate Dean Student Affairs-Macon 478-301-2652
Wendy N. Gaskin, Student Affairs Specialist 478-301-2652
Beverly Little, Admissions Specialist 478-301-2524
Sara-Ashley Spear, Admissions Specialist 478-301-2542
Robert Shelley, M.D., Associate Dean of Student Affairs-Savannah 912-350-1738
Sam Murray, M.D., Associate Dean Admissions-Savannah 912-721-8145
Sabina Badalova, Student Affairs Specialist-Savannah  912-721-8147
LaQuanta Hamilton, Medical Student Coordinator-Columbus  706-223-5119

**Academic Affairs and Academic Offices**

M. Marie Dent, PhD. EdS, MBA, Senior Associate Dean of Faculty Development  912-721-8148
Tina Thompson, PhD., Senior Associate Dean of Academic Affairs  912-721-8184
Stephen Williams, M.D., Associate Dean of Academic Affairs  478-301-2209
Edward Klatt, M.D., BMP Coordinator-Savannah  912-721-8183
Marshall Angile, Director of Program Evaluation  912-721-8143
Karla Riley, Administrative Assistant Academic Affairs  912-721-8185
Jennifer Boryk-Ratner, Faculty Affairs Specialist  912-721-8149
Kara Ballard, Academic Records-Macon  478-301-4108
Jina Parrish, Academic Records-Macon  478-301-4109
Jan Basile, Academic Records-Savannah  912-721-8140
LaQuanta Hamilton, Medical Student Coordinator-Columbus  706-223-5119
Lisa Killingsworth, Medical Student Coordinator-Macon  478-633-1063
Katie Davis, Medical Student Coordinator-Savannah  912-350-8076
Marita Radioff, Community Medicine-Macon  478-301-2350
Pamela Noble, Clinical Skills-Macon  478-301-4047
Ann O’Neal, Director of Standardized Patient Program-Macon  478-301-5589
Mikata Jokkene, Clinical Skills-Savannah  912-350-1724
Jill H. Bell, Director of Standardized Patient Program-Savannah  912-350-1724
Christy Hardy, Administrative Coordinator-Savannah  912-350-1716
Richard Elliott, M.D., Ethics-Macon  478-301-2435
Martin Greenberg, M.D., Ethics-Savannah  912-350-8160
Kimberly Eanes, Community Medicine-Macon  478-301-2435
Erin McGuigan, Community Medicine-Savannah  912-350-1718

**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-Navicent Health  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
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 2015 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
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.

   In 2012, the U.S. Department of Education’s FERPA regulations expanded 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 fol-low-ing 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 Conduct (University)

Introduction

Mercer University strives to be a Community of Respect where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based
on the values of mutual respect: Respect for Academic Integrity; Respect for Other Persons; Respect for the University Community; Respect for Community Authority.

These values are codified into the Student Code of Conduct, which applies to all students on all campuses of the University. A complete and up-to-date version of the Student Code of Conduct is in the University Student Handbook at www.mercer.edu/provost/handbooks. Disciplinary policies found in the University Student Handbook supersede and complement any student conduct policies and procedures used by the MD degree and graduate programs within the Medical School. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements.

**Reporting Violations**

All students and student organizations are expected to adhere to the standards of the Community of Respect. In affirmation to these standards, every student subscribes to the following pledge:

“Having been accepted as a member of the Community of Respect of Mercer University, I pledge myself: to hold each person in high mutual regard; to uphold, respect, and defend the rights of every individual in the community; and to respect the community as a whole. I further pledge that I will not allow to go unreported any violation of the standards of our community.”

Each student is responsible for reporting any and all infractions of the standards valued by the Community of Respect. All students accept this responsibility when they enroll. If a student sees, knows, or hears of a violation, he/she is responsible for reporting the suspected violation to Mercer Police, the Vice President of Student Affairs, or an appropriate faculty/staff member of Mercer University.

**Charges**

Hearing Board Options. The charged student or organization may have charges heard by a University Hearing Board or by a designated University Administrator selected and trained by the Associate/Assistant Dean of Students in Macon or Atlanta. The conduct of students both on campus and in the wider community is ordinarily of University concern when (a) the conduct interferes with the University’s responsibility for ensuring members of the University full and equal opportunity to obtain their educational objectives, (b) the conduct interferes with the University’s responsibility to protect the health, safety and general welfare of persons in the University community, or (c) the conduct negatively impacts the University’s image and/or academic integrity.

**Resolution**

Decisions of all hearing bodies (University Hearing Boards and University Administrator) are recommendations to the Associate/Assistant Dean of Students on the corresponding Macon and Atlanta campus, who in the interest of fairness, clarity, or consistency may choose to accept or modify the recommendations as necessary or refer a case back to the hearing body for further review.

In keeping with Mercer University’s values, sanctions imposed on students found to be in violation of the Student Code of Conduct are designed to promote the University’s educational mission, restore or maintain community standards, and promote individual civility and positive growth. Sanctions are also intended to maintain the safety of the University environment and the integrity of the University community. The processes for adjudicating violations of federal, state and local laws and violations of the Student Code of Conduct are separate and may be pursued independently of one another.

Having the University Student Code of Conduct (SCC) allows for centralized hearings of alleged violations inside the University. However, program-specific
regulations and policies (including professional standards) will remain enforceable by medical school committees that include the Medical Student Honor Council, the Student Professionalism Assessment Committee and the Student Appraisal and Promotion Committee.

Student Code of Honor and Professional Conduct (Medical School Specific)

Introduction

The School of Medicine bases decisions to admit or retain students on both academic and non-academic measures. All graduate students must abide by the Graduate Honor System, and all MD students must adhere to the Medical Student Honor System policies. The proper professional behavior of medical students is outlined in the Student Code of Honor and Professional Conduct. This pledge is made by all medical students.

In the School of Medicine, 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 MUSM Honor Council. Issues pertaining to professionalism may be referred to the MUSM Student Professionalism Assessment Committee (SPAC). (These may also be dealt with in University proceedings as violations of the Student Code of Conduct, above)

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 Dean of Student Affairs and the Academic Affairs Dean, is held. Together they decide 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 Associate Dean of Student Affairs-Macon Campus, Dr. Patrick Roche, or the Associate Dean of Student Affairs-Savannah Campus, Dr. Robert Shelley, can be contacted for assistance. Dr. Alice House, Campus Dean of the Columbus Campus, can be contacted for assistance in Columbus.

The following additional resources are also available to students:
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.
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” must be signed by a physician or other health care provider, and stamped with the provider’s name and address before the first day of classes and updated before entry into the clinical years. 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 retained on file in the Student Health Center and will not be forwarded to other institutions without student written consent.

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

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**Financial Information**

**Student Financial Planning**

Mercer University’s financial aid programs are administered in conjunction with a federally established policy and philosophy of financial aid for education. The basis of this policy is the belief that the costs of education should be the primary responsibility of 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. In order for a student to be considered for every type of assistance available (i.e., Federal, State, and University sources), a Free Application for Federal Student Aid (FAFSA) must be submitted each year. Students may complete the FAFSA on the Web at [https://www.fafsa.ed.gov](https://www.fafsa.ed.gov).

**Financial Aid Policies**

Students are encouraged to visit the Office of Student Financial Planning website [http://medicine.mercer.edu/student-services/financial-aid/](http://medicine.mercer.edu/student-services/financial-aid/) to learn more about financial aid policies and to e-mail the Financial Planning Office 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. Students
enrolled in Post Master Certificate Programs are not eligible for federal Title IV financial assistance.

- 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

Students may be granted a Leave of Absence (LOA) by the University for academic reasons. These LOAs do not meet the conditions of the Title IV regulations for an “approved” leave of absence and therefore must be treated as a withdrawal for Title IV purposes. The withdrawal date is the date the student begins the leave of absence. Students on LOA are not eligible for in-school deferment of student loans.

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
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, may be placed on financial aid probation, may be 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>Master (non-thesis) – 48 hours Master of Family Therapy</td>
<td>6 Years</td>
</tr>
<tr>
<td>Master of Science – 75 hours Master of Science in Biomedical Sciences</td>
<td>3 Years</td>
</tr>
<tr>
<td>Master of Science – 31 hours Master of Science in Preclinical Sciences</td>
<td>2 Years</td>
</tr>
<tr>
<td>Doctor of Philosophy – 92 hours Clinical Medical Psychology</td>
<td>7 Years</td>
</tr>
<tr>
<td>Doctor of Medicine – 155 hours Medicine</td>
<td>6 Years</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>
</table>

SCHOOL OF MEDICINE/49
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>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>
<tr>
<td>Master of Science</td>
<td>Students must maintain a cumulative GPA of 3.0.</td>
</tr>
<tr>
<td>Master of Science in Biomedical Sciences</td>
<td>Grades less than C do not count towards degree requirements and will result in dismissal</td>
</tr>
<tr>
<td>Master of Science</td>
<td>Students must achieve a minimum 2.5 GPA after their first semester of enrollment and subsequently maintain a cumulative GPA of 3.0.</td>
</tr>
<tr>
<td>Master of Science in Preclinical Sciences</td>
<td>Grades less than C do not count towards degree requirements and will result in dismissal</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>Students must maintain a cumulative GPA of 3.0.</td>
</tr>
<tr>
<td>Clinical Medical Psychology</td>
<td>Grades less than B do not count towards degree requirements</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>Students must receive a Satisfactory in Yr. 1 BMP, Yr 2 BMP, Community Medicine, Fundamentals of Clinical Practice, Yr. 3 core clerkships and all Yr. 4 clerkships and pass USMLE Step 1, Step 2CK and Step 2CS.</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.

SCHOOL OF MEDICINE/51
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.

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 Aid Probation 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 a FAFSA by the appropriate priority 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.
- 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 PROGRAM

ADMISSION REQUIREMENTS:

The overarching goal of the admissions process is to identify, attract and enroll well qualified students who are likely to graduate into caring and well-rounded physicians, committed to serving the primary care and healthcare needs of rural and medically underserved areas or medically underserved populations in Georgia.

MUSM accepts applications to the MD program only from US Citizens or US Permanent Residents. Additionally, applicants need to be legal residents of the state of Georgia at the time of submitting the application. Applicants should have obtained an undergraduate degree with a minimum of 90 credit hours of coursework or be on track to complete an undergraduate degree from an accredited college and or university by July of the intended year of matriculation. MUSM receives over 1200 primary AMCAS applications per year to its MD program.

Required premedical coursework and competencies: One-year laboratory courses in general biology, general or inorganic chemistry, organic chemistry, and general physics
from an accredited institution are required. Offers of acceptance are contingent upon MUSM's receipt of official transcripts of all post-secondary course work including fulfillment of required premedical courses by July 15 of the intended year of matriculation. Other courses that are not required but are strongly encouraged include introductory or upper level courses in biochemistry, mathematics, cell biology, immunology, histology, genetics, molecular biology, behavioral science and humanities.

Application to the MD program begins with the submission of a Primary Application to the American Medical College Application Service (AMCAS), designating Mercer University School of Medicine as a recipient. Only applications initiated through this service are considered.

Primary AMCAS applications from eligible applicants are screened by the Admissions Office, and invitations to complete a secondary application are sent to applicants who meet the criteria specified below. The information below is applicable to applicants who intend to apply to the MD program in the 2015-16 Admissions Cycle (2016 AMCAS Application Year).

An invitation to submit a Secondary Application is sent to otherwise eligible applicants who meet both criteria below:

- Average MCAT Percentile Rank > 26.9
- Average MCAT Percentile Rank x Cumulative Undergraduate BCPM-GPA is > 93

An invitation to submit a Secondary Application is also sent to applicants with an earned graduate degree and an average MCAT percentile rank > 26.9, regardless of Cumulative Undergraduate BCPM-GPA.

Cumulative Undergraduate BCPM-GPA refers to the Cumulative Undergraduate BCPM-GPA reported on completed Primary American Medical College Application Service (AMCAS) Application verified by AMCAS. This includes BCPM grades from Post-baccalaureate coursework. The Admissions Committee uses the cumulative undergraduate BCPM-GPA on the Primary AMCAS application verified by AMCAS.

Screening Applicants: Details about the screening process are here: [http://medicine.mercer.edu/admissions/md/information/committee/](http://medicine.mercer.edu/admissions/md/information/committee/)

For an application packet to be considered complete and eligible for further screening by the Admissions Committee, the following materials must be received by MUSM Admissions Office by the appropriate deadline. As noted above, an applicant must first qualify to be invited to submit a secondary application.

Primary AMCAS Application

- Completed Secondary Application (completed online via the web-link sent in the e-mail invitation from MUSM Admissions Office to submit a Secondary Application)
- Pay a non-refundable fee (90 US dollars only) for processing the secondary application (this fee is waived for applicants who have a valid Fee Assistance Program waiver from AMCAS)
- Upload a scanned copy of a notarized Certification of GA Residency (via the same web-link referred to above) (optional)
- Upload a photocopy of a state issued photo identification document (via the same web-link referred to above)
- At least 2 letters of recommendation (by individual letter writers) or 1 Committee letter submitted via the AMCAS.

Mail the original notarized copy of notarized Certification of GA Residency to Mercer University School of Medicine Admissions Office Attn: Admissions Specialist, 1550 College St, Macon, GA 31207.

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Completed applications are subject to further screening by the Committee before a decision whether or not to invite an applicant for interview on campus is made. An invitation to submit Secondary Applications does not guarantee an invitation to interview on campus. An applicant's experiences, attributes and academic metrics are all considered by the Admissions Committee, and the Committee looks for evidence of sustained previous and prospective commitment to MUSM's mission in its applicants.

MUSM participates in the Early Decision Program as defined by the AAMC (https://www.aamc.org/students/applying/requirements/edp/). For those applying through the EDP, Primary AMCAS Application & Transcripts must be submitted to AMCAS by 3 August 2015.

MUSM Admissions Office must receive an applicant's GPA and official MCAT score on a Verified Primary AMCAS application by 5:00 pm ET on August 24, 2015 for a Secondary Application Invitation for the Early Decision Program to be considered.

‘Regular Pool’ Applications can be submitted to MUSM as soon as AMCAS allows it. The deadline for submitting Primary AMCAS Application for Regular Pool so that it is forwarded by AMCAS to Mercer University School of Medicine is November 3, 2015. The deadline for submitting transcripts to AMCAS for Regular Pool so that it is verified by AMCAS for Mercer University School of Medicine is November 17, 2015. Eligibility criteria for applying and criteria for invitation of Secondary Applications are identical regardless of whether one applies for Early Decision Program or Regular Pool.

Special Note With regard to ‘Latest MCAT score considered’ in the 2015-16 admissions cycle, or 2016 Application Year: AMCAS allows submission of primary applications even before an applicant's MCAT scores, official transcripts are submitted to AMCAS. AMCAS notes that it takes about 6 weeks to verify an application. MUSM Admissions Office screens only applications that have been verified by AMCAS. Since GPA and MCAT scores are used to screen applicants prior to inviting a Secondary (Supplemental) application, MUSM Admissions Office must receive an applicant's GPA and official MCAT score on the primary AMCAS application by Aug 24, 2015 (5 pm ET) for the Early Decision Program, and Dec 15, 2015 (5 pm ET) for applicants to the Regular Pool. Applicants need to be aware of all of these factors, and plan to submit their applications to MUSM well on time to maximize chances of full consideration of their application.

The Admissions Committee uses a ‘rolling admissions process’ - once the Admissions Office receives a Secondary Application complete in all respects, the application is subject to further screening by the Admissions Committee, and the applicant may be invited to an interview. The number of interview spots is limited.

Each applicant will have two one-on-one, 30-40 minute interviews. Interviews are held on the Macon, Savannah and occasionally in the Columbus Campuses. One of the interviews is with an Admissions Committee member who may be a basic science or clinical faculty member or a senior medical student. Both interviewers have access to the Primary Application, the Secondary Application, and Letters of Evaluation before they interview the applicant and through the rest of that application year. At the level of the interview applicants are assessed and graded in each of the following categories 1) rootedness in Georgia; service/work experiences consistent with MUSM's mission; 2) academics; 3) personal characteristics. Each interviewer submits his/her comments for the Admissions Committee's consideration. Applicants also have lunch with current students. MUSM MD students also submit written comments based on their interaction with applicants at lunch. Each Admissions Committee member has access to these comments as well as each applicant's primary and secondary application, letters of recommendation, and Georgia Residency documentation. The MD Admissions
Committee has 21 voting members (14 faculty and 7 current senior medical students) each of whom scores all applicants on a 1-5 scale, 5 being the best score. Admissions deans and admissions staff serve on the Admissions Committee without vote.

Applicants who have any concerns with the fairness of one or more interview encounters they experienced are encouraged to bring it to the attention the admissions deans before leaving campus at the end of their interview day. If a meeting with the admission dean on the campus is not possible before leaving campus, applicants may e-mail the admissions deans Dr Sam Murray & Dr E.S.Prakash by 6:00 PM of their interview day. The Admissions Deans and Admissions Office treat this feedback in confidence in that this is not shared with the admissions committee, and use it to address any concerns applicants may have.

The deadline for completing and submitting all components of the Secondary Application for Regular Pool Applicants is 5:00 PM ET, Jan 15, 2016. Once applications are complete, applicants will receive an e-mail acknowledgment from the Admissions Office that their file is complete and eligible for review by the Admissions Committee. Incomplete applications will not be considered.

The Admissions Committee accepts applicants for the Early Decision Program in the month of September, and applicants applying to the Regular Pool on a monthly basis starting in October. Thus it is advantageous to complete one's application early as well as interview early in the cycle instead of wait till the deadline.

Offers of acceptance are made subject to the following standard contingencies and they may be subject to additional contingencies as appropriate.

The acceptee needs to provide documentation that he/she is a US citizen or US Permanent Resident.

The acceptee needs to document completion of premedical requirements required for matriculation in the MD program at MUSM. MUSM Admissions Office should receive official transcripts of all college coursework you have undertaken directly from the respective institution(s) by 1 August of the intended year of matriculation.

The acceptee should meet MUSM’s Technical Standards for Medical School Admission.

MUSM should receive an acceptable Criminal Background Check on the acceptee. MUSM uses the AAMC facilitated Criminal Background Check undertaken by Certiphi Inc.

As a school participating in the AMCAS for considering applications to its MD program, Mercer University School of Medicine admissions process adheres to the most updated version of the Application and Acceptance Protocols stipulated by the Association of American Medical Colleges
https://www.aamc.org/students/applying/amcas/policies/384842/trafficrulesforadmissionofficers-2015amcas.html

MUSM considers requests for deferral of matriculation of acceptees by up to 1 year on a case by case basis. Requests should be made in writing to the Admissions Office.

Campuses: The full four year MD program is available on the Macon and Savannah Campuses, and the 3rd and 4th year of the program are also offered in the Columbus Campus. At the time an offer of acceptance is made, candidates are asked to mention what their campus preference is, and campus preferences are processed as soon as candidates return their signed acceptance letter with a 100 dollar deposit.

Criteria for selection are reviewed by the Admissions Committee on an annual basis and any revisions will be published on the admissions pages of MUSM’s website reasonably in advance. Admissions Requirements are also published in Medical
SCHOOL OF MEDICINE

Schools Admissions Requirements (MSAR)® and updated annually. Applicants are advised to consult the admissions webpages (https://medicine.mercer.edu/admissions/md/) of Mercer University School of Medicine for detailed and up to date information on the application and admissions process, and contact the MUSM Admissions Office if there are any questions.

Special Programs:

Guaranteed Admissions Program: Through a partnership with the College of Liberal Arts at Mercer University, MUSM offers a Guaranteed Admission Program (GAP) for its Doctor of Medicine degree. Up to 10 incoming freshmen are selected each year for this special program. To be eligible to apply, candidates must be United States citizens or permanent residents, and legal residents of Georgia at the time of applying. High school students must apply early in the fall of their senior year in order to be eligible for admission. Additional eligibility criteria and details on applying can be found at: https://medicine.mercer.edu/admissions/md/enhancement-programs/guaranteed/

Linkage Program with the Post-Baccalaureate Pre-Medical Program at Agnes Scott College: Through a partnership with Agnes Scott College, MUSM offers a Linkage Program for admitting applicants to the MD program at MUSM. Details can be found at this link: https://medicine.mercer.edu/admissions/md/enhancement-programs/linkage/

Transferring to Year 3 of the MD program at MUSM:
The acceptance of transfers to Year 3 of the MD program is limited to students who demonstrate compelling circumstances as one of the reasons for their request for transfer, when spots are available. The Admissions Committee looks at each application holistically with a specific focus on prospective and previous commitment to our mission. The number of spots available per year averages about 3 (an estimate based on the past 3 years) but it may be end of May of the year of matriculation before the number of spots available is known. Eligibility criteria for applying and other information is available here: https://medicine.mercer.edu/admissions/md/application/transfer/

Contact Information for MUSM Admissions Office:
Mailing Address: 1550 College St, Macon, GA 31207
E-mail Address: admissions@med.mercer.edu
Phone: (478) 301-2542

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 other sensory modalities. 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 must be able to communicate effectively and sensitively with colleagues and patients. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. Communication includes not only speech but reading and writing. Candidates and students must be able to read and write in standard format and must be able to interact with computers in rendering patient care. Candidates and students must be proficient in English in order to be able to prepare a legible patient workup and present the workup orally in a focused manner to other health care professionals. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

**MOTOR**

Candidates should have sufficient motor function to elicit information from patients by palpation, 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. Candidates and students must possess a range of skills that allows mastery of the complex body of knowledge that comprises a medical education. Candidates and students must be able to recall large amounts of information, perform scientific measurements and calculations, and understand and cognitively manipulate three-dimensional models. Candidates and students must be able to learn effectively through a variety of modalities including but not limited to: classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology. Candidates and students must exhibit reasoning abilities sufficient to analyze and synthesize information from a wide variety of sources. The ultimate goal of the student will be to render patient care by solving difficult problems and making diagnostic and therapeutic decisions in a timely fashion. Candidates must be fully alert and attentive at all times in clinical settings.

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 candidate must be willing to interview, physically examine, and provide care to all patients regardless of their race, ethnicity, gender, culture, religion, or sexual orientation.
DOCTOR OF MEDICINE
Educational Methodology

Organization

The 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 the school to train physicians to meet the health care needs of rural and other underserved areas of Georgia. The curriculum is patient-centered providing early application of medical knowledge in a variety of classroom and clinical venues. The program fosters the development of independent, life-long learning skills.

Year I and Year II

Student assessment and evaluation is identical across campuses.

Biomedical Problems Program

The basic medical sciences are studied and applied through clinical cases in small group tutorial sessions. Groups of seven to nine students meet three half-days per week with a faculty-facilitator. Student centered learning is developed through the identification of learning issues, information gathering and integration of basic science principles through the discussion of a clinical case. The facilitators maintain a positive group dynamic, keeping the discussion relevant and at an appropriate depth. 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-centered 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 Medicine visits (see below). In addition, during the second year, students participate in 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 the submission of a required, reflective medical ethics paper 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. Concurrently, there are two longitudinal curricular experiences during Year III, the Longitudinal course which covers topics that span the traditional clinical clerkships and a year-long radiology curriculum that includes lectures and clerkship specific educational objectives.

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 and a 4 week Sub-Internship. The Emergency Medicine and Sub-Internship requirements 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 I 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 multi-station patient encounters. 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 Navicent Health 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

Total Hours

Fall Semester 14 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)
CLN 600.001 Clinical Skills (23 hours/2 Sem Hr)

Spring Semester 22 Semester Hours
BMP 613.001 Hematology (6 weeks/4 Sem Hr)
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/1 Sem Hr)
CMP 611.001 Preceptorship Community Visit (2 weeks/2 Sem Hr)
CMP 613.001 Community Medicine I (43 hours/3 Sem Hr)

Year II

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)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 713.002</td>
<td>Community Medicine II</td>
<td>(47 hours/4 Sem Hr)</td>
</tr>
<tr>
<td>BIE 700.002</td>
<td>Bioethics I</td>
<td>(spans Year II/1 Sem Hr)</td>
</tr>
<tr>
<td>BMP 712.002</td>
<td>Gastrointestinal</td>
<td>(6 weeks/4 Sem Hr)</td>
</tr>
<tr>
<td>BMP 713.002</td>
<td>Renal</td>
<td>(5 weeks/3 Sem Hr)</td>
</tr>
<tr>
<td>BMP 714.002</td>
<td>Endocrinology</td>
<td>(6 weeks/4 Sem Hr)</td>
</tr>
<tr>
<td>CLN 700.002</td>
<td>Clinical Skills</td>
<td>(14.5 hours/1 Sem Hr)</td>
</tr>
<tr>
<td>COP 710.002</td>
<td>Community Office Practice Program</td>
<td>(34 hours spanning Year I and II/3 Sem Hr)</td>
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**Year III**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CLK 810.003</td>
<td>Surgery</td>
<td>(8 weeks/8 Sem Hr)</td>
</tr>
<tr>
<td>CLK 811.003</td>
<td>Family Medicine</td>
<td>(8 weeks/8 Sem Hr)</td>
</tr>
<tr>
<td>CLK 812.003</td>
<td>Pediatrics</td>
<td>(8 weeks/8 Sem Hr)</td>
</tr>
<tr>
<td>CLK 813.003</td>
<td>Psychiatry</td>
<td>(6 weeks/6 Sem Hr)</td>
</tr>
<tr>
<td>CLK 814.003</td>
<td>Obstetrics and Gynecology</td>
<td>(6 weeks/6 Sem Hr)</td>
</tr>
<tr>
<td>CLK 815.003</td>
<td>Internal Medicine</td>
<td>(12 weeks/12 Sem Hr)</td>
</tr>
<tr>
<td>MED 800.003</td>
<td>Longitudinal Course (Fall &amp; Spring)</td>
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**Year IV**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIE 900.004</td>
<td>Bioethics II (spans Year III and IV/1 Sem Hr)</td>
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</tr>
<tr>
<td>CAPSTONE</td>
<td>Capstone Course</td>
<td>(1 week/1 Sem Hr)</td>
</tr>
<tr>
<td>CLK 999.004</td>
<td>Community Medicine Preceptorship</td>
<td>(4 weeks/4 Sem Hr)</td>
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</tbody>
</table>

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

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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  Orthopedic 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:

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

Academic Evaluation

Student 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. Formative evaluations are provided in all courses that are 4 weeks in length or longer. 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 each examination, 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.

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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:

- Strong motivation to enter into Family Medicine
- Maturity necessary to be successful in an accelerated three year program
- 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. In addition, during Year II, students return to the Family Medicine clinic once every 6 weeks for a ½ day longitudinal clinical experience. 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. Students continue to attend Family Medicine clinic once every 6 weeks for a ½ day longitudinal clinical experience. 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

<table>
<thead>
<tr>
<th>Year I</th>
<th>36 Total Hours</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>18 Semester Hours</td>
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<tr>
<td>BMP 610.S01</td>
<td>Introduction (6 weeks/4 Sem. Hr.)</td>
</tr>
<tr>
<td>BMP 611.S01</td>
<td>General Concepts (6 weeks/4 Sem. Hr.)</td>
</tr>
<tr>
<td>BMP 612.S01</td>
<td>Host Defense (6 weeks/4 Sem. Hr.)</td>
</tr>
<tr>
<td>BMP 613.S01</td>
<td>Hematology (6 weeks/4 Sem. Hr.)</td>
</tr>
<tr>
<td>CLN 600.S01</td>
<td>Clinical Skills (23 hours/2 Sem. Hr.)</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>18 Semester Hours</td>
</tr>
<tr>
<td>BMP 614.S01</td>
<td>Neurology (7 weeks/5 Sem. Hr.)</td>
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<tr>
<td>BMP 616.S01</td>
<td>Musculoskeletal (6 weeks/7 Sem. Hr.)</td>
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<tr>
<td>CLN 616.S01</td>
<td>Clinical Skills (19 hours/2 Sem. Hr.)</td>
</tr>
<tr>
<td>CMP 611.S01</td>
<td>Preceptorship Community Visit (2 weeks/2 Sem. Hr.)</td>
</tr>
<tr>
<td>CMP 613.S01</td>
<td>Community Medicine I (43 hours/1 Sem. Hr.)</td>
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<table>
<thead>
<tr>
<th>Year II</th>
<th>42 Total Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>22 Semester Hours</td>
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</table>

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours/Duration</th>
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<tbody>
<tr>
<td>BMP 716.S02</td>
<td>Brain and Behavior</td>
<td>5 weeks/3 Sem. Hr.</td>
</tr>
<tr>
<td>BMP 710.S02</td>
<td>Cardiology</td>
<td>6 Weeks/4 Sem. Hr.</td>
</tr>
<tr>
<td>BMP 711.S02</td>
<td>Pulmonology</td>
<td>6 weeks/4 Sem. Hr.</td>
</tr>
<tr>
<td>CLN 700.S02</td>
<td>Clinical Skills</td>
<td>11 hours/1 Sem. Hr.</td>
</tr>
<tr>
<td>CMP 713.S02</td>
<td>Community Medicine II</td>
<td>47 hours/4 Sem. Hr.</td>
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**Spring Semester**

- **BMP 716.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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours/Duration</th>
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<tbody>
<tr>
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<td>Surgery</td>
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<tr>
<td>FCM2800.S03</td>
<td>Family Medicine (5 weeks/5 Sem. Hr.)</td>
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<tr>
<td>CLK 813.S03</td>
<td>Psychiatry</td>
<td>6 weeks/6 Sem. Hr.</td>
</tr>
<tr>
<td>CLK 817.S03</td>
<td>Internal Medicine</td>
<td>8 weeks/8 Sem. Hr.</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
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<tr>
<td>MED 800.003</td>
<td>Longitudinal Course (Fall &amp; Spring)</td>
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</table>
Master of Family Therapy (MFT)

The Master of Family Therapy degree program provides rigorous preparation for a career in the family therapy profession. This program of study satisfies the educational requirements for licensure in Georgia and other states as a marriage and family therapist and leads to membership as a clinical fellow in the American Association for Marriage and Family Therapy. 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.

The Mercer University School of Medicine Masters of Family Therapy (MFT) program mission is to transform MFT and medical students into competent, compassionate and ethical professionals who work collaboratively to meet the needs of individuals, couples, families and communities, including the rural and underserved. Emphasizing interactive and case-based teaching strategies, our student-centered faculty provides a conceptual and practical foundation that equips graduates to be discerning consumers and innovative producers of knowledge across a variety of medical and other clinical settings, as well as academic institutions. This foundation prepares clinicians to articulate and utilize a wide variety of philosophical perspectives, theoretical orientations, and clinical modalities, all with sensitivity and responsiveness to diverse contextual factors that impact therapist and client systems, as well as institutions and communities in which they participate. Through scholarship and clinical outreach, students and faculty work closely to have local, regional, national, and global impact.

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 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)

1. Applicants are required to meet the following admission requirements:
2. A completed graduate application form to Mercer University School of Medicine for the Master of Family Therapy program and a non-refundable fee of $50. [https://www.applyweb.com/apply/mercersm/](https://www.applyweb.com/apply/mercersm/)
3. 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.
4. Official transcripts, sent directly from the college or university, for any work completed beyond the undergraduate degree, i.e. masters and/or doctoral work.
5. 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.
6. A three-page (750 words), double-spaced, typewritten essay on the subject of the student's educational, career, and life goals.
7. Official test results from the Graduate Records Exam (GRE), taken within the last five years. Please forward an official copy of your General test scores to: Mercer University, School of Medicine, Admissions Office, using the institutional code 5409 and departmental code 4603. 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,
8. An evaluative interview with the program faculty is required prior to acceptance.
9. G.P.A. Requirement
10. 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 admission) and June 1. The application deadline for spring admission on the Macon campus (contingent on space available) is November 1. The Atlanta campus does not accept spring admissions.

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, when coupled with an appropriate graduate degree in a helping profession, 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 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. Students are not eligible to receive federal Title IV financial assistance.

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. Students are not eligible to receive federal Title IV financial assistance.

Application Process

Post-Master's Certificate Programs

Applicants to the Post-Master's 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 human 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 graduate application form to Mercer University School of Medicine for the Master of Family Therapy program and a non-refundable fee of $50. [https://www.applyweb.com/apply/mercersm/](https://www.applyweb.com/apply/mercersm)
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MFST 600</td>
<td>Introduction of Family Studies</td>
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<tr>
<td>MFST 620</td>
<td>Family Therapy with Major Psychopathology</td>
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<td>MFST 670</td>
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<td>MFST 671</td>
<td>Practicum I</td>
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<td>MFST 675</td>
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<td>MFST 680</td>
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<td>MFST 682</td>
<td>Marital, Couples and Sexual Issues in Family Therapy</td>
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<tr>
<td>MFST 683</td>
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<tr>
<td>MFST 684</td>
<td>Family Therapy II</td>
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<tr>
<td>MFST 685</td>
<td>Addiction Processes in Families</td>
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MFST 686  Human Development Across the Lifespan

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

MFST 697 Special Topics
Medical Family Therapy
Group 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. (Every year)
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 therapy as it pertains to the functions of assessment, diagnosis, and treatment in family therapy, along with a brief coverage of psychopharmacology and the biopsychosocial/spiritual approach to psychopathology. (Every year)

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

Prerequisites: MFST 600, 683, and 684

This course is designed to facilitate the process of developing an integrative (vs. eclectic) theoretical model upon which to base the practice of MFT. The focus will be on deepening the understanding and operationalization of previously studied theoretical foundations of MFT, such as developmental and general systems theory, Behavioral, Object Relations, Structural, Strategic, Bowenian, Experiential, and Postmodern Theories. Students will begin the construction of their own theoretical frameworks by exploring not only various MFT models but also the nature and treatment of a variety of common presenting issues. We will also explore in-depth the common factors view that therapy is made effective by ingredients that are ubiquitous to all theoretical orientations. In addition, the growing importance of utilizing evidence-based MFT approaches will be surveyed. Students’ awareness of issues related to race, gender, ethnicity, socioeconomic status, sexual orientation, and spirituality will be emphasized throughout the course. We will take a hands-on, interactive approach to learning the material in order to ensure that each student is able to fully grasp the principles and distinct factors related to theories and issues. Students are expected to maximize their participation during class time by engaging in the interactive format. (Every year)

MFST 670. Ethics and Professional Practice   (3 hours)

This seminar-style course will define and explore ethical, legal, and professional issues in the practice of marriage and family therapy. Emphasis will be on developing core knowledge, skills, and attitudes related to professional identity, standards and decision-making. Specifically, students will explore the moral nature of marriage and family therapy from the perspectives of both the professional and the clients they serve. Attention will be given to issues of diversity associated with gender, culture, religion, sexual orientation, and socioeconomic status. As such, students will be expected to engage in critical self reflection of their personal value systems, how these may influence therapy, and how to engage in respectful dialogue with others of differing views. Students will become familiar with professional legal and ethical standards, and be exposed to methods of ethical decision-making. (Every year)

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. (Every year)

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. (Every year)

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. (Every year)

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. (Every year)

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. (Every year)

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. (Every year)

**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. (Every year)

**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 with particular emphasis on its application for the mental health professional. 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. (Every year)

**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. (Every year)

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

Prerequisite: permission of the faculty. 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. (Every semester)

**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. (Every year)

**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. (Occasionally)

**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. (Occasionally)

**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. (Occasionally)
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 of 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. (Occasionally)

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 health-care and the interfacing of therapist and physician are integral components of patient care. (Occasionally)

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

Each student will be assigned a faculty advisor. 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
A 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.

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+. A cumulative grade point average of 3.0 is one of the 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 himself/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 percent 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 the practicum site and practicum supervisor 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:

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

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

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

7. Submission of accurate records of accrued client contact hours to the Assistant Program Director. A minimum of 500 hours is required, half of which must be with couples, families and/or other systems.

8. Successful completion of a clinical presentation (MFST 630). Students must score the equivalent of seven on a ten point scale in order to pass.

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

10. 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 including:

3. a. A maximum of 20 hours of group supervision and a minimum of 20 hours of individual supervision.
4. A minimum of 50 percent of the required total supervision time will be conducted by direct observation (audio/video tape or live supervision).

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

6. Submission of accurate records of accrued client contact hours to the Assistant Program Director.

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 the Mercer Family Therapy Center and an appropriate community agency 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 placements, 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 receive supervision 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 that 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 on a weekly basis during the entire 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

Mercer Alumni are contacted on an annual basis (via email, telephone contact) and asked to complete the Mercer MFT Alumni Questionnaire. Mercer MFT alumni contact records are maintained and updated on an annual basis. The MFT Program hosts an Alumni Day each spring. Graduates and students are invited to attend the Armour Family Lecture Series to provide an educational, networking opportunity for students, alumni, and marriage and family professionals. Alumni are also asked to complete the Mercer MFT Alumni Questionnaire 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: Program Description

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.

ADMISSIONS INFORMATION

The current admissions requirements and instructions are available at:
http://medicine.mercer.edu/admissions/biomed/admissions/

Academic Information

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 the School of Medicine. Official course enrollment, which includes the completion of satisfactory arrangement for financial payments, is required for admission to classes. Student registration for courses in the MSBMS Program is completed by the Registrar after a student submits a deposit to secure enrollment. The deposit will be applied to the student’s tuition. Registration commits a student to the courses for which he/she is registered and the corresponding fees and charges incurred. A registered student who is unable to attend classes must notify the Registrar of the School of Medicine in writing prior to the first day of class. If a student decides not to attend the Program, the deposit paid by the student to secure enrollment is forfeited.

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.

Mercer University Honor Code and Graduate Honor System

Students are to uphold the Mercer University Honor Code and will be held accountable for violations of the Honor Code in accordance with the policies and procedures of the Graduate Honor System. The Honor Code and Graduate Honor System can be found in the MUSM Student Handbook at: https://provost.mercer.edu/handbooks/studenthandbook.cfm.

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&amp;task=knowledge&amp;questionID=170

Mac System Requirements:
http://support.examsoft.com/ics/support/kbanswer.asp?deptID=15194&amp;task=knowledge&amp;questionID=171

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

Enrollment

Full-time enrollment 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 at this level of performance will be placed on academic warning (see definition below).

Academic Advising

The Program Director will serve as initial academic advisor for MSBMS students. 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)
Year 1

Spring Semester (16 credit hours)
- BMS 610: Biochemistry and Molecular Genetics
- BMS 622: Microbial Pathogenesis
- BMS 612: Molecular Cell Biology

Summer Semester (12 credit hours)
- BMS 620*: Human Physiology
- BMS 621*: Human Development
- BMS 611*: Human Immunity
- BMS 624: Research Methods
- BMS 625: Introduction to Research I

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

Year 2

Fall Semester (16 credit hours)
- BMS 611: Human Immunity (5 credit hours)
- BMS 710: Independent Research I
- BMS 711: Research Seminar I

Spring Semester (16 credit hours)
- BMS 622: Microbial Pathogenesis (5 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 development of 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)

**MSBMS PROGRAM STUDENTS CANNOT ATTEND COURSE MEETINGS OR OTHER ACADEMIC SESSIONS CONDUCTED FOR M.D. PROGRAM STUDENTS. MSBMS STUDENTS CANNOT USE THE M.D. PROGRAM TUTORIAL ROOMS OR DISRUPT STUDY ON THE TUTORIAL ROOM HALLWAY.**

**Class Attendance**

Although it is recognized that absences will sometimes be necessary, students are expected to attend classes. Course Directors will state specific attendance requirements in the syllabi for the courses. It is the responsibility of students to be cognizant of their own record of absences and to consult the Course Directors and instructors regarding work missed. The decision to permit students to make up work rests with the Course Director. Absences will negatively impact grades based on participation during in-class activities, such as group work and laboratory exercises, since this work cannot be performed, as designed, outside of the context of the classroom. **The Course Director has the right to assign a grade of F for any attendance and participation portion of the course grade when a student habitually violates the attendance policy specified in the course syllabus.**
Program Communication

Students will receive notifications, instructions, and assignments through their Mercer email accounts and the Blackboard learning management system. Students are responsible for checking their Mercer email daily and immediately reporting problems with access to their Mercer account or to Blackboard, unless Mercer Information Technology has previously notified all Mercer users of limited access to these systems. Students are expected to obtain information and to complete assignments posted on Blackboard in a timely manner, as instructed by the Program faculty or staff. Problems with Blackboard should be addressed to Michelle Bliss at bliss_m@mercer.edu and Mercer email problems should be reported to Kevin Hatfield at hatfield_kp@mercer.edu or 478-301-4132. Course directors and instructors will provide details regarding communication for their courses in their course syllabi.

Program Course Examination Policies

The Program Director will communicate all policies regarding examination procedures during the fall program orientation and will notify students about changes in these policies through their Mercer email accounts. Students are expected to adhere to these policies for all examinations administered in the program.

Grading System

Grades within a course will be assigned on a 100-point scale and the final grade will be converted to a letter grade. The final course letter grades will then be converted to a 4-point scale for determining the overall GPA for the Program.

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<thead>
<tr>
<th>Letter</th>
<th>100-point</th>
<th>4-point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
<td>3.5</td>
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<tr>
<td>B</td>
<td>80-85</td>
<td>3.0</td>
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<tr>
<td>C+</td>
<td>76-79</td>
<td>2.5</td>
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<td>C</td>
<td>70-75</td>
<td>2.0</td>
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<tr>
<td>F</td>
<td>below 70</td>
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</table>

Degree-seeking students enrolled in graduate courses will receive letter grades for all graduate work.

The following grading marks may be used when students do not complete courses within the curriculum, do not perform required activities in courses, or do not take courses for a letter grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABX</td>
<td>Excused absence from</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.

**Withdrawal Procedure**

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.

**Course Grades and Faculty Evaluations**

Students are expected to provide feedback to the School of Medicine regarding their experience in MSBMS courses, including the evaluation of Course Directors and instructors, of textbooks, and of class assignments and activities. Anonymous feedback will be gathered from students in the form of surveys conducted through Blackboard after the final examination for each course. Blackboard will record whether a student has completed a survey, but it does not link the student's identity to survey answers. Students who complete the surveys may be able to view course grade information as soon as possible, whereas those not participating in a survey may be required to wait until grades are posted by the Registrar. Student responses to surveys are essential in improving and maintaining the quality of MSBMS education.
Academic standards and Advising

The Program Director will serve as preliminary faculty advisor to each student upon enrollment in the MSBMS Program. After the student chooses a thesis research mentor, that faculty member will become the student's primary academic advisor and will direct the student's research along with two other members of the Biomedical Sciences faculty, who will become the student's Advisory Committee. The Advisory Committee, which includes the Research Mentor/Major Professor, will meet with the student regularly to monitor his/her academic progress. The Advisory Committee will report directly to the Program Director. The faculty advisor will have access to advisee 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 advisors are to keep the academic information of the student in confidence.

Academic Performance Standards

A student seeking the MS degree should complete all Program requirements within the 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 three academic years. This maximum time to degree may be needed in the case of a leave of absence.

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. Academic dismissal precludes re-application to the MSBMS Program and generally to all other graduate programs within Mercer University.

Satisfactory Academic Progress for Financial Aid

Please refer to the MUSM Satisfactory Academic Progress for Financial Aid Policy and the Financial Aid Maze for the Program. The maximum time allowed for matriculation to graduation from the MSBMS program is 3 years. Students will be reviewed for their academic progress on a semi-annual basis and will be notified in writing of a change in their financial aid status. A student must maintain a GPA of 3.0 to make Satisfactory Academic Progress for Financial Aid. If a student obtains one "C" for a final course grade in the fall semester, the student will be placed on 'financial aid warning'. If a student obtains two final course grades of "C" in the fall semester, the
student will become ‘financial aid ineligible’ and must appeal for reinstatement of financial aid eligibility.

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.

SPECIAL ACADEMIC CIRCUMSTANCES

Leave of Absence

A student may be granted a Leave of Absence (LOA) for academic reasons. A student on LOA may use the library and other learning resources and will remain on the distribution list for any student updates, class newsletters, and other communications.

Note that these academic LOAs do not meet the conditions of the Title IV regulations for an “approved” leave of absence and therefore must be treated as a withdrawal for Title IV purposes. The withdrawal date is the date the student begins the leave of absence. Students on LOA are not eligible for in-school deferment of student loans.

THE REGISTER / 100
Student Appeals Process: Grievance Procedures

Students with grievances should follow the procedures for Academic or Nonacademic Grievances, as described in the respective sections of the MUSM Student Handbook.

Special Test Accommodation Policy

Testing accommodations are available for students who provide appropriate documentation of ADD, ADHD, LD or other relevant diagnoses. Providing such documentation is the responsibility of the student. Students seeking test accommodations may initiate the process by approaching the Senior Associate Dean of Student Affairs. Medical evaluation used as the basis of the diagnosis must have been completed within three years prior to the request for accommodation.

All requests for test accommodations are referred to the Senior Associate Dean of Student Affairs who in turn refers the request to the joint Law School/Medical School Test Accommodation Committee for evaluation. This committee is composed of members of the medical school and law school administration and faculty, uniquely approved by their respective Deans as having qualifications to serve in this capacity. Each request for accommodation is handled individually and confidentially. A senior member representing the medical school and the law school jointly chairs the Test Accommodation Committee. The committee reviews test data, other supporting data and evaluator’s recommendations. An action plan is recommended to the Dean's representative for approval and implementation.
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.

Admissions Information

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

An online application form for the MSPCS Program completed and submitted through the website below along with payment of a non-refundable fee of $50 for domestic applicants and $150 for international applicants.

https://www.applyweb.com/apply/mercerms

Online application submission deadlines are midnight on May 22nd for domestic applicants and midnight on May 1st for international applicants. The Mercer MSPCS Program only admits once each year for fall enrollment.

An essay of at least 750 words, which is part of the online application form, discussing your educational goals related to the Master’s Program and your career goals utilizing the Master’s degree.

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). Domestic transcripts may be sent by email to admissions@med.mercer.edu or by mail to: Master of Science in Preclinical Sciences Program, ATTN: Beverly Little, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

Test scores from the Graduate Record Exam (GRE), Medical College Admissions Test (MCAT), or Dental Admissions Test (DAT) taken after January 1, 2014. For GRE score report transmission, use institutional code - 5409 and department code – 0000. Applicants already holding a Master's degree or higher are exempt from submitting the above tests scores; however, a graduate degree transcript must be submitted to the address above as part of the required application materials. A score report downloaded
from the applicant's admissions testing service online account may be submitted as an email attachment to admissions@med.mercer.edu. Testing dates should be scheduled so that scores are available and can be submitted by June 5th.

Two letters of reference from college professors or other individuals who have taught or have supervised the work of the applicant. Letters should be submitted by the letter writer through the online application system, by email to admissions@med.mercer.edu or by mail to: Master of Science in Preclinical Sciences Program, ATTN: Beverly Little, Mercer University School of Medicine, 1550 College Street, Macon, GA 31207.

Admissions Process

All of the required materials above must be received for an application file to be considered complete and eligible for review by the MSPCS Admissions Committee. All applications must be complete by June 5th. Applicants will be notified by email when their applications are complete.

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 holistically based on his or her academic record, test scores, personal qualities, and personal goals.

Applicants will be notified of their application status by email. Complete applications are reviewed on a rolling basis. A decision may take up to four weeks after an applicant receives the notice that their application is complete.

Accepted applicants will be required to submit a $50 non-refundable deposit to hold their spot in the Program. The fee will be applied to their tuition upon enrollment. If an applicant submits a deposit, then decides not to enroll in the fall, the deposit will be forfeited to MUSM. All deposits must be submitted according to the deadline stated in the applicant's acceptance letter.

Minimum Requirements for Admission 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.

Cumulative undergraduate GPA of 2.8 on a 4.0 scale.

Graduate Record Exam (GRE), Medical College Admissions Test (MCAT), Dental Admissions Test (DAT), or other professional program entrance exam scores from exams taken after January 1, 2014. Scores of at least the following values are preferred: GRE - 300 (with 148 or above on components), MCAT – 20, and DAT – 17. Applicants already holding a Master's degree or higher are exempt.

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 (see Satisfactory Academic Progress for Financial Aid the Financial Information section).

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 the fall semester. The academic advisor will have access to academic records, will provide academic guidance for the student throughout the Program, and may consult with course directors and the Program Director to address the academic status of the student and counsel the student regarding academic performance and study skills. The academic status of the student is based on the academic performance standards as outlined below. Academic advisors are to keep the academic information of the student and any personal information shared by the student in confidence. An academic advisor may recommend additional personal and academic support for students (refer to the Mercer University and MUSM Student Handbooks for support resources). If a student’s academic advisor feels that the student is under duress, the academic advisor will consult the Program Director, the Associate Dean of Student Affairs, and/or Mercer Counseling and Student Development Center for guidance in the best interest of the student. Any faculty member will directly contact the Mercer Campus Police, if a student appears to pose an immediate threat to himself/herself or the University community.

**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 completion of degree requirements is four consecutive fall and spring semesters. Students should meet with the Program Director and make timely decisions about enrollment if circumstances outside of the academic program are affecting their academic performance. Students who fail to meet the academic standards for the fall semester, for the MS degree, or for repeating courses (see below) will not be approved for additional time in the MSPCS Program.

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. 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 from the Program for academic reasons will not be considered for re-admission to the Program in subsequent application cycles.

**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. Within one week of the email notification, the student must schedule a meeting with the course director to discuss his/her performance in the course. 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 MS 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 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” during a semester. The two deficient exam grades may be in the same course or in different courses. Within one week of the email notification, the student must schedule meetings with the course director and the Program Director. 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 MS 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 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**

In March of the spring semester, MSPCS students must submit an Application for Graduation to the MUSM Registrar for verification of academic standing and eligibility for participation 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 to verify graduation eligibility for those students who meet the degree requirements as defined below. The Registrar’s Office or the Program Director 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 612 Molecular Cell Biology
- Bmd 622 Microbial Pathogenesis

Spring Semester (16 credit hours)
- BMS 611 Human Immunity
- BMS 620 Human Physiology
- BMS 621 Human Development
- 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. This learning goal will be achieved by students through problem-solving in the classroom, discussion of medical case scenarios, and analysis of the biochemistry and genetics research literature.
**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. This learning goal will be achieved by students through problem-solving in the classroom, discussion of medical case scenarios, and analysis of the immunology research literature.

**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 case scenarios, and analysis of the molecular biology and cell biology research literature.

**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.
**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)

**Clinical Medical Psychology Ph.D. & Psy.D. Policies and Procedures**

The interface between psychology, health, and disease represents the focus of Mercer University's Programs in Clinical Medical Psychology. The Clinical Medical Psychology Programs train students to apply clinical and research skills in an integrated, biopsychosocial approach to healthcare. The curricula follow guidelines and principles set forth by the American Psychological Association Commission on Accreditation (APA-CoA) and emphasize scientist-practitioner (Ph.D.) and practitioner-scholar (Psy.D.) training. Successful completion of either degree involves 92 credit hours. Coursework consists of four years of full-time residence, a doctoral dissertation, and a one-year full-time internship. Beyond required courses, students may concentrate their elective courses in adult health psychology, neuropsychology/geropsychology, or pediatric psychology.

**Admission Requirements**

Students are admitted for a program of study that typically begins in the fall semester. The priority deadline for receipt of applications for fall enrollment is March 15. Consideration cannot be guaranteed for applications received after that date. Qualified applicants are accepted on a rolling admissions basis or placed on a waiting list until all positions have been filled. The Clinical Medical Psychology Programs participate in the Centralized Application Service, known as PSYCAS.

**Prior to acceptance, applicants must complete:**

The online PSYCAS application.

The B.S. or B.A. degree or equivalent from an accredited U.S. institution or recognized international institution.

A minimum 3.0 grade point average (on a 4-point scale) for the last two years of college and for psychology courses.
An undergraduate major in psychology (preferred) or a minimum of 12 semester hours from among introductory/general psychology, abnormal psychology, developmental psychology, research methods and/or statistics.

Graduate Record Examination (GRE) General Test scores. For GREs prior to August 2011, the minimum combined Verbal plus Quantitative GRE score is 1000. For GREs after that date, the minimum score is 299. Completion of the GRE psychology subject area test is recommended, particularly for non-psychology majors.

Scores from the TOEFL examination for International students.

A personal statement describing educational and career goals in psychology.

Personal interviews with Mercer Clinical Medical Psychology Program faculty.

Official transcripts for all academic courses completed at an accredited college or university.

Arrangements for three letters of reference, including at least one from a psychology instructor.

Conditional admission may be granted in rare cases in which an applicant does not meet the above criteria. In such cases, conditions of full admission will be specified. These conditions which include full-time enrollment must be met within 1 year after matriculation.

Academic Year & Full-Time Enrollment

Full-time enrollment follows a recommended program sequence for each matriculating class and is defined as a minimum of 6 credit 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) prior to internship.

Course Numbering & Credits

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

Clinical Medical Psychology Ph.D. & Psy.D. Curricula

Common Required Courses (71 hours)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PCM701</td>
<td>Psychometric Theory &amp; Assessment (3)</td>
<td></td>
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<tr>
<td>PCM702</td>
<td>Lifespan Developmental Psychology (3)</td>
<td></td>
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<tr>
<td>PCM703</td>
<td>Biological Bases of Behavior (3)</td>
<td></td>
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<tr>
<td>PCM708</td>
<td>Psychopharmacology (3)</td>
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<tr>
<td>PCM710</td>
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<tr>
<td>PCM711</td>
<td>Social Psychology (3)</td>
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<tr>
<td>PCM712</td>
<td>Research Design (3)</td>
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<tr>
<td>PCM714</td>
<td>Statistical Methods (3)</td>
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<tr>
<td>PCM715</td>
<td>Advanced Statistical Methods (3)</td>
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<tr>
<td>PCM710</td>
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<td></td>
</tr>
<tr>
<td>PCM711</td>
<td>Social Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>PCM812</td>
<td>Seminar in History &amp; Systems (1)</td>
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</tbody>
</table>
Clinical & Medical Psychology Requirements (15 hours)

- PCM717 Ethics & Professional Issues (3)
- PCM718 Individual & Cultural Diversity (3)
- PCM721 Personality & Psychopathology (3)
- PCM726 Health Psychology I (3)
- PCM741 Medical Psychology Seminar (1)
- PCM960 Consultation & Supervision I (1)
- PCM961 Consultation & Supervision II (1)

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 Practicum I (1)
- PCM755 Practicum II (1)
- PCM857 Practicum III (1)
- PCM858 Practicum IV (1)
- PCM994 Internship I (2)
- PCM995 Internship II (2)
- PCM993 Pre-Internship (1) or PCM996 Internship III (1)

Advanced Practicum & Dissertation Requirements (10 hours)

**PsyD**
- PCM910 Advanced Practicum I (1)
- PCM911 Advanced Practicum II (1)
- PCM971 Clinical Dissertation I (2)
- PCM972 Clinical Dissertation II (2)
- PCM973 Clinical Dissertation III (2)
- PCM974 Extended Clinical Dissertation I (1)
- PCM975 Extended Clinical Dissertation II (1)

**PhD**
- PCM887 Graduate Research I (1)
- PCM888 Graduate Research II (1)
- PCM981 Dissertation Research I (2)
- PCM982 Dissertation Research II (2)
- PCM983 Dissertation Research III (2)
- PCM984 Extended Dissertation Research I (1)
- PCM985 Extended Dissertation Research II (1)

Clinical & Research Electives (11 hours from among the courses below)

**PsyD**
- PCM756 Elective Practicum (1)
- PCM859 Elective Practicum (1)

**PhD**
- PCM889 Advanced Graduate Research (1)
- PCM890 Advanced Graduate Research (1)

In addition to the course offerings listed above, the following elective courses may be completed in the PsyD or PhD programs. Course requirements will differ for PsyD and PhD students.
PCM833 Neuropsychological Assessment (3)
PCM843 Advanced Personality Assessment (3)
PCM860 Psychology of Aging (3)
PCM861 Health Psychology II (3)
PCM862 Anxiety & Mood Disorders (3)
PCM863 Addictive Disorders (3)
PCM864 Trauma & Maltreatment (3)
PCM865 Child Assessment & Psychopathology (3)
PCM866 Pediatric Psychology (3)
PCM867 Rehabilitation Psychology (3)
PCM868 Psychology of Pain
PCM869 Advanced Neuropsychological Assessment (3)
PCM872 Forensic Psychology (3)
PCM873 Community Psychology (3)
PCM874 Child & Family Behavior Therapy (3)
PCM875 Developmental Disabilities (3)

PCM880 Special Topics/Independent Study

Awarding the Master of Science in Clinical Health Psychology

The Master of Science in Clinical Health Psychology is awarded to students enrolled in the Psy.D. and Ph.D. Programs in Clinical Medical Psychology after 2-3 years of coursework. This degree entails completion of 48 hours of specified courses (specified below) and a capstone activity, all of which currently are required for the Psy.D. and Ph.D. The M.S. in Clinical Health Psychology is designed as a program of study to prepare students for further graduate work at the doctoral level, not as a terminal master's degree. Admission to our graduate psychology programs is limited to students desiring the Psy.D. or Ph.D.

Required Coursework

PCM702 Lifespan Developmental Psychology (3)
PCM703 Biological Bases of Behavior (3)
PCM712 Research Design (3)
PCM714 Statistical Methods (3)
PCM717 Ethics & Professional Issues (3)
PCM718 Individual & Cultural Diversity (3)
PCM721 Personality & Psychopathology (3)
PCM726 Health Psychology I (3)
PCM731 Personality Assessment (3)
PCM732 Cognitive Assessment (3)
PCM733 Clinical Interviewing (3)
PCM741 Medical Psychology Seminar (1)
PCM743 Cognitive Behavioral Assessment & Therapy (4)
PCM745 Psychotherapy Theory & Methods (3)
PCM746 Medical Family Therapy (2)
PCM754 Practicum I (1)
PCM755 Practicum II (1) *
Choose one of the following:

- PCM701 Psychometric Theory & Assessment (3)
- PCM710 Cognition & Affective Processes (3)
- PCM711 Social Psychology (3)

*Includes the capstone activity

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. (Every two years)

**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. (Every two years)

**PCM703 Biological Bases of Behavior**  
(3 hrs)  
Prerequisites: PCM702, 712, 721, 741, 742  
This course provides an introduction to the 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. (Every two years)

**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. (Every two years)

**PCM710 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. (Every two years)

**PCM711 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. (Every two years)

**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. (Every two years)

**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 necessary for the design of rigorous and systematic quantitative research investigations. (Every two years)

**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. (Every two years)

**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. (Every year)
PCM718 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. (Every year)

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. (Every year)

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. (Every year)

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. (Every year)

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. (Every year)
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 non-directive 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. (Every year)

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. (Every year)

PCM743 Cognitive Behavioral Assessment & Therapy  
(4 hrs)  
Prerequisites: PCM721  
This course covers methods of assessment and intervention 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 impact of change strategies. (Every year)

PCM745 Psychotherapy Theory & Methods  
(3 hrs)  
Prerequisite: PCM721  
The course provides a survey of varied approaches to psychotherapy and their common features. Topics may include interpersonal therapy, psychodynamic therapy, group psychotherapy, or integrative approaches to therapy. (Every year)

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. (Every two years)

PCM754 Practicum I  
(1 hr)  
Prerequisites: PCM731, 732, 733, 743  
This first semester of practicum 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. (Every year)

PCM755 Practicum II
(1 hr)
Prerequisite: PCM754
This course is a continuation of PCM754. (Every year)

PCM756 Elective Practicum
(1 hr)
Prerequisite: PCM755
This course is a continuation of PCM754 and PCM755 for students who enroll in an
additional term of their first year practicum experience typically during summer semester.
(Every year)

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. (Occasionally)

PCM820 Group Psychotherapy
(3 hrs)
Prerequisite: PCM755
This course provides an introduction to the basic principles of group psychotherapy.
Emphasis is on gaining both experience and a conceptualization of relevant issues in
group therapy. This course consists of didactic and experiential components. Theories of
group development and relevant research are addressed. (Occasionally)

PCM833 Neuropsychological Assessment
(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. (Every two years)

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 standardized scoring procedures.

**PCM857 Practicum III**

(1 hr)

Prerequisites: PCM755

This third semester of required practicum 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 (Practicum III and IV) over the academic year. (Every year)

**PCM858 Practicum IV**

(1 hr)

Prerequisite: PCM857

This course is a continuation of PCM857. (Every year)

**PCM859 Elective Practicum**

(1 hr)

Prerequisites: PCM858

This course is a continuation of PCM857 and PCM858 for students who enroll in an additional term of practicum (typically in summer term) and their second year of practicum or later. (Every year)

**PCM860 Psychology of Aging**

(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. (Occasionally)

**PCM861 Health Psychology II**

(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. (Every two years)

**PCM862 Anxiety & Mood Disorders**

(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. (Every two years)
PCM863 Addictive Disorders  
(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. (Occasionally)

PCM864 Trauma and Maltreatment  
(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. (Occasionally)

PCM865 Child Assessment & Psychopathology  
(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. (Every two years)

PCM866 Pediatric Psychology  
(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. (Occasionally)

PCM867 Rehabilitation Psychology  
(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. (Occasionally)

PCM868 Psychology of Pain  
(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. (Occasionally)

**PCM869 Advanced Neuropsychological Assessment**  
(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. (Occasionally)

**PCM870 Advanced Psychopharmacology**  
(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. (Occasionally)

**PCM872 Forensic Psychology**  
(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. (Occasionally)

**PCM873 Community Psychology**  
(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. (Occasionally)

**PCM874 Child & Family Behavior Therapy**  
(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. (Occasionally)

**PCM875 Developmental Disabilities**  
(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. (Occasionally)

PCM880 Special Topics/Independent Study
(1-3 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. (Every year)

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. (Every year)

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. (Every year)

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

PCM890 Advanced Graduate Research II
(1 hr)
Prerequisite: PCM889
This course is a continuation of PCM888 for students who complete further research prior to the dissertation. (Occasionally)

PCM910 Advanced 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. (Every year)

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

PCM961 Consultation & Supervision II  
(1 hr)  
Prerequisite: PCM960  
This course is a continuation of PCM960. (Every year)

PCM971 Clinical Dissertation I  
(2 hrs)  
Prerequisites: PCM712, 714, 715  
Following admission to doctoral candidacy students undertake independent clinical research such as a methodologically-based literature review, program evaluation, development and pilot data on a clinical assessment or intervention protocol under the guidance of their doctoral dissertation chair and committee. (Every year)

PCM972 Clinical Dissertation II  
(2 hrs)  
Prerequisite: PCM971  
This course is a continuation of PCM971. (Every year)

PCM973 Clinical Dissertation III  
(2 hrs)  
Prerequisite: PCM972  
This course is a continuation of PCM972. (Every year)

PCM974 Extended Clinical Dissertation I  
(1 hr)  
Prerequisite: PCM973  
This course is a continuation of PCM973. (Every year)

PCM975 Extended Clinical Dissertation II  
(1 hr)  
Prerequisite: PCM974  
This course is a continuation of PCM974. It may be repeated as necessary until dissertation completion. (Every year)

PCM981 Dissertation Research I  
(2 hrs)  
Prerequisites: PCM712, 714, 715  
Following admission to doctoral candidacy students undertake independent research under the guidance of their doctoral dissertation chair and committee. (Occasionally)

PCM982 Dissertation Research II  
(2 hrs)
Prerequisite: PCM981
This course is a continuation of PCM981. (Occasionally)

**PCM983 Dissertation Research III**
(2 hrs)
Prerequisite: PCM982
This course is a continuation of PCM982. (Occasionally)

**PCM984 Extended Dissertation Research I**
(1 hr)
Prerequisite: PCM983
This course is a continuation of PCM983. (Occasionally)

**PCM985 Extended Dissertation Research II**
(1 hr)
Prerequisite: PCM9845
This course is a continuation of PCM985. It may be repeated as necessary until dissertation completion. (Occasionally)

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

**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 one year internship. (Every year)

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

**PCM996 Internship III**
(1-2 hrs)
Prerequisite: PCM995
This course is a continuation of PCM995 and occurs in the summer semester that concludes the student’s one year internship. It involves 2 credit hours for a student not previously enrolled in PCM993. (Every year)

**Grading System**
Letter grades are reported and recorded for all courses in which a student is enrolled after the end of the published course change period. Grades of “Satisfactory” and
“Unsatisfactory” as well as “In Progress” (S, U, and IP) are used for courses involving Research, Dissertation, Practica, and Internship. Other letter grades used are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Credit Hour</th>
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<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>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>ABX</td>
<td>Absence from Final Exam Excused</td>
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<tr>
<td>AU</td>
<td>Audit</td>
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<tr>
<td>IC</td>
<td>Incomplete</td>
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<tr>
<td>IP</td>
<td>In Progress</td>
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<tr>
<td>W</td>
<td>Withdrawal</td>
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</tr>
<tr>
<td>Z</td>
<td>Grade Not Reported</td>
<td></td>
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</tbody>
</table>

The grade of “IP” is awarded only in graduate practicum or 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 least by the last date to withdraw deadline of the following semester after the “IP” course work. If the student does not complete required work within the time specified, the grade automatically converts to “F”.

The grade of “ABX” denotes that the student was absent from the examination because of illness or another valid and compelling reason deemed satisfactory to the professor. A makeup exam must be completed by the last date to withdraw deadline of the following semester after the “ABX” course work. 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 sickness or reasons satisfactory to the professor. The work must be completed by the last date to withdraw deadline of the following semester after the “IC” course work. 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 the course on or before the last day for 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 academic performance 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.

Course Transfers

Course credit for as many as 9 semester hours of prior graduate psychology courses may be awarded subject to review by the Program Director. To be eligible for transfer, coursework must be judged as comparable to an existing course in the Clinical Medical Psychology Ph.D. or Psy.D. programs, and the grade awarded must be a “B” or higher.
Courses in which grades of “B minus” or below or grades of Pass/Satisfactory have been awarded are not eligible for transfer.

**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. According to Mercer University policy, absence for more than one semester requires readmission to the university.

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 of F or U (Unsatisfactory) in any course are dismissed from the program.

**Attendance Policy**

Students are expected to attend all classes each semester. Courses typically meet one time weekly. Absences may be 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 B, 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

Ph.D. students complete at least two years of supervised practicum (approximately 32 weeks per year) in an appropriate clinical setting. Psy.D. students must complete three years of similar experience. Supervision is provided by a licensed 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. A third year of practicum may consist of fewer hours, but not less than 300 hours annually.

The placement process for practicum experiences generally involves the following steps:

- The student completes and submits an application for practicum no later than one semester prior to the beginning of the practicum (i.e., usually by summer term).
- The faculty completes an evaluation of each student to ascertain the student's readiness for the practicum experience.
- The Clinical Director and/or the Community Practicum Site Coordinator share placement opportunities with approved students in the semester preceding Practicum.
- Students and practicum sites indicate their preferences to the Director of Clinical Training and participate in a matching process.
- Students, the Director of Clinical Training, and Practicum Site Supervisors to set up appointments for interviews at practicum placement sites.
- After the placement agency, the student, and the Director of Clinical Training agree on a particular placement, the MUSM Contract and Guidelines for Practicum & Supervision document is executed and maintained in the student's file.

Responsibilities of Program and Director of Clinical Training

To adequately screen and train students to provide psychological services.
- To receive completed student practicum applications.
- To establish a working relationship with agency on-site directors and obtain signed practicum agreements (i.e., MUSM and Program Contract & Guidelines) among the program, student, and agency for placements of students at first time practicum sites.
- To assign students to practicum supervisors and practicum groups in consultation with practicum supervisors and the Program Director.

For required practicum experiences, students should receive a weekly minimum of 2 hours of supervision, with at least 1 hour per week involving individual supervision (see Appendix C for further details). 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).

**Ethical Principles and Code of Conduct**

Students are required to learn and comply with the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, which is specifically incorporated into this Policy by reference. The Ethic Principles and Code may be viewed at [http://www.apa.org/ethics/code/index.aspx](http://www.apa.org/ethics/code/index.aspx).

During Practicum experiences, practicum supervisors are to be aware of the most recent version of the APA Ethical Principles and Code of Conduct and ensure that the CMP students measure themselves and their practice of psychology against its parameters. Practicum Supervisors are to involve students in discussions of the Ethical Principles and Code of Conduct at the beginning of each Practicum Semester and to integrate the Ethical Principles and Code of Conduct where relevant with specific course content. During the CMP coursework, practicum, and internship training, faculty and supervisors will conduct evaluations of the CMP Student, which include an assessment of the student’s ethical behavior. Further, the CMP Professional Issues & Ethics courses are devoted to student acquisition and integration of competencies in ethics and professionalism into the professional practice of psychology.

Students also are made aware of licensing requirements for Psychologists in Georgia and the Ethical Principles and Code of Conduct of the Georgia State Board of Examiners of Psychologists, which is specifically incorporated into this Policy by reference. The state licensure rules and requirements for psychologists may be viewed on line at: [http://sos.georgia.gov/plb/psych/](http://sos.georgia.gov/plb/psych/).

**Research Experience**

Throughout their enrollment in the Medical Psychology program, students may 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 hours (PCM980 and above). Continued enrollment in dissertation hours is expected until the student has successfully defended the dissertation. Graduate Research and Dissertation activities are expected to result in students gaining junior or senior authorship on peer-reviewed publications 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 similar to those developed by the APA Commission on Accreditation, 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 usually 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 at least one time during within the first 2 years of each student’s training and cover the following:

- Biological Bases of Behavior
- Lifespan Development
- Assessment & Diagnosis
- Statistical & Research Methods
- Cognitive & Affective Bases of Behavior
- Social & Multicultural Bases of Behavior
- Treatment & Intervention
- 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:

Background and History
- Assessment and Diagnosis
- Related Biomedical Considerations
- Theoretical and Case Conceptualization
- Treatment Plan and Course of Treatment
- Reflective Practice and Self-Care Considerations
- Relevant General Psychological Theory & Research
- 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, 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 who enroll 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 typically in late Year 3 or early 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 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

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 Evaluation results with the faculty to provide feedback concerning the course content, teaching methods, and classroom success.

Degree Requirements & Procedures

Requirements for the Doctorate in Clinical Medical Psychology

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

Successful completion of a minimum of two years practicum experience (2 semester hours per year) for the Ph.D. and successful completion of a minimum of three years for the Psy.D. A Ph.D. student accrues at least 1000 hours and a Psy.D. student accrues at least 1300 hours of practicum experience. A minimum of 125 hours of supervision must be accrued for the Ph.D. and 190 for the Psy.D.

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 (or its equivalent).

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 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/Assistant Dean who oversees graduate programs in the School of Medicine.
## SCHOOL OF MEDICINE FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Doris Baker, Ph.D.</td>
<td>Professor</td>
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<tr>
<td>William F. Bina, M.D., M.P.H.</td>
<td>Professor</td>
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<tr>
<td>Charles Callender, M.D.</td>
<td>Professor</td>
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<tr>
<td>Kerry L. Coburn, Ph.D.</td>
<td>Professor</td>
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<td>Robert S. Donner, M.D.</td>
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<td>Richard L. Elliott, M.D., Ph.D.</td>
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<td>Jalal K. Ghali, M.D.</td>
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<td>Edwin W. Grimsley, M.D.</td>
<td>Professor</td>
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<td>Steven A. Hobbs, Ph.D.</td>
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<td>Alice House, M.D.</td>
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<td>John A. Hudson, M.D.</td>
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<td>Balint Kacsoh, M.D., Ph.D.</td>
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<td>Harold Katner, M.D.</td>
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<td>Roy Russ, Ph.D.</td>
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<td>Samuel Shillcutt, Pharm. D., Ph.D.</td>
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<td>Michael U. Smith, Ph.D.</td>
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<td>Jeffrey L. Stephens, M.D.</td>
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<tr>
<td>Ronald E. Garner, Ph.D.</td>
<td>Professor</td>
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<td>Associate Professor</td>
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<tr>
<td>Susan Cline, Ph.D.</td>
<td>Associate Professor</td>
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<tr>
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<td>Associate Professor</td>
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<td>Diane Elliott, Ph.D.</td>
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<td>Ericka Li Fuentes, M.D.</td>
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Cathy Solomons
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<td>Interim Dean-Savannah Campus</td>
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<td>Senior Associate Dean for Academic Affairs</td>
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<td>Chief Diversity Officer/Associate Dean for Diversity and Inclusion-Savannah Campus</td>
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<tbody>
<tr>
<td>E.S. Prakash, MBBS, M.D.</td>
<td>Associate Dean of Admissions – Macon</td>
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<tr>
<td>Samuel D. Murray, M.D.</td>
<td>Associate Dean of Admissions – Savannah</td>
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<tr>
<td>Sara-Ashley K. Spear</td>
<td>Admissions Specialist – Macon</td>
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<tr>
<td>Beverly D. Little</td>
<td>Admissions Specialist – Macon</td>
</tr>
<tr>
<td>Sabina Badalova</td>
<td>Student Affairs &amp; Admissions Specialist – Savannah</td>
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Student Affairs

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<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Associate Dean of Student Affairs – Macon</td>
<td>W. Patrick Roche III, M.D.</td>
<td>Associate Dean of Student Affairs – Macon</td>
</tr>
<tr>
<td>Associate Dean of Student Affairs – Savannah</td>
<td>Robert Shelley, M.D.</td>
<td>Associate Dean of Student Affairs – Savannah</td>
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<tr>
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<td>Student Affairs/Admissions Specialist – Savannah</td>
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<td>Savannah</td>
<td>Wendy Gaskin</td>
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<tr>
<td>Financial Aid Office</td>
<td>Susan Lumsden</td>
<td>Director of Financial Aid</td>
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<td></td>
<td>Mary Scott</td>
<td>Associate Director of Student Financial Planning</td>
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<tr>
<td>Registrar’s Office</td>
<td>Cathy Groce</td>
<td>Registrar</td>
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<td></td>
<td>Chasity Watson</td>
<td>Registrar Specialist</td>
</tr>
<tr>
<td>Medical School Library Staff</td>
<td>Kim Meeks, M.L.I.S., A.H.I.P.</td>
<td>Library Assistant Professor, Medical Library &amp; LRC Director</td>
</tr>
<tr>
<td>Administration</td>
<td>Brenda Dowd</td>
<td>Admin Coordinator &amp; Journals/Acquisitions Manager, Library Assistant IV</td>
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<td></td>
<td>Tracey Schwartz</td>
<td>Accounting Clerk</td>
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<tr>
<td>Public Services</td>
<td>Carolann Curry, M.L.I.S., A.H.I.P.</td>
<td>Library Assistant Professor, Outreach Coordinator and Reference Librarian</td>
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<td></td>
<td>Anna Krampl, M.S.L.S, A.H.I.P.</td>
<td>Library Assistant Professor and Reference Librarian</td>
</tr>
<tr>
<td>Circulation/Interlibrary Loan</td>
<td>Carolann Curry, M.L.I.S., A.H.I.P.</td>
<td>Library Assistant Professor, Outreach Coordinator and Reference Librarian</td>
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<td></td>
<td>Stephen Ellis</td>
<td>Circulation Manager/Library Assistant III</td>
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<td></td>
<td>Josh Smith</td>
<td>PT Circulation Assistant/Library Assistant II</td>
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<td></td>
<td>Alisha Howard</td>
<td>Circulation Assistant/Library Assistant II</td>
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<tr>
<td>Education/Outreach Services</td>
<td>Carolann Curry, M.L.I.S., A.H.I.P.</td>
<td>Library Assistant Professor, Outreach Coordinator and Reference Librarian</td>
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<tr>
<td>Technical Services</td>
<td>Miriam Hudgins, M.Ln., C.A., A.H.I.P.</td>
<td>Library Assistant Professor and Technical Services Coordinator &amp; MUSM Archivist</td>
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Kristin Howard, M.L.I.S., A.H.I.P.  Library Instructor and Technical Services Librarian
Jennifer Dawson  Cataloging Assistant/Library Assistant II

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