

MERCER
UNIVERSITY

SCHOOL OF MEDICINE

2019 – 2020 CATALOG

1501 Mercer University Drive
Macon, Georgia 31207

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
1501 Mercer University Drive
Macon, Georgia 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, 1501 Mercer University Drive, Macon, Georgia 31207, telephone (478) 301-2786

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SCHOOL OF MEDICINE ACADEMIC CALENDARS

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

MD PROGRAM

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

Class of 2020 and 2021

<https://author.mercer.edu/www/mu-medicine/academics/upload/MD-Curriculum-Calendar-CO2020-and-CO2021.pdf>

Class of 2022

https://medicine.mercer.edu/www/mu-medicine/academics/upload/Calendars_CO2022MD_web.pdf

Class of 2023

<https://medicine.mercer.edu/www/mu-medicine/academics/upload/Class-of-2023-Year-1-and-2.pdf>

GRADUATE SCHOOL OF MEDICINE ACADEMIC CALENDAR 2019 – 2020

	FALL 2019
Registration	August 16, 2019
First Day of Classes	August 19, 2019
Drop/Add/Late Registration Ends	August 26, 2019
Last Day for Course Withdrawal/Resignation	October 23, 2019
Last Day of Classes	December 6, 2019

	SPRING 2020
Registration	January 3, 2020
First Day of Classes	January 6, 2020
Drop/Add/Late Registration Ends	January 13, 2020
Last Day for Course Withdrawal/Resignation	March 11, 2020
Last Day of Classes	April 24, 2020
Commencement	May 2, 2020

	SUMMER 2020
Registration	May 1, 2020
First Day of Classes	May 4, 2020
Drop/Add/Late Registration Ends	May 11, 2020
Last Day for Course Withdrawal	June 17, 2020
Last Day of Classes	July 24, 2020

HOLIDAY SCHEDULE

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 other holidays as noted below:

Labor Day	September 2, 2019
Thanksgiving	November 28 and 29th, 2019
Christmas Break	December 24, 2019 – January 1, 2020
Martin Luther King Jr. Day	January 20, 2020
Good Friday	April 10, 2020
Memorial Day	May 25, 2020
Independence Day	July 4, 2020

THE UNIVERSITY

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 — while no longer formally denominationally affiliated — remains committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom.

With more than 8,600 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 three Regional Academic Centers, Mercer is ranked among the top tier of national research universities by U.S. News & World Report. Our more than 77,500 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.

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.

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.

Today, the institution's reputation for exceptional academics in an engaged learning environment continues to grow. The Princeton Review repeatedly ranks it in the top 10 percent of all colleges and universities in North America. The University has been named a "College with a Conscience" by The Princeton Review and College Compact and has been named to the President's Higher Education Community Service Honor Roll for distinguished community service. Mercer has also earned a Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching.

Historical Highlights

Mercer in the 19th Century

1833

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

1838

- Mercer's first Board of Trustees is elected and Mercer Institute becomes known as Mercer University.

1839

- First college classes begin.

1841

- First college class is graduated.

1843

- Principal college building at Penfield is destroyed by fire.

Early 1860s

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

1866

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

1870

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

1871

- Mercer relocates to Macon.

1873

- A law school is organized and classes begin in February 1874. The first classes are held in the courthouse and in law offices.

1874

- Construction of the Administration Building is completed at a cost of \$100,000.

1880

- The cornerstone of the new chapel building (current-day Willingham) is in place. The chapel is dedicated in 1881, debt-free.

1892

- Mercer plays the University of Georgia in Athens in the first college football game in the state of Georgia and one of the first in the Southeast. The game, scheduled for Thanksgiving Day 1891, is postponed until January 1892. Georgia triumphed, 50-0.
- In the fall, Mercer would record its first win in football, beating Georgia Tech, 12-6, in Macon, in the Yellow Jackets' first game ever.

Mercer in the 20th Century

1903

- Mercer opens the School of Pharmacy.

1918

- The School of Pharmacy closes.

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

1919

- Mrs. W. E. Jackson is the first woman to receive a degree from Mercer. Mrs. Jackson, who later becomes Mrs. Joseph Seth Weekly, is awarded the LL.B. degree.

1922

- WMAZ Radio, with call letters standing for "Watch Mercer Attain Zenith," goes on the air, located in the tower of the chapel building.

1927

- Mercer turns the fledgling radio station over to the Macon Junior Chamber of Commerce.

1933

- Mercer celebrates its centennial.

1939

- Macon Baptist Pastors Union requests an investigation of the character of teaching in some of Mercer's classrooms. After a 10-hour hearing held in Roberts Chapel on March 30, the Board of Trustees accepts the action of the special committee disposing of the charges.

1940

- Willingham Chapel Building is rededicated and a new organ is installed.

1941

- Mercer discontinues competition in intercollegiate football.

1942

- Mercer sets apart the Law Building and Roberts Hall for use by the War Training Service during World War II.

1943

- The Navy V-12 School is established on July 1 and continues until October 1945. Mercer is one of nine institutions in the Southeast selected to give aviation instruction in the Navy War Training Service. During this period, 731 trainees receive basic aviation instruction in the Mercer V-12 program.

1947

- In ceremonies held in Willingham Chapel and Ryals Law Building, the Walter F. George School of Law is named for Georgia's U.S. Senator Walter F. George.

1949

- Mercer dedicates the restored Mercer Chapel at Penfield with Dr. Louie D. Newton as speaker.

1957

- Construction is completed on the George B. Connell Student Center.

1959

- The Southern School of Pharmacy in Atlanta merges with Mercer University.

1963

- Sam Jerry Oni of Ghana, Africa, becomes the first black to enter Mercer. On April 18, Mercer Trustees vote to admit qualified students without regard to race, and Mercer becomes one of the few private colleges in the South to do this before being required by the 1964 Civil Rights Act.

1965

- Mercer dedicates the Eugene W. Stetson Memorial Library.

1967

- Mercer dedicates Knight Hall of Humanities.

1968

- The Hugh M. Willet Science Center is dedicated.

1972

- Mercer dedicates the new School of Pharmacy building in Atlanta. Atlanta Baptist College merges with Mercer University and becomes known as Mercer University in Atlanta. Today it is known as the Cecil B. Day Graduate and Professional Campus.

1973

- The Law School's centennial is celebrated and Mercer graduate and U.S. Congressman Carl Vinson's 90th birthday is observed.

1974

- Construction of the Ida B. Patterson Infirmary is completed.

1976

- Mercer acquires the Insurance Company of North America Building on Coleman Hill in Macon as the home of the Walter F. George School of Law under a gift-purchase agreement for \$1 million. The property is valued at more than \$4 million.

1978

- The former Tatnall Square Baptist Church on the Macon campus is rededicated as Newton Hall in honor of Dr. Louie D. Newton.
- Mercer acquires the Overlook Mansion on Coleman Hill, now known as the Woodruff House. Later in the year, Mercer gives the mansion to the City of Macon, and after restoring the exterior, the City of Macon returns the mansion to Mercer in November 1981.

1979

- Mercer dedicates the Law School building with U.S. Attorney General and Mercer alumnus Griffin B. Bell on the program and Chief Justice Warren Burger as guest speaker.

1980

- Mercer dedicates the restored Administration Building.
- Inauguration ceremonies for Mercer's 17th president, Raleigh Kirby Godsey, are held at the Macon City Auditorium.
- Mercer dedicates the A.T. Davis Administration Building, College of Arts and Sciences, in Atlanta.
- Mercer dedicates the Sheffield Building, College of Arts and Sciences in Atlanta.

1981

- Mercer dedicates the School of Medicine's Education Building in Macon.

1982

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

1983

- Mercer establishes the School of Business and Economics in Atlanta. The dedication of the Woodruff House, formerly known as Overlook Mansion, takes place.
- Mercer dedicates the W.G. Lee Alumni House in Macon.
- Mercer dedicates the Monroe F. Swilley Jr. Library in Atlanta.
- The Plunkett-Sewell family commissions a Holtkamp pipe organ, specially designed for Newton Chapel. The 52-rank Tracker instrument is one of the largest organs of its kind on the eastern seaboard, establishing Mercer as a center for organ performance and teaching.

1984

- The Eugene W. Stetson School of Business and Economics is established in Macon.
- The School of Engineering is established in Macon.
- The Walter F. George School of Law becomes the home of the National Criminal Defense College.
- The College of Arts and Sciences in Atlanta becomes the Cecil B. Day College of Arts and Sciences.

1985

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

1986

- Tift College, a Georgia Baptist women's institution in Forsyth, merges with Mercer University.
- The new School of Engineering building opens for classes in the fall and is dedicated in October.

1987

- University College, formerly the College of Continuing Education, is established, with educational centers located in Macon, Thomaston, Griffin, Eastman and Douglasville.
- Nine kaolin industries in middle Georgia join together to establish the world's first Kaolin Industry Endowed Chair at the School of Engineering.
- Groundbreaking is held for a new 93,750-square-foot library building located on the main campus in Macon.
- The Mercer Engineering Research Center (MERC) is established as an extension of the School of Engineering. MERC provides a broad range of customer-oriented services to commercial and government clients.

1988

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

1989

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

1991

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

1992

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

1994

- The University's Board of Trustees, faculty, administration and staff launch the Mercer 2000: Advancing the Vision Campaign, seeking \$126 million for endowment and facilities.
- The Board of Trustees approves plans to establish a School of Education and a School of Theology.

1995

- In April, the University's Board of Trustees approves plans to locate the School of Theology on the Cecil B. Day Campus in Atlanta. During its April meeting, it also votes to transfer University College's programs to the Eugene W. Stetson School of Business and Economics, the School of Medicine and the School of Education.
- On Oct. 1, contracts with Bibb County for the management and administration of The Grand Opera House in downtown Macon.

1996

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

1997

- The Board of Trustees approves naming the School of Theology for James and Carolyn McAfee. The inaugural convocation and dedication of the James and Carolyn McAfee School of Theology is held in October.
- The former Findlay House, located next to the W. G. Lee Alumni House on Coleman Avenue in Macon, is restored and dedicated in May as the Tift College Alumnae House.
- Construction is completed on a 26,557-square-foot academic facility for the Douglas County Center.
- Construction is completed on a new 52,155-square-foot facility for the Mercer Engineering Research Center in Warner Robins.
- The School of Medicine completes construction on a 10,000-square-foot expansion of its research wing.
- The former Stetson Library is rededicated in September as Stetson Hall and converted into office and classroom space for the Stetson School of Business and Economics and the School of Education.

1999

- The James and Carolyn McAfee School of Theology graduates its charter class in May.
- Mercer breaks ground for a Greek Village in Macon and student apartment buildings in Macon and Atlanta.
- Mercer completes renovations on two School of Medicine buildings in downtown Macon: a 27,000-square-foot building for the Departments of Internal Medicine and Psychiatry and Behavioral Science on the corner of First and Pine Streets, and a 5,500-square-foot facility for graduate medical education on First Street.

Mercer in the 21st Century

2000

- During a ceremony on April 20, Mercer dedicates the Jack Tarver Memorial Library.
- Mercer breaks ground for an 8,500-square-foot Baptist Collegiate Ministries building, later named the Religious Life Center.
- In August, Mercer opens its new police station and seven new apartment buildings on the Macon campus and two new apartment buildings on the Cecil B. Day Campus in Atlanta.
- In September, Mercer dedicates the new 18-building Greek Village.
- Mercer and LaGrange College are co-recipients of a gift of property from Remer and Emily Crum valued at the time at \$123 million. The 83-acre Century Center Park property is located near I-85, north of Atlanta.
- Mercer and the Georgia Baptist Convention announce that the 98-year-old Georgia Baptist College of Nursing, located in downtown Atlanta, will merge with Mercer on Jan. 1, 2001.

2001

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

2002

- The McAfee School of Theology receives full membership into the Association of Theological Schools (ATS) as an accredited school of theology.
- The new Georgia Baptist College of Nursing building on the Atlanta campus is dedicated during the College's centennial celebration.

2003

- Mercer and Robins Air Force Base mark the 20th anniversary of a partnership agreement that sparked a School of Engineering on the Macon campus and an engineering research center in Warner Robins.
- Mercer dedicates its state-of-the-art recital hall in the McCorkle Music Building, naming it the Neva Langley Fickling Hall.
- Mercer opens the doors to its newest regional academic center in McDonough, providing opportunities for adult learners in Henry County and surrounding areas. The University's programs in Griffin and Covington are merged into the Henry County location.
- The University's 10th academic unit, the Penfield College of Mercer University, is established from the former Division of Extended Education. The non-education programs in the Tift College of Education are moved to the new college.

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

2004

- The University plays its first basketball games in the new University Center Arena during Homecoming week, Jan. 27-Feb. 1. The remainder of the signature facility on the Macon campus opens March 15.

2005

- 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. 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

- Mercer earns the highest federal recognition for community engagement according to the Corporation for National and Community Service. For the University's exemplary service efforts and service to the community, the corporation named Mercer to the President's Higher Education Community Service Honor Roll for 2008.
- The John S. and James L. Knight Foundation announces \$5 million grants to establish the College Hill Alliance and the Knight Neighborhood Challenge program to advance the College Hill Corridor initiative, which grew out of a Mercer senior capstone class.
- An announcement is made that a \$10 million mixed-use development on the Macon campus will feature loft-style apartments and retail space for the Mercer Bookstore

and other businesses that cater to the Mercer community and residents in the College Hill Corridor. Called "The Lofts at Mercer Village," the development will be located on Montpelier Avenue across from Ingleside Village Pizza and Jittery Joe's Coffee.

2010

- Mercer celebrated its new Newnan Regional Academic Center on Sept. 21 with an opening ceremony and ribbon cutting. The center began classes in August with three degree programs, including the Bachelor of Science in Education in early care and education and early childhood/special education from the Tift College of Education and the Bachelor of Science in Social Science in Public Safety from the College of Continuing and Professional Studies.
- The University's Board of Trustees on Nov. 19 unanimously approved a plan to resume competition in football in the fall of 2013.

2011

- Mercer Distinguished Alumnus and former Trustee Nathan Deal was inaugurated in January as Georgia's 82nd governor. He became the 12th Mercer alumnus to hold that office. Eight Mercerians have led the State of Georgia, and four others have served as governors of the states of Alabama, Texas, New Hampshire and the Commonwealth of Puerto Rico.
- Mercer's first outdoor commencement was held May 14 on the upper fields of the Cecil B. Day Campus in Atlanta. More than 6,000 guests witnessed the largest of the University's five ceremonies.
- A grand opening was held in August for the Lofts at Mercer Village, a multi-million dollar development located on Montpelier Avenue in the College Hill Corridor. The highly anticipated opening of the Lofts, which also houses Barnes and Noble/Mercer University Bookstore, other retailers, and apartments for 117 students, culminates the collaboration between the University and Sierra Development.
- On Nov. 11, the University broke ground and unveiled plans for its new football and lacrosse complex during a Homecoming weekend ceremony. In recognition of the lead gifts for the complex, President Underwood announced four major components of the project:
 - The Homer and Ruth Drake Field House
 - The William H. Anderson II Family Field
 - The Marshall and Jane Butler Family Plaza
 - The Tony and Nancy Moyer 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 \$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. 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 with 38 graduates earning their M.D. degrees.
- 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.
- In November, the University dedicated the Emily Parker Myers Admissions and Welcome Center at the corner of Winship Street and Montpelier Drive. The building is named in honor of Myers, who was one of the longest serving administrators in University history, serving as senior vice president for university advancement and external affairs when she retired in 2008.
- The Board of Trustees, at its November meeting, gave the green light for construction to begin on Cruz Plaza, to transform the appearance of the central part of the Macon Campus from the University Center to the Historic Quad and from the Greek Village past Tarver Library. Milton L. Cruz, his wife Aileen, father Juan L. Cruz Rosario and sister Zoraida Cruz Torres provided the lead gift for the project. An official groundbreaking was held Dec. 11, 2012.

2013

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

- In May, a "groundbreaking" ceremony was held at the historic Bell 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.
- 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.
- 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

- 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. 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.

- 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."

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'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 Tattnell Square Center for the Arts featured William Shakespeare's *The Tempest*. The Tattnell Square Center for the Arts, formerly the Tattnell 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.
- In September, Mercer student and reigning Miss Georgia Betty Cantrell was crowned Miss America in Atlantic City, New Jersey. Cantrell, a native of Warner Robins, was pursuing a Bachelor of Arts degree in voice in Mercer's Townsend School of Music before putting her studies on hold to focus on the Miss Georgia pageant.
- In October, the nation's most prestigious academic honor society – Phi Beta Kappa – approved the granting of a chapter to Mercer during the organization's 44th Triennial Council in Denver. Mercer becomes just the third Georgia research university – joining Emory and the University of Georgia – and one of only 286 nationally to shelter a Phi Beta Kappa chapter.
- In November, President Underwood announced establishment of a new center designed to advance a culture of innovation and develop a thriving community of entrepreneurs, with a focus on utilizing technology to foster economic growth, create 21st century jobs and attract and retain talent. The Mercer Innovation Center will provide physical space, programming, technology resources and tools, and access to talent that will help people with good ideas turn them into commercially successful businesses that create 21st century jobs for Middle Georgia. Georgia Lt. Gov. Casey Cagle said that the Mercer Innovation Center can be "an economic engine not just for Middle Georgia, but for the entire state of Georgia."

2016

- In September, Mercer debuted in the top tier of U.S. News & World Report's national universities rankings, joining Emory, Georgia Tech and the University of Georgia as the only institutions in the state to be included in the annual ranking's top 150220. Mercer's No. 135 ranking places the institution among the top 75 private universities in the country. Additionally, Mercer is ranked by the magazine as the No. 24 best value among the 310 national universities, coming in one spot ahead of the University of Notre Dame.

- In October, Mercer was one of the most decorated institutions in the nation on the recently released 2015 President's Higher Education Community Service Honor Roll. Mercer was named one of only four finalists nationally for the Presidential Award in one category and received Honor Roll with Distinction in two others. The Honor Roll, compiled by the Corporation for National and Community Service, recognizes higher education institutions whose community service achieves meaningful impact in their communities. It is the highest federal recognition that colleges and universities can receive for service-learning and community service.

2017

- In August the School of Medicine recognized the first 25 students to receive inaugural Physicians for Rural Georgia Scholarships, which cover 85 to 100 percent of tuition for up to four years in the Doctor of Medicine (M.D.) program. The University funded the scholarship program with the entirety of a one-time infusion of \$35 million from the state of Georgia as a result of a settlement agreement offer from the Centers for Medicare and Medicaid Services in February 2016. President William D. Underwood announced that current and future recipients of the scholarship will be called Nathan Deal Scholars in recognition of Georgia's 82nd governor who is a graduate of both the University's College of Liberal Arts and School of Law.
- In December, Mercer was named a participating institution for the Churchill Scholarship, a prestigious and highly selective award for American students to engage in a year of master's-level study in science, mathematics and engineering at the University of Cambridge. Mercer joins Emory, Georgia Tech and the University of Georgia as the only institutions in the state to participate in the scholarship program, and is the only participating institution in the Southern Conference.

2018

- The first day of class in the Spearman C. Godsey Science Center was January 8, the first day of spring semester. The largest academic facility project in the University's history in terms of cost at \$44 million and size at 143,410 square feet is named in honor of Mercer Chancellor Dr. R. Kirby Godsey's father and in recognition of Dr. Godsey's multi-million dollar naming gift. The Godsey Science Center includes 60 teaching and research labs, three medium classrooms, four small classrooms and 46 offices.

2019

- The McEachern Art Cent opens in downtown Macon as the new home of one of the University's two art galleries and its student studios.
- Mercer Law School's first-floor courtroom is named the Griffin B. Bell and Frank C. Jones Courtroom in honor of these Mercer alumni. Associate Justice of the Supreme Court of the United States Clarence Thomas delivers the keynote address for the dedication ceremony.
- Mercer trustees approve renaming Penfield College of Mercer University to the College of Professional Advancement to more accurately reflect its mission and academic offerings.

Mercer University Presidents

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

Billington McCarty Sanders	1833-1840
Otis Smith	1840-1844
John Leadly Dagg	1844-1854

Nathaniel Macon Crawford	1854-1856
Shelton Palmer Sanford, Acting President	1856-1858
Nathaniel Macon Crawford	1858-1866
Henry Holcomb Tucker	1866-1871
Archibald John Battle	1872-1889
Gustavus Alonzo Nunnally	1889-1893
John Edgerton Willet, Acting President	1893-1893
James Burton Gambrell	1893-1896
Pinckney Daniel Pollock	1896-1903
William Heard Kilpatrick, Acting President	1903-1905
Charles Lee Smith	1905-1906
Samuel Young Jameson	1906-1913
James Freeman Sellers, Acting President	1913-1914
William Lowndes Pickard	1914-1918
Rufus Washington Weaver	1918-1927
Andrew Phillip Montague, Acting President	1927-1928
Spright Dowell	1928-1953
George Boyce Connell	1953-1959
Spright Dowell, Interim President	1959-1960
Rufus Carrollton 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 8,600 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 three 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. Our more than 77,500 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 is Mercer's cornerstone. The College offers an array of baccalaureate programs in the humanities, fine arts, sciences and social sciences, along with a vast array of interdisciplinary options.

School of Law (Macon): Founded in 1873, Mercer University School of Law 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. Mercer Law School's educational philosophy is based on a commitment to preparing students for high-quality, general practice in a day-to-day learning environment that is both supportive and professional.

School of Business and Economics (Macon, Atlanta, and Centers): Established in 1984, the School is named for Eugene W. Stetson, a 1901 Mercer graduate and business

pioneer who leveraged the first major buyout in corporate history. Over the past 80 years, Mercer has granted more than 12,000 business degrees, and many of its graduates hold senior leadership positions in companies around the world.

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 continues to be ranked by U.S. News & World Report as one of the top four master's degree-level engineering schools in the Southeast.

College of Education (Macon, Atlanta and Centers): The College prepares more professional educators than any other private institution in Georgia. It offers baccalaureate and graduate degrees for initial teacher certification, teacher preparation and educational leadership.

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.

College of Professional Advancement (Macon, Atlanta, and Centers): The College is committed to serving adult learners and currently enrolls more than 1,300 students in professional studies. Undergraduate, graduate and certificate programs are offered to adult students seeking professional advancement into leadership roles in and beyond their communities. Educational programs provide students with distinctive, multidisciplinary programs that integrate theory and practice and lead to career advancement.

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 1,500 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 Health Sciences Center

School of Medicine (Macon, Savannah and Columbus): The School was established in 1982 to educate physicians and health professionals to meet the primary care and healthcare 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: Navicent Health and Coliseum Medical Center in Macon, Memorial University Medical Center in Savannah, and The Midtown Medical Center and St. Francis Hospital in Columbus.

College of Pharmacy (Atlanta): The College of Pharmacy continues to build on its rich history, tradition of excellence, and legacy of offering quality degree programs that provide students with the necessary education and skills for their careers in pharmacy. Mercer is

ranked among the top six private pharmacy schools in the United States by U.S. News & World Report.

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

College of Health Professions (Macon and Atlanta): The College is composed of four departments: Physical Therapy, Physician Assistant Studies, Public Health and Clinical Medical Psychology. In addition to its degree offerings, 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 and is a member of the historic Southern Conference. In the 2016-2017 academic year, 76 percent of Mercer student-athletes achieved a grade-point-average of 3.0 or better. The grade-point-average for all student athletes for the year was 3.403. Mercer athletes led the SoCon with 314 named to the Academic Honor Roll, including 31 who earned a 4.0 GPA. Mercer's 18 intercollegiate teams include: men's baseball, basketball, cross country, football, golf, lacrosse, soccer and tennis; and women's basketball, beach volleyball, cross country, golf, lacrosse, soccer, softball, tennis, track and volleyball.

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

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

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

Mercer University's professional education programs are 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 College of Health Professions houses five 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 and the Bachelor of Science in Public Health programs are 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.captionline.org. The Doctor of Psychology program is accredited, on contingency, by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association; 750 1st Street NE, Washington, DC 20002; (202) 336-5979; email: apaaccred@apa.org; www.apa.org/ed/accreditation.

The Juris Doctor program in the School of Law is 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 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 College of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; (202) 887-6791; ccneaccreditation.org. The 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 Theological Studies, the Master of Divinity, and the Doctor of Ministry programs in the School of Theology are accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275; (412) 788-6505; www.ats.edu.

SCHOOL OF MEDICINE

FROM JEAN SUMNER, M.D., DEAN OF THE SCHOOL OF MEDICINE



The mission of Mercer University School of Medicine is to educate Georgia students who will become well-trained, compassionate healthcare professionals in Georgia and practice in rural or medically underserved areas of this state. Our goal is to provide rural and underserved Georgians access to care delivered with skill, compassion and the highest level of integrity.

I am honored to serve as the Dean of the School of Medicine and lead an incredibly talented faculty who are focused on providing a superior educational experience to our students. I am especially proud of our students, who are committed to serving in their home state.

Mercer University School of Medicine graduated its first class of physicians in 1986. Since that time, Mercer doctors and other health care professionals have improved access and quality of care across Georgia, but particularly in areas of greatest need. Our faculty and students have demonstrated sustained dedication in their pursuit of scholarly work and community service activities that make a difference in Georgia and around the world.

In addition to the M.D. program, Mercer University School of Medicine offers graduate degree programs in Pre-clinical Sciences, Biomedical Sciences and Marriage and Family Therapy. These graduates add equally to quality of care and access to care across Georgia.

The full 4 - year M.D. program is offered in the Macon and Savannah campuses and years 3 and 4 of the M.D. program are additionally offered in the Columbus campus. We offer exceptional clinical rotations through strong partnerships with regional healthcare institutions, organizations and individuals. These rotations provide opportunities to develop a broad, deep knowledge of health issues facing patients as well as the development of strong clinical skills and interdisciplinary teamwork.

Our students have the opportunity to learn in institutions such as Memorial Health University Medical Center, Savannah; Piedmont Columbus Regional Health, Columbus; St. Francis Hospital, Columbus; Medical Center Navicent Health, Macon; and Coliseum Medical Center in Macon. We also have a rich network of dedicated community physician preceptors throughout the state that teach our students. Through these exceptional opportunities, our students acquire a broad range of experiences and develop the skill and judgment needed to serve their patients and communities.

Mercer medical students learn using a unique problem-based, faculty-guided curriculum. As part of small group and team-based learning experiences, students use clinical cases to learn and understand basic sciences, which form the foundation of medical practice. Early in the curriculum, students participate in rural and community-based care, which recurs throughout the four years. This curriculum is consistent and robust across all campuses.

Many scholarship opportunities are available. Students who have a strong interest and commitment to rural health and primary care should explore both the Nathan Deal Scholars Program and the Accelerated Track Program. Both programs allow you to complete medical school with little or no debt.

I was among the first class of physicians to graduate from MUSM, and since graduation, I have practiced in a small, rural county. In my opinion, there is no more meaningful, challenging or rewarding work. The opportunity to change health care in Georgia by becoming a physician or healthcare professional and serving in an area of need requires the best and brightest of those with courage, high intellect and a servant's heart. This opportunity exists at Mercer University School of Medicine. If your goal is to make a difference, I hope you will consider joining our student body.

I encourage you to explore our website to learn more about our school and its accomplished faculty. I hope, if you share our mission and vision, you will consider joining us.

Jean R. Sumner, M.D.
Dean of Mercer University School of Medicine

DOCTOR OF MEDICINE (MD) 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.

Applications to the MD program are invited for the 2019-20 Admissions Cycle from those that meet all of the following Eligibility Criteria:

- i) The applicant must be a US Citizen or US Permanent Resident.
- ii) The applicant must have established domicile in the state of Georgia at least by August 15, 2019 and maintain domicile for 12 consecutive months immediately preceding the first day of classes of the school term for which he or she is applying.

Applicants that have established or reestablished domicile in the state of Georgia as late as August 15, 2019 will not be eligible to apply as an Early Decision Program Applicant, since the Early Decision Primary American Medical College Application Service (AMCAS) Application Deadline is August 1, 2019. Also, an applicant that is not able to claim Georgia as his/her State of Legal Residence will not be allowed to designate MUSM as a recipient of their Primary American Medical College Application Service (AMCAS) Application.

- iii) Applicants should have obtained an undergraduate bachelor's degree (e.g., BS or BA) or a more advanced degree with a minimum of 90 credit hours of coursework or be graduating with an undergraduate or a more advanced degree by June of the intended year of matriculation. The Admissions Committee reserves the right to stipulate that eventual acceptance of an applicant into the program is contingent upon documentation that the applicant has obtained the undergraduate or advanced degree program he/she is enrolled in at the time of application.

- iv) The applicant has taken the ('2015 MCAT' or 'New MCAT') Medical College Admissions Test (MCAT) at least once on or after 1 April 2016 and has obtained a percentile rank of at least 26.

MUSM receives approximately 1200 primary AMCAS application per year to its MD program.

Estimated number of new matriculants: 120

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 June 30 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.

Primary American Medical College Application Service (AMCAS) applications (that have been annotated as verified by the American Medical College Application Service) from eligible applicants are screened by MUSM Admissions Office, and invitations to complete a secondary application are sent to applicants who meet the criteria specified below. For the 2019-20 cycle, an invitation to submit a Secondary Application is sent to otherwise eligible applicants (as defined above in the page) who meet criteria 1-3 or 4 below:

- i. Has taken the MCAT at least once on or after April 1, 2016.
- ii. Highest MCAT Percentile Rank* of at least 26
- iii. Highest MCAT Percentile Rank x Cumulative Undergraduate BCPM-GPA* is > 93

iv. For applicants with an earned graduate degree, an invitation to submit a Secondary Application is also sent if the average MCAT percentile rank is 26 or greater, regardless of Cumulative Undergraduate BCPM-GPA.

An invitation to submit a Secondary Application is a pre-requisite for further consideration of an applicant.

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. To check whether any of the courses you consider BCPM are or not accepted by AMCAS, please see guidelines on this topic in the [2019 MCAS Instruction Manual](#).

Applicants who document through their Primary AMCAS Application that they meet *Eligibility Criteria* i-iv above, and applicants who meet the criteria for an invitation to submit a Secondary Application, as specified above, will be invited by the MUSM Admissions Office through e-mail to submit a Secondary (Supplemental) Application online and to submit a Complete Application (see *What constitutes a Complete Application* below). These applicants will receive further consideration if these are submitted by the applicable deadline. The criteria for invitation of Secondary Applications are identical regardless of whether one applies for Early Decision Program or Regular Pool. *An invitation to submit the Secondary Application is essential for further consideration. An invitation to submit a Secondary Application does not constitute a guarantee of an invitation to interview. It does not imply that the Committee considers an applicant meeting the above criteria academically qualified. Further screening of academic qualifications, experiences, and attributes is completed before an interview invitation is considered.*

Screening Applicants: Details about the screening process are here: <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 meet current qualifications to be invited to submit a secondary application.

Components of a Complete MD Application:

Completed Secondary Application (completed online through the web-link sent in the email 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 declaration of domicile in the state of GA (through the same web-link referred to above)

Upload a photocopy of a state issued photo identification document (through the same web link referred to above)

At least two (2) letters of recommendation (by individual letter writers) or one (1) Committee letter submitted through AMCAS.

Completed applications are subject to further screening by the Committee before a decision 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 the mission of MUSM in its applicants.

MUSM participates in the Early Decision Program as defined by the AAMC (<http://www.aamc.org/students/applying/requirements/edp/>). For those applying through the EDP, Primary AMCAS Application & Transcripts must be submitted to AMCAS by August 1, 2019.

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 23, 2019 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 1, 2019. 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 15, 2019. 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 2019-20 admissions cycle, or 2020 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 August 23, 2019 (5pm ET) for the Early Decision Program, and December 13, 2019 (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 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 to approximately 350 per cycle (Early Decision Program, Regular Pool and Early Assurance Programs combined).

Each applicant that is interviewed will have two one-on-one, 30-60 minute interviews. Interviews are held on the Macon and Savannah Campuses. One of the interviews is with an Admissions Committee member who may be a basic science or clinical faculty member or a senior (fourth-year) 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 the mission of MUSM; 2) academics; 3) personal attributes. 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 during 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 20 voting members, each of whom scores all applicants.

Applicants who have any concerns with the fairness of one or more interview encounters they experienced are encouraged to bring it to the attention of 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 email the Interim Associate Dean of Admissions, Dr. Richard McCann (mccann_ro@mercer.edu), by 3:00 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 14, 2020. Once applications are complete, applicants will receive an email acknowledgement from the Admissions Office

that their file is complete and eligible for review by the Admissions Committee. Incomplete applications will not be considered.

Acceptance notifications to candidates are sent no earlier than September 26, and acceptances are extended until the incoming class is full. Offers of acceptance are made subject to the following standard contingencies and they may be subject to additional contingencies as appropriate.

The applicant providing documentation that he/she is a US Citizen or US Permanent Resident.

The applicant providing documentation that he/she is a US Permanent Resident.

The applicant providing documentation of domicile in the state of GA at least 12 months prior to the start of classes.

The applicant documenting with official transcripts the completion of premedical requirements required for matriculation in the M.D. program at MUSM, and documentation of completion of an undergraduate degree or a more advanced degree with 90 or more credit hours of coursework from an accredited college or institution in the United States. MUSM Admissions Office should receive official and final transcripts including the note that an undergraduate degree or a more advanced degree has been awarded, and all post-secondary coursework you have undertaken directly from the respective institution(s) by June 30, 2020. Data in transcripts should be consistent with that reported in your Primary AMCAS Application verified by AMCAS for the 2020 AMCAS Application Year.

Receipt by MUSM of an acceptable Criminal Background Check facilitated by the Association of American Medical Colleges ([See this Link for more information](#)).

The applicant meeting MUSM [Technical Standards for Admission to the M.D. program](#).

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://students-residents.aamc.org/applying-medical-school/article/application-and-acceptance-protocols-admission-off/>

MUSM Admissions Committee considers requests for deferral of matriculation of acceptees for one (1) year on a case-by-case basis if requests are made by May 15 of the expected year of matriculation. Requests should be made in writing to the Admissions Office at musmadmissions@mercer.edu

Campus Assignment: The full four-year MD program is available on the Macon and Savannah Campuses, and the third and fourth year of the program are also offered in the Columbus Campus. At the time an offer of acceptance is made, candidates are asked to rank campus preferences, and campus preferences are processed as soon as candidates return their signed acceptance letter with a \$100 (100-dollar) deposit. The Admissions Office is unable to guarantee that site preferences will be honored.

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 reasonable in advance. Admissions Requirements are also published in Medical 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 (address below) if there are any problems.

Special Programs

Special Consideration Program in Medicine

Through a partnership with the College of Liberal Arts at Mercer University, MUSM offers a Special Consideration Program (SCP) for its Doctor of Medicine degree. Up to 18 incoming freshmen are selected each year for this special program. To be eligible to receive

an invitation to apply, candidates must be United States citizens or permanent residents and legal residents of Georgia at the time of applying. An official offer of acceptance to Mercer University undergraduate must be received. High school students will be asked to 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 <http://medicine.mercer.edu/admissions/md/enhancement-programs/scpmedicine.cfm>

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. For applicants that meet eligibility criteria, 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 April of the year of matriculation before the number of spots available is known. Eligibility criteria for applying and other information is available here:

<http://medicine.mercer.edu/admissions/md/application/transfer/>

Contact Information for MUSM Admissions Office:

URL: <http://medicine.mercer.edu/admissions/>

E-mail: musmadmissions@merc.edu

Phone: (478) 301-5425/2524

Mailing Address:

[Contact Name]

Mercer University

School of Medicine Admissions Office

1501 Mercer University Dr

Macon, GA 31207-0001

Physical Address: 1550 College St, Macon, GA 31207-0001

TECHNICAL STANDARDS FOR MEDICAL SCHOOL ADMISSION

The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire courses of study and participate fully in all aspects of medical training. The School of Medicine intends for its graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. **The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full curriculum required by the faculty.** 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. Since the treatment of patients is an essential part of the

educational program, Mercer University School of Medicine (MUSM) must act to protect the health and safety of patients.

The Admissions Committee of Mercer University School of Medicine acknowledges Section 504 of the 1973 Vocational Rehabilitation Act, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, 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 contact the Mercer University School of Medicine Office of Student Affairs.

All students must review the Technical Standards at the time of admission and at the beginning of each academic year. The Technical Standard Student Review Acknowledgement form must be completed and submitted to the Office of Student Affairs.

A candidate for the M.D. degree must have aptitude, abilities, and skills in five areas: Observation; Communication; Motor; Intellectual-Conceptual, Integrative and Quantitative; and Behavioral/Social. Technological compensation can be made for some disabilities in certain areas but a candidate must 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/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

Medical students must be able to observe demonstrations, experiments, and personal encounters in the classroom, small group, large group, and clinical settings. These experiences may include but are not limited to dissection of cadavers, physiologic and pharmacologic demonstrations, 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. Candidates must be able to accurately acquire information from patients and assess findings. They must be able to perform a complete physical examination in a timely fashion in order, to integrate findings based on this information, and to develop an appropriate diagnostic and treatment plan. These skills require the use of vision, hearing, and touch or the functional equivalent. In addition, medical students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

COMMUNICATION

Medical students must be able to communicate and observe people in a variety of settings. In particular, students must be able to interact with patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. Medical students must be able to communicate effectively and sensitively, and rapidly with peers, faculty, staff, members of the health care team, and patients. They must be able to give and receive constructive feedback. Medical students must demonstrate the ability to process feedback and utilize it to conform their behavior to expected professional standards. Candidates must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. 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.

MOTOR

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. By the completion of training, a candidate must have the ability to perform both a complete and an organ system specific examination, including a mental status examination. Additionally, candidates completing training 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

Medical students must be able to integrate information received by whatever sense(s) employed. They must be able to problem-solve rapidly. This critical skill demanded of physicians requires the ability to learn, to reason, to integrate, to analyze and synthesize data concurrently in a multi-task setting where there may be a high level of stress and distraction. 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, demonstration and observation of skills, individual and collaborative 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 and the care team. Medical students must demonstrate integrity as manifested by truthfulness, acceptance of responsibility for one's actions, accountability for mistakes, and the ability to place the well-being of the patient above their own when necessary. They must be able to adapt to tolerate demanding workloads and to function effectively under stress. 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 medical education and clinical practice settings. 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.

STUDENT FINANCIAL INFORMATION

2019 – 2020 Academic Year Only

School of Medicine

Doctor of Medicine - Per Year \$42,286
Per Semester \$21,143
Master of Family Therapy (MSR/MFT) \$960/hr.
Master of Preclinical Science \$762/hr.
Master of Biomedical Science \$762/hr.

Miscellaneous Fees

Facilities and Technology Fee:
Graduate and Prof. students enrolled 9 hours or more \$150 per semester
Graduate and Prof. students enrolled 8 hours or less \$17.00 per credit hour
Software Fee (assessed during fall for 2nd Year MD) \$429
Late Fee Payment (assessed monthly) \$50
Late Registration Fee \$50
Health Insurance Premium - Contact Bursar Office for current rates
Online Payment Plan Enrollment Fee (per semester) \$40-50
Registration Reinstatement Fee \$50
Dissertation Binding Fee \$65
Thesis Binding Fee \$30

Transcript Related Fees

Transcript Fee (for two to five-day service) no charge
Transcript on Demand (immediate service) \$25
Returned Check \$50 or 1% of the face value of the check, whichever is greater

Returned checks must be paid by cash, money order, or certified check

(Note: following two returned checks, students are placed on a "cash only basis.")

Please note that the above listed tuition rates and miscellaneous fees are for the 2019-2020 academic year and are subject to change without prior notice.

Billing and Fee Payment

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

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

If a student is registered for a particular semester but elects not to attend, the student must officially notify the Registrar. **Non-attendance does not cancel charges and the student will be held financially accountable.** Students will be charged tuition and fees

for all attempted hours, regardless of completion. In order to obtain a refund of 100% tuition and fees, the student must drop their courses during the drop/add period of the given semester. Please see "Refund Policy" for further details.

PLEASE NOTE: If payment arrangements have not been made by the first day of the term, the student's registration is subject to cancellation. The University reserves the right to deny access to, or use of, University facilities to any student with an outstanding balance.

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

Course Fee

Additional fees may be assessed for special course requirements.

Statement of Student Responsibility

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

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

Payment Methods

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University), or by MasterCard, Discover, Visa, and American Express. Credit card payments must be made online through the student's MyMercer Portal. Students paying by credit card will be assessed a convenience fee by the credit card processor. E-check payments are free. The Bursar Office is unable to accept coin payments in excess of five dollars.

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

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

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

Third Party Payments

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

V A Benefits

Individuals who are contemplating enrollment and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs should contact the University's

Office of the Registrar in the School of Medicine regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. Students MUST notify the certifying official in the Registrar's office if they:

- Used all of their Veteran Educational Benefits
- Changed course load or Program of Study
- Withdraw from classes (after start of term)
- Terminate Enrollment (before start of term)

Students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar no later than the first day of each semester to ensure that their tuition and fees will be paid in full.

Students receiving tuition assistance paid directly to the University will have their total tuition and fees submitted to VA for payment based on their eligibility percentage, minus any tuition-based scholarships awarded for the term. Housing fees, meal plan fees, and miscellaneous fees (parking tickets, housing fines, etc.) are not eligible to be paid by VA and are the responsibility of the student.

Students who have less than 100% eligibility entitlement or receive VA tuition assistance paid directly to the student are responsible for paying any outstanding balance no later than the first day of the semester. If students are unable to pay the balance in full they are encouraged to enroll in the Monthly Payment Plan to avoid holds and late fees on their tuition account.

Post-9/11 GI-Bill: The U.S. Department of Veterans Affairs provides a maximum amount of benefit per academic year (August 1st – July 31st), based on the entitlement percentage of the student. Students are responsible for paying any remaining balance on their tuition account if:

1. The maximum has been paid by VA for the academic year,
2. The student has exhausted lifetime benefits, or
3. The end of the entitlement period is reached.

VA benefits will be reduced if a student withdraws from a class or changes his/her enrollment status. In the event of an overpayment, the student will be immediately responsible for repayment to the Veteran's Administration. The Mercer VA Certifying Official in the Office of the Registrar must be immediately informed by the student regarding schedule changes.

Veterans Services at Mercer University is not a division of or directly affiliated with the United States Department of Veterans Affairs.

Students with questions about their eligibility for benefits and payments, should contact the Department of Veterans Affairs 1-888-GIBILL-1 (1-888-442-4551) or visit https://www.benefits.va.gov/gibill/school_resources.asp.

Student Insurance

All students with the exception of students enrolled in Distance Learning Programs are required to carry active health insurance if enrolled in three or more credit hours. International students are required to carry health insurance regardless of enrolled credit hours. Each semester, an insurance premium is assessed at the time of registration.

Students who do not wish to purchase the school policy must provide proof of coverage by completing an online insurance waiver at the CORE Management website by the published deadline. Once coverage is verified, the premium charge will be credited to the student ledger. **If the waiver is not entered each semester by the published deadline, the student will be held responsible for payment of the non-refundable insurance premium. No exceptions are made to this deadline.**

Debts

No official records are released, no future registration is allowed, and the faculty considers no student as a candidate for graduation until all indebtedness to the University has been settled. The Bursar's Office is authorized to apply to the student's debt any funds needed from the student's scholarships, loans, state grants, or any other student financial aid (unless prohibited by regulations governing said aid.) Students with outstanding indebtedness will not be eligible to register for subsequent semesters and may be subject to late penalties and interest charges.

Failure to pay any sums due to Mercer University may result in the submission of the students account to Mercer University's Internal Collection Department. If such action is required, the student will be liable to pay a late fee of \$5.00 for each thirty (30) days that the payment is past due and interest will accrue monthly at the rate of up to 9% for the life of the balance. In the event the student account is submitted to an outside collection agency, the student will be liable for the fees of any collection agency, which may be based on a percentage at the maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees, Mercer University incurs in such collection efforts. Any account placed with collections may be reported to the Credit Bureau and NSLDS.

Refund Policy

Mercer University will maintain a fair and equitable refund policy by adherence to the Institutional Refund Policy in all programs, in all schools, and on all campuses. This policy is subject to change if there are future changes to the Federal Return Policy or other federal, state, accrediting agency, or institutional policy with which it may conflict.

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

Questions regarding refund procedures and amounts should be directed to the Office of the Bursar, 3001 Mercer University Drive, Atlanta, GA 30341 (Telephone: 678-547-6121).

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

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

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

***Special requirements for session-based program refunds will be notated throughout this policy by an asterisk.**

PLEASE NOTE: The last date for a tuition refund MAY NOT correspond with the last day to withdraw for the term. Please contact the Bursar's Office for the last day to withdraw for a tuition adjustment.

Eligibility for refund of tuition, fees and other institutional charges:

A student is not eligible for any refund if:

- 1) The student fails to formally withdraw
- 2) The student is suspended for disciplinary reasons
- 3) The student withdraws when a disciplinary action or honor code violation is pending
- 4) The student withdraws from a class or classes while currently enrolled in other

classes for the semester.

- 5) *The student provides written confirmation that they will return for a future session in the same semester.

Official and Unofficial Withdrawals

Officially Withdrawing:

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

Unofficially Withdrawing

- 1) Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal
- 2) Failure to "officially withdraw" will result in academic penalties and may affect the student's Satisfactory Progress rating.
- 3) Students failing to officially withdraw will be held financially accountable for tuition, fees, and stipends issued to them for the term
- 4) If a student ceases attendance without notifying the university, a Federal statutory provision allows the university to use the midpoint of the payment period as the withdrawal date for calculating the return of financial aid funds. Otherwise, the university may use the student's last verifiable day of an academically related activity.

- 5) Per federal regulations, a withdrawal date will be determined within 30 calendar days from the end of the semester for those students who ceased attendance without “officially withdrawing” from the University and those students who are determined not to have earned any credit for the semester.
- 6) Any balance or overpayment created due to financial aid disbursements being returned to their original source of funding per the withdrawal calculation will then become immediately due and payable, by the student, to the University and in some cases to the U.S. Dept. of Ed.
- 7) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.
- 8) *Session-based students who complete Session I, earning a grade(s), then ceases attendance in session II courses are considered “unofficial withdrawals.”

Refund of Non-Tuition Charges

- 1) If a student withdraws before the first day of classes for the term, housing and/or meals will be charged based on usage up until that point in time.
- 2) If a student withdraws prior to the beginning of the semester or during the official drop/add period, lab fees, facility/technology fees, and insurance premiums will be reversed.
- 3) If a student withdraws after the end of the official drop/add period, housing and meal plan refunds will be calculated by Residence Life and Auxiliary Services respectively, based on usage.
- 4) Pre-enrollment deposits and dormitory or housing deposits are non-refundable.
- 5) Insurance Premiums are non-refundable after the waiver deadline.
- 6) Additional charges for housing and meals will be assessed on a prorated basis from the date of withdrawal until the student vacates the room and returns his/her key and keycard.
- 7) Once all calculations are completed, the Bursar Office will invoice the student for any outstanding balance.

Refund Appeals

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

Withdrawal Refund Calculations

The federal government requires the Office of Financial Aid to calculate how much Title IV aid a student has earned. Federal regulations state that a student earns Title IV aid based on the period of time he/she remains enrolled for a particular term.

A student who has completed more than 60% of the enrollment period is considered to have earned 100% of the Title IV aid awarded; no return of Title IV aid is required.

$$\frac{\text{Enrolled Days}}{\text{Days in the Enrollment Period}} = \% \text{ of Title IV Earned By Student}$$

Per federal regulations, any federal funds not earned by the student must be returned to the Title IV program in the following order:

- Unsubsidized Federal Direct Stafford Loan

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

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

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

Semester-Based Federal Return Calculation Example

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

Scenario #1:

First day of class: August 20th

Last day of exams: December 14th

Holidays: Thanksgiving - November 27-December 1

Number of calendar days in this enrollment period = 112 days

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

Total number of days student is enrolled = 59 days

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

Charges			Amount Retained	Amount Refunded
	Tuition	\$16,410.00	\$8,648.07	\$7,761.93
	Fees	\$150.00	\$79.05	\$70.95
	Housing	\$2,320.00	\$1,222.64	\$1,097.36
	Meal Plan	\$2,875.50	\$1,515.39	\$1,360.11

	Total	\$21,755.50	\$11,465.15	\$10,290.35
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Changes in the calculations below

Financial Aid Refund Calculation

Total Title IV aid to be Returned **\$4,245 x 47.3%** = **\$2,007.89**

Total Non-Title IV aid to be returned **\$10,290.35-2008** = **\$8,282.35**

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Subsidized Loan	\$1,750.00	\$0.00	\$1,750.00
	Federal Pell Grant	\$2,495.00	\$2,237.00	\$258.00
	Total Title IV Aid	\$4,245.00	\$2,237.00	\$2,008.00
Non-Title IV Aid				
	GA Tuition Equalization Grant	\$350.00	\$0.00	\$350.00
	HOPE Scholarship	\$1,854.00	\$0.00	\$1,854.00
	Mercer Scholarship	\$7,000.00	\$921.65	\$6,078.35
	Total Non-Title IV Aid	\$9,204.00	\$921.65	\$8,282.35
	TOTAL FINANCIAL AID	\$13,449.00	\$3,158.36	\$10,290.35

Session-Based Federal Return Calculation

Scenario #1:

	First Day of Session	Last Day of Session	Total # of days in Enrollment Period
Session 1	January 6 th	March 3 rd	57
Session 2	March 7 th	May 3 rd	58
Session 3	January 6 th	May 3 rd	118

A student is enrolled in 4 classes for the Spring term. Two of the classes begin on January 6th and two of the classes begin on March 7th for a total of 12 hours. The student is enrolled in sessions. The student begins both session 1 courses on January 6th. On January 22nd the student withdrawals from both session 1 courses and drops both session 2 courses on the same day.

Total number of days student is enrolled = 17 days

Total number of days enrolled = **% of Charges/aid earned by the Student**
Total number of days in enrollment period

17 Days = **14.4%**
118 Days

Charges		Session 1	Session 2	Amount Retained	Amount Refunded
	Tuition	\$2,460.00	\$2,460.00	\$708.48	\$4,211.52
	Fees	\$75.00	\$75.00	\$21.60	\$128.40
	Total	\$2,535.00	\$2,535.00	\$730.08	\$4,339.92

Financial Aid Refund Calculation

Total Title IV aid Earned \$5,120 x 14.4% = **\$737.28**
Total Title IV aid Unearned \$5,120 -737.28 = **\$4,382.72**

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

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

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Direct Unsubsidized Loan	\$4,452.00	\$112.00	\$4,340.00
	Direct Subsidized Loan	\$668.00	\$668.00	\$0.00
	Total Title IV aid	\$5,120.00	\$780.00	\$4,340.00

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

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

Scenario #2

A student is enrolled in 6 credit hours for session 1 and 6 credit hours for session 2. The student completes session 1.

On March 7th, the student drops both session 2 courses.

This student is considered a term withdrawal as of March 7th.

Total number of days student is enrolled = 61 days

$\frac{\text{Total number of days enrolled}}{\text{Total number of days in enrollment period}} = \% \text{ of Charges/aid Earned by the Student}$

$\frac{61 \text{ Days}}{118 \text{ Days}} = 51.7\%$

Charges		Session 1	Session 2	Amount Retained	Amount Refunded
	Tuition	\$2,460.00	\$2,460.00	\$2,460.00	\$2,460.00
	Fees	\$75.00	\$125.00	\$75.00	\$125.00
	Total	\$2,535.00	\$2,585.00	\$2,535.00	\$2,585.00

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

Financial Aid Refund Calculation

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

Total Title IV aid Earned $\$7,599 \times 51.7\%$ = **\$3,928.68**

Total Title IV aid Unearned $\$7,599 - 3,928.68$ = **\$3,670.32**

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

Total Unearned charges = $\$5,120 \times 48.3\%$ = **\$2,472.96**

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

Title IV Aid		Disbursed	Amount Retained	Amount Refunded
	Federal Pell Grant	\$2,823.00	\$1,412.00	\$1,411.00
	Direct Unsubsidized	\$3,465.00	\$992.00	\$2,473.00
	Direct Subsidized Loan	\$2,722.00	\$2,722.00	\$0.00
	Total Title IV aid	\$9,010.00	\$5,126.00	\$3,884.00

This Refund was not part of the Return to Title IV.

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

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

A look at the student's statement:

Date	Description	Amount
January 6	Tuition – Session 1	\$2,460.00

	Fees – Session 1	\$75.00
	Tuition – Session 2	\$2,460.00
	Fees – Session 2	\$75.00
	Lab Fee – Session 2	\$50.00
January 16 th	Federal Pell Grant	(\$2,823.00)
	Direct Unsubsidized Loan	(\$3,465.00)
	Direct Subsidized Loan	(\$2,722.00)
January 18 th	Refund to student	\$3890.00
	BALANCE DUE	\$0.00
March 7 th	Refund – Tuition Session 2	(\$2,460.00)
	Refund – Fees Session 2	(\$75.00)
	Refund – Lab Fee Session 2	(\$50.00)
March 8 th	Reduce Pell Award due to reduction in attempted hours	\$1,411.00
March 10 th	Return Unsubsidized Loan due to Title IV refund Calculation	\$2,473.00
	BALANCE DUE	\$1,299.00

Refunds and Stipends

All payments made by or on behalf of a student shall be receipted to his/her account. Refundable credit balances are processed on a regular basis by the Office of the Bursar. Credit balances resulting from overpayment by credit card payment will be refunded to the credit card. Credit balances resulting from financial aid will be refunded to the student through their Student Choice Refund option. A student may select their method of refund/stipend through their MyMercer student portal. Mercer currently offers Direct Deposit, Reloadable Prepaid Debit Card, or paper check. Paper checks are the default refund method and are mailed to the address listed on the Student's Master file. Each student is responsible for ensuring his/her address is accurate to avoid delays in receiving their check. The Bursar Office encourages students to enroll in Direct Deposit to ensure the fastest and most efficient handling of their refunds. If a credit balance is created by a Parent PLUS Loan, the refund will be mailed via a paper check to the borrower of the loan.

If a school attempts to disburse the credit balance from federal funds by check and the check is not cashed, the Bursar's Office will return the funds no later than 240 days after the date the check was issued. If a Direct Deposit of federal funds is rejected or a check returned to the school, the Bursar's Office may make another attempt to disburse the funds or the funds must be returned no later than 45 days after the rejection date. Any refunds that are rejected or returned and are generated by non-federal funds will be reattempted for five (5) years. After this timeframe, refunds will be escheated to the State.

Bear Card Transfers

Students may transfer excess financial aid funds, or out-of-pocket payments, to their Mercer University Bear Card, for use in the bookstore, vending machines, and laundry facilities as well as other on- and off-campus locations.* In order to have excess financial aid transferred to your BearCard, a completed BearCard transfer request form must be submitted to the Bursar's Office prior to the disbursement of your financial aid. These forms can be obtained at the Bursar website, <https://bursar.mercer.edu/>, or in our office. Approved BearCard request forms will be processed no earlier than one week prior to the first day of class each semester. When excess financial aid credits are used, the amount of the BearCard transfer cannot exceed the amount of the credit on a student's account, or \$600 per term, without supporting documentation to show why additional funds are necessary. There is no dollar limit on BearCard transfers for out-of-pocket payments.

All funds transferred to the BearCard are non-refundable except upon graduation or withdrawal from Mercer University. BearCard funds cannot be withdrawn through a bank ATM. In the event a student loses financial aid eligibility, the student will be liable for all balances due to the University and excess BearCard funds may be rescinded and reapplied to your student account. *For a complete list of locations that accept the BearCard as payment, please visit <https://auxiliary.mercer.edu/bear-card/>

General Information

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

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

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

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

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

STUDENT FINANCIAL AID POLICIES

Students are encouraged to visit the Office of Student Financial Planning website <http://medicine.mercer.edu/student-services/financial-aid> to learn more about financial aid policies and to email 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 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 earned at least one grade 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 against the handicapped or 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.

Master of Family Therapy

Master of Science in Biomedical Sciences

Master of Science in Preclinical Sciences

Doctor of Medicine

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*. The following standards apply to all matriculating full-time or less than full-time students, regardless of their receipt of financial aid funds. 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.

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 allowed for that degree program. Each student will be evaluated to determine if he/she has made adequate progress toward his/her degree according to the following schedule.

PROGRAM	MAXIMUM TIME FROM MATRICULATION TO GRADUATION*
Master of Family Therapy	6 Years
Master of Science in Biomedical Science	3 Years
Master of Science in Preclinical Sciences	2 Years
Doctor of Medicine	6 Years

*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).

PROGRAM	MINIMUM CREDITS EARNED
Master of Family Therapy	Year 1 – 6 hours Year 2 – 12 hours Year 3 – 18 hours Year 4 – 27 hours Year 5 – 36 hours Year 6 – 48 hours
Master of Science in Biomedical Sciences	Year 1 – 15 hours Year 2 – 43 hours Year 3 – 75 hours
Master of Science in Preclinical Sciences	Year 1 – 15 hours Year 2 – 31 hours
Doctor of Medicine – 155 hours	Year 1 – 0 hours Year 2 – 36 hours Year 3 – 36 hours Year 4 – 72 hours Year 5 – 120 hours Year 6 – 155 hours

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.

Courses with Incomplete, In Progress or Withdraw grades are not included as minimum credit hours earned. Transfer credits are included as 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 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.

PROGRAM	GRADE POINT AVERAGE REQUIREMENTS
Master of Family Therapy	Students must maintain a cumulative GPA of 3.0. Grades less than C do not count towards degree requirements.
Master of Science in Biomedical Sciences	Students must maintain a cumulative GPA of 3.0. Grades lower than C do not count towards degree requirements and will result in dismissal.
Master of Science in Preclinical Sciences	Students must achieve a minimum 2.5 GPA after their first semester of enrollment and subsequently maintain a cumulative GPA of 3.0. Grades less than C do not count towards degree requirements and will result in dismissal.
Doctor of Medicine	Students must receive a Satisfactory in Year 1 Foundations of Medicine Block I and Organ Systems Block II. Year 2 students must receive a Satisfactory in Organ Systems Block III and IV. Year 3

	students must receive a Satisfactory in core clerkships and be allowed to continue to the 4th year curriculum by the SAPC. Year 4 students must receive a Satisfactory in the 34 hours of academic work as prescribed in the Handbook.
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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 Progress

Following the annual evaluation, or semester evaluations for the MSPS program, 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. The notification shall indicate the nature of the deficiency and any consequences that have resulted or may result including financial aid ineligibility.

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 maximum time frame schedule, 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, but are not limited to, circumstances such as the death of a relative and injury or illness of the student.

An 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. The appeal should be submitted prior to the last class day of the term in which the student is seeking financial aid funding. 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 within one semester while on financial aid probation. The Academic Plan will include benchmarks that must be completed successfully for each successive term in order 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.

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 probation and/or academic plan, appeal or re-establishment of satisfactory academic progress shall be transmitted to the student and will be maintained in the student file 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.

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.

Funding Sources

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://studentaid.ed.gov/sa/fafsa>.

Institutional Scholarships

All University administered scholarships are highly competitive and, despite the generosity of University friends and alumni, there are not enough funds to provide scholarship aid to all qualified students.

Endowed and Expendable Scholarships

Endowed and expendable scholarships are awarded to students based on financial need and specific criteria established by the donor of each scholarship. All students who complete, and furnish parental data, on the Free Application for Federal Student Aid (FAFSA) will automatically be reviewed for all endowed and expendable scholarships as long as funds remain available. No separate application is required. Priority will be given to qualified applicants who submit a FAFSA by the appropriate priority deadline.

- Halstead Tindal Anderson Memorial Scholarship
- AXA Foundation Scholarship
- T.E. Bloodworth Scholarship
- Dr. Egbert C. and Susie P. Bridges Scholarship
- T. & V. Broome Scholarship
- Carroll/Haralson Co. Medical Student Scholarship
- Cherokee Brick & Tile Scholarship
- Mallie Adkin Clark Scholarship
- John Eustace and Leila Denmark Scholarship
- Mary E. Fountain Medical Scholarship
- Georgia Bone & Joint Scholarship
- Dr. Howard Glover, Jr Scholarship
- Dr. R.B. & Dr. H. Goldin Memorial Scholarship
- Dr. Godsey Endowed Scholarship
- R. Kirby Godsey Scholarship

- Frank B. & Dorothy H. Graham Scholarship
- Marshall T. Hahn Scholarship
- Marion Campbell Hatcher Scholarship
- Dr. W. Derrell Hazelhurst Scholarship
- John Hudson Scholarship
- Mary Johnson & Dr. Paul C. Tucker, Jr. Scholarship
- Charles H. Jones Scholarships
- S. Gus Jones Scholarship
- Judy Jones Scholarship
- K. Wayne & Patty Jones Scholarship
- Edward C. Klatt, M.D. Endowed Scholarship
- David and Jane LaGuardia Scholarship
- Doris Lawrence Scholarship
- W. Earl Lewis Scholarship
- Robert P. Lufburrow Memorial Scholarship
- T. Raleigh & Gail H. Mann Scholarship
- Medical Education Endowed 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 Mission Fulfillment Scholarship
- MUSM Unrestricted Scholarship
- Daniel E. & Muriel H. Nathan Scholarship
- Luther W. New Scholarship
- Ralph G. Newton, Jr. Memorial Scholarship
- Ralph G. Newton, Sr. Memorial Scholarship
- Claude L. & Kay R. Pennington Scholarship
- Frank C. Pinkston Scholarship
- Mamie Eugenia Porter Scholarship
- Jack H. Powell Scholarship
- Janie Bell Powell Memorial Scholarship
- Joseph Hamilton Ray Scholarship
- Marion D. & Madge P. Reed Scholarship
- Ralph D. Roberts Scholarship
- J.S. Robinson Scholarship
- J. Roy Rowland Scholarship
- Shurden Family Scholarship
- Dean Dubose Smith Scholarship
- Helen Stinson Smith Scholarship
- John & Bonnie Stepan Expendable Scholarship
- Margaret M. Sumner Memorial Scholarship
- Carolyn Thorpe Volpe Scholarship
- James H. Whaley Scholarship
- Dr. Marion S. Whitehead Memorial Scholarship
- Doris Kate Williams Scholarship
- Norris C. Williams Scholarship

Nathan Deal Scholarship - The Nathan Deal Scholarship covers 85 to 100% of MUSM tuition for a maximum of 4 academic years. Upon completion of residency, 4 years of continuous full-time medical practice in a medically underserved rural Georgia county is required. The medical practice must accept Medicaid patients. Students must be enrolled

or accepted for enrollment in the 4 year MD program and be a Georgia resident with strong ties to rural Georgia. Applications are available online at <https://medicine.mercer.edu/student-services/financial-aid>.

Primary Care Mission Scholarship – The Primary Care Mission Scholarship covers 100% tuition for the final two years of medical school for all students enrolled in the 3 Year Accelerated Track Program. Upon completion of residency, 3 years of Family Medicine or General Internal Medicine practice in a rural or medically underserved Georgia county is required. The medical practice must accept Medicaid patients. No separate application is required.

Underrepresented in Medicine Scholarship – The Underrepresented in Medicine Scholarship is awarded by the Underrepresented in Medicine Scholarship committee based on demographic and socio-economic information, admissions rankings, and mission potential. No separate application in required.

Biomedical Sciences Scholarship – The Biomedical Sciences Scholarship covers the last 54 hours of tuition for all students enrolled in the Masters of Biomedical Sciences Degree program. In addition, scholarship recipients can earn up to \$1500 per month stipend beginning in January of their first academic year. No separate application is required.

Federal Loan Funds

Federal Direct Unsubsidized Loans - Students who attend school at least half-time may be eligible to receive Federal Direct Unsubsidized Loans. Completion of the FAFSA serves as application for the unsubsidized loan. The maximum annual loan limits that students may be eligible to borrow are: \$42,722 for MD Year 1, 2, 4 students, \$47,167 for MD Year 3 students, and \$20,500 for graduate students. The aggregate limit (undergraduate and graduate study combined) is \$224,000 for MD students and \$138,500 for graduate students. Interest accrues from the date of disbursement; however, repayment is not required until six months following withdrawal or graduation from school. The lender deducts a 1.062% processing fee before the funds are disbursed. The interest rate is fixed at 6.079% for the 2019-20 school year. All first time borrowers are required to complete Entrance Counseling and a promissory note before the first disbursement of their loan can be made.

Federal Direct Graduate PLUS Loans - Students who attend school at least half-time may be eligible to receive Federal Direct Graduate PLUS loans. Completion of the FAFSA serves as application for the Graduate PLUS loan. Unlike the unsubsidized loan, eligibility for the Grad PLUS loan is based on the student's credit history. If there is anything adverse on the credit report, a co-signer may be required. The annual amount a student may borrow is equal to the cost of attendance minus all other financial aid that the student is receiving. Interest accrues from the date of disbursement; however, repayment is not required until six months following withdrawal or graduation from school. The lender deducts a 4.248% processing fee before the funds are disbursed. The interest rate is fixed at 7.079% for the 2019-20 school year. All first time borrowers are required to complete Entrance Counseling and a promissory note before the first disbursement of their loan can be made.

Primary Care Loan – A very limited number of 5% Primary Care Loans are available to students who have financial need and agree to complete a primary care residency training program and practice primary health care for either 10 years or through the date on which the loan is repaid in full, whichever occurs first. Primary Care is defined as family medicine, general internal medicine, pediatrics, or preventive medicine.

Institutional Loan Funds

A limited number and amount of institutional loan funds are administered through the University. These funds are awarded on a restricted basis.

- Hazel Anderson Revolving Loan
- Central Georgia Loan Fund
- MUSM Mission Compliance Loan
- MUSM Revolving Student Loan
- Porter Foundation Revolving Student Loan

Academic Information

IP, ABX and Incomplete

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 the student was absent from an examination because of sickness or another valid and compelling reason that is satisfactory to 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 (incomplete) indicates that a relatively small part of the semester's course work remains incomplete because of illness or reasons satisfactory to the professor. All course 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.

Term Withdrawal

Term withdrawal from the University occurs when a student officially withdraws from all courses in which s/he is enrolled at any time after the end of the drop/add deadline for a given semester. The effective date of withdrawal is the date the withdrawal form is received by the Office of the Registrar. Grades of W will be awarded for all of a student's courses when s/he officially withdraws by the stated date for withdrawals. In order to receive grades of W, a student must complete the Term Withdrawal Form and submit it to the Office of the Registrar by the announced deadline. A student who withdraws after the deadline must complete the form for official withdrawal, but grades of F will be recorded for his/her classes. In extreme personal circumstances and with appropriate documentation, a student may appeal to the associate dean of his/her program to have grades of W awarded when officially withdrawing after the stated deadline.

DOCTOR OF MEDICINE

Educational Methodology Organization

The four-year curriculum is taught at both the Macon and Savannah Campuses. Additionally 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 and clinical 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.

Patient-Based Learning (PBL) Curriculum

The Patient Based Learning Curriculum progresses over four major Blocks of 16-18 weeks. Each block includes a course for basic science (PBL Blocks), medical practice (MP Blocks), and population health for medical research (PHMR Block).

Year 1												
Orientation	PBL Block 1				Winter Break	PBL Block 2				Summer Break		
	Module 1	Module 2	Module 3	Module 4		Module 1	Module 2	Module 3				
	PHMR Block 1					PHMR Block 2						
	Module 1	Module 2				POH 1	Module 1				IPE	Module 2
	MP Block 1					MP Block 2					Visit	

Year 2												
PBL Block 3				Winter Break	PBL Block 4				Step 1 Study	Summer Break		
Module 1	Module 2		Module 3		Module 1	Module 2	Module 3	Module 4				
PHMR Block 3					PHMR Block 4							
Module 1	IPE		Module 2		Module 1	Module 2					POH 2	
MP Block 3					MP Block 4						Visit	

1. PBL Blocks

The goal of PBL Blocks is to promote medical knowledge, professionalism, communication, and interpersonal competencies. Medical students acquire medical knowledge through the integrated study of the traditional disciplines of anatomy, behavior science, biochemistry, cell biology, histology, immunology, microbiology, neuroscience, pathology, pharmacology, and physiology. The foundations of medicine block includes introductory material supporting general mechanisms of disease, introduction to medical practice history and physical examination, and gross anatomy. Organ systems blocks introduce students to normal structures and functions as well as the diagnoses, pathophysiology, and treatment of disorders. PBL blocks also include a knowledge component of medical practice and medical ethics. Medical students acquire experience in the areas of professionalism, communication, and interpersonal skills through peer-to-peer interactions that occur in weekly small and large group sessions. The PBL curriculum is divided into the following four blocks:

PBL Block 1 – (MED FOM 600, Foundations of Medical Science):

Module 1 (4 weeks): upper limb anatomy, biochemistry, basic histology, and cell biology.

Module 2 (4 weeks): lower limb anatomy, embryology, genetics, and cancer biology.

Module 3 (4 weeks): immunology, basic bacteriology, and basic virology.

Module 4 (4 weeks): nutrition, immunology, parasitology, and mycology.

PBL Block 2 – (MED ORG 610, Organ Systems 1):

Module 1 (6 weeks): Nervous System and Special Senses/ Neuroscience

Module 2 (6 weeks): Behavioral Health/ Brain and Behavior, Family Systems

Module 3 (5 Weeks): Skin and Subcutaneous Tissue/Dermatology,
Musculoskeletal System

PBL Block 3 – (MED ORG 700, Organ Systems 2):

Module 1 (6 weeks): Cardiovascular

Module 2 (5 weeks): Pulmonology

Module 3 (6 weeks): Renal

PBL Block 4 – (MED ORG 710, Organ Systems 3): Block 4 has four modules.

Module 1 (5 weeks): Gastroenterology

Module 2 (4 weeks): Hematology

Module 3 (4 weeks): Endocrinology

Module 4 (4 weeks): Reproduction

2. Population Health & Medical Research (PHMR) Blocks and Population Health Rotations

PHMR is an intentional progression designed to provide students the skills necessary both to execute a high-quality Population Health project during population health rotations and to engage in extracurricular research with a faculty mentor. The courses also identify the needs of rural and other underserved communities and develop students' skills for addressing those needs. Each PHMR block is offered concurrently with the basic science blocks, and meets longitudinally during the semesters in a large group format. The pass score on exams for PHMR will be 70%. Students scoring below 70% will be provided with an opportunity for remediation.

PHMR Block 1 (MED PHMR 600) provides the necessary context in rural health and population health principles, including specific training in conducting community needs assessments. At the end of PHMR Block 1, students will have learned the skills necessary to identify an area of need within a community and understand the dynamics influencing that need.

Population Health Rotation 1 (MED POH 600). Population Health Rotation 1 provides the opportunity to practice medicine in a rural and/or medically underserved community. This 3-week rotation occurs in January, between Blocks 1 and 2. Students prioritize community-centered population health needs using valid research and epidemiological methods and data resources. They identify linkages between families and their patients' overall health and well-being. They become immersed in the professional and community responsibilities of a physician working within a rural and/or medically underserved area. And they develop the initial structure for a population health initiative that will be completed in Year 4 of their medical education.

PHMR Block 2 (MED PHMR 601) provides instruction in research ethics, design, and methodology. At the end of PHMR Block 2, students will have learned the skills necessary to design a research project to investigate a specific hypothesis or answer a specific research question.

PHMR Block 3 (MED PHMR 700) covers epidemiologic and biostatistical principles, including hands-on opportunities to work with simulated research findings. At the end of PHMR Block 3, students will have learned the skills necessary to analyze and interpret research findings, and evaluate the impact of a research study.

PHMR Block 4 (MED PHMR 701) teaches students how they, as future physicians, will interact with a complex healthcare system. PHMR Block 4 also provides professional development in the business of medicine, CV building, grant-writing, economic development, leadership, and dissemination of research findings. At the end of PHMR Block 4, students will have learned the skills necessary to effectively translate the research skills covered in previous Blocks into their future careers as community-responsive physicians.

Population Health Rotation 2 (MED POH 700). Population Health Rotation 2 is the second of three rotations prescribed in the Population Health curriculum. During this rotation, scheduled at the end of Year 2, students return to their community with additional knowledge, skills, and experience. Throughout the three-week experience, they actively participate in community and clinical medicine in a familiar environment, supported by educational experiences gained in the first two years of medical school. For their population health initiative students prepare materials and conduct a pilot study of the Year 4 Project.

3. Medical Practice (MP) Blocks

The goal of Medical Practice is to train students to deliver compassionate, appropriate, and effective care to patients. The medical practice curriculum is designed to develop and refine the clinical interview, physical examination, and documentation skills, all of which are fundamental to the sound practice of medicine. In addition, the medical practice curriculum includes components that promote medical ethics, professionalism, communication and interpersonal skills. Medical Practice is comprised of four blocks:

MP Block 1 (MED MPRA 600, Basic History and Physical Exam): MP Block 1 introduces medical students to the skills of patient care. This block promotes the practices of history taking (past medical history & family history) performing a complete physical exam (vital signs, eye exam, HEENT exam, cardiovascular exam, pulmonology exam, and gastrointestinal exam). MP Block 1 trains students to document a detailed, clinical note. Emphases are on completeness of the exam and thoroughness of the note.

MP Block 2 (MED MPRA 601, Basic Clinical Exams-Organ Systems 1): MP Block 2 reinforces the history and physical exam skills learned in MP Block 2 while introducing complete neurological and musculoskeletal exams. Emphases are on performing a comprehensive exam and documenting a thorough note.

MP Block 3 (MED MPRA 700, Focused Clinical Exams-Organ Systems 2): MP Block 3 advances the clinical skills required to perform cardiovascular and pulmonology exams. This course connects cardiac and pulmonary sounds with specific pathological findings. Emphases are on obtaining a focused history, completing a focused physical examination, and utilizing appropriate clinical reasoning.

MP Block 4 (MED MPRA 701, Focused Clinical Exams-Organ Systems 3): MP Block 4 advances clinical skills with respect to the gastrointestinal system and introduces the physical exams of the genital urinary system. Delivering bad news is covered in this block. Emphases are on obtaining a focused history, completing a focused physical examination, and utilizing appropriate clinical reasoning.

Year III

The Year III program covers a 48-week period in which students are involved in clerkships in Mercer-affiliated community teaching hospitals. The main community teaching hospitals are the Navicent Health-Medical Center of Central Georgia and HCA Coliseum Medical Center in Macon, HCA Memorial University Medical Center in Savannah, Piedmont 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 that covers topics that span the traditional clinical clerkships and a yearlong radiology curriculum that includes lectures and clerkship specific educational objectives.

The Clinical Performance Exam (CPEX) occurs during the junior year to prepare students for a successful completion of the Step-2 Clinical Skills exam.

Year IV

The Year IV program intended to allow students to round out their clinical training experience while exploring different specialties as career options. The Year IV program includes four required 4-week experiences; one in Community Medicine, two 4-week selectives in Critical Care, Emergency Medicine, Geriatric/Palliative Medicine, or a pre-selected Sub-Specialty selective and a 4-week Sub-Internship. Of the selectives, the student will be required to take one selective from two of the following categories: Critical Care (MICU, PICU, STICU, NICU, CVICU), Emergency Medicine Geriatric Medicine and pre-selected Sub-Specialty combination selectives. The Emergency Medicine and Sub-Internship requirements may be achieved at a non-MUSM teaching facility if it is labeled as such in VSLO and meets the MUSM Sub-Internship requirements or meets with Year IV Committee approval if it is not listed in the Senior Catalog. Students are required to complete a minimum of 16 weeks of elective courses for credit. Students must complete a minimum of 8 weeks of elective courses that have significant patient contact/patient care responsibilities (PCR) of which at least four (4) weeks of these electives must be MUSM-sponsored electives with PCR. Only 8 weeks in one sub-specialty will be credited towards the 16 weeks of elective time needed for graduation. Unscheduled time (weeks of vacation time) is provided for residency interviews, vacation and personal time.

In addition, there is a Medical Ethics paper for senior students that is required. 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 I

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-1 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 the Step 1 exam has been retaken. After the second attempt, the student may re-enter the curriculum at the start of a new clerkship prior to receiving their score. If a passing score is achieved then he/she may continue in the Year 3 clerkship; however, if a failing score is obtained the student must leave the clinical rotation, take a Leave of Absence, and may not return to the curriculum until a passing score is obtained.

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

USMLE Step II

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 2 CS exam for graduation.

Graduate Education – Residency Training

Mercer University School of Medicine (MUSM) sponsors graduate medical education (GME) programs at Navicent Health and HCA Coliseum Medical Centers in Macon, HCA Memorial Health University Medical Center in Savannah, and Piedmont Columbus Regional Medical Center in Columbus. Navicent Health GME programs include Family Medicine, General Surgery, Internal Medicine, Obstetrics and Gynecology, and Pediatrics. HCA Coliseum Medical Centers programs include Emergency Medicine, Internal Medicine, Psychiatric Medicine, and Transitional Year Program HCA Memorial Health University Medical Center programs include Diagnostic Radiology, Family Medicine, General Surgery, Internal Medicine, Obstetrics and Gynecology, and Pediatrics.

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. 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.

Curriculum

Year 1

Fall Semester

Foundations of Medicine-Block 1 (Biochemistry/Cell Biology, Genetics & Embryology, Cancer & Host Defense, Host Defense)	MED FOM 600	17
Population Health & Medical Research	MED PHMR 600	1
Medical Practice	MED MPRA 600	1
Emergency Medical Response	MED EMR 600	1
Population Health	MED POH 600	3

Spring Semester

Organ Systems-Block 2 (Neurology, Behavior, MS, Dermatology)	MED ORG 610	18
Population Health & Medical Research	MED PHMR 601	1
Medical Practice	MED MPRA 601	1

Year 2

Fall Semester

Organ Systems-Block 3 (Cardio, Pulmonology, Renal)	MED ORG 700	18
Population Health & Medical Research	MED PHMR 700	1
Medical Practice	MED MPRA 700	1
Population Health	MED POH 700	3

Spring Semester

Organ Systems-Block 4 (GI, Reproduction, Endocrinology, Hematology/Oncology)	MED ORG 710	18
Population Health & Medical Research	MED PHMR 701	1
Medical Practice	MED MPRA 701	1

Year 3

49 Total Hours

Fall Semester	24 Semester Hours
Spring Semester	25 Semester Hours

Three of six required clerkships are taken each semester.

CLK 810	Surgery	8 weeks
CLK 811	Family Medicine	8 weeks
CLK 812	Pediatrics	8 weeks
CLK 813	Psychiatry	6 weeks
CLK 814	Obstetrics & Gynecology	6 weeks
CLK 815	Internal Medicine	12 weeks

Also required:

MED 800	Longitudinal Course	Fall
MED 801	Longitudinal Course	Spring
MED CPX	Clinical Skills Exam	Spring

Year 4

35 Total Hours

BIE 900	Bioethics II	1 semester hour
MED 999	Capstone	1 week/1 semester hour
CLK 999	Community Medicine	4 weeks/4 semester hours
Selective/Clerkship		8 weeks/8 semester hours
Sub-Internship		4 weeks/4 semester hours
Electives		16 weeks/16 semester hours

Selective/Clerkships – 8 weeks/8 semester hours

A total of 8 weeks of selective/clerkships must be taken from 2 of the following four categories:

Category 1: Critical Care

CLK 910	Critical Care	4 weeks/4 semester hours
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Category 2: Emergency Medicine

CLK 914	Emergency Medicine	4 weeks/4 semester hours
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Category 3: Geriatric and Palliative Care

CLK 926	Geriatric and Palliative Care	4 weeks/4 semester hours
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Category 4: Sub-Specialty Electives (4 weeks/4 semester hours)

<u>Sub-Specialty Selective</u>	<u>Rotation 1 (two weeks)</u>	<u>Rotation 2 (two weeks)</u>
Neurology	Neurology	Neurosurgery
Peds/Adult Neuro	Adult Neuro	Peds Neuro
Renal	Nephrology	Urology
Rheum/Derm	Rheumatology	Dermatology
Respiratory	Pulmonary	Infectious Disease
Cardiology	Cardiology	Cardiovascular Surgery
Gastro/Surgery	Bariatric	General Surgery
OB/GYN Onc	Gyn Oncology	Breast Surgery
Sports Ortho	Sports Med	Orthopedics
Peds Cardio Pulm	Pulmonary	Cardiology
High Risk Neo	Mat/Fetal	Neonatology
Adult/Peds Sur	Adult Sur	Peds Surg
Plastic Surgery/Derm	Dermatology	Plastic Surgery
Peds GI/ID		

A total of 16 weeks must be taken from the following during Year 4. Lengths of the experiences vary. Consult Senior Catalog for details.

Addiction Recovery / Substance Abuse	Adolescent Medicine	Advanced General Surgery
Advanced OB/GYN	Advanced/Transplant Hepatology – Piedmont Hospital	Ambulatory Care Pediatrics
Anatomic Pathology	Anatomy for Surgeons	Anesthesiology
Biostatistics in Clinical Medicine	Breast Surgery	Cardiac Surgery
Cardiology – Piedmont Heart Institute	Cardiology II- EKG Readings	Child Abuse / Advocacy
Child Abuse/Advocacy	Child and Adolescent Psychology	Child Development/Behavioral Pediatrics
Clinical Gynecology/Reproductive Endo	Clinical Orthopedics and Sports Medicine	Colorectal Surgery
Community Health Needs Assessment	Community Medicine Fundamentals	Consultation Liaison Psychiatry
Critical Care Intensive Care Unit Experience – Internal Medicine	Dermatology	Diagnostic Radiology
Emergency Medicine	Endocrinology	Environmental Disease & Epidemiology
Faith Influenced Ethical Issue	Family Medicine in Developing World/Macon	Family Medicine Research
Family Medicine Sub-Internship	Family Therapy	Fundamentals of Epidemiology

Gastroenterology	Geriatric Medicine / Palliative Medicine	Geriatrics and Palliative Med
Geriatrics Research	Gynecologic Oncology	Hand Surgery
Health Policy, Health Economics & Medical FAM SUB	High Risk Obstetrics	Hospitalist Rotation Sub-internship
Humanities and Medicine	Infectious Disease	Internal Medicine Sub-Internship
Introduction to Public Health	Issues in Medical Ethics and Professionalism	Laboratory Medicine
Medical Oncology	Mind Body Medicine	Minimally Invasive Surgery
Neonatology	Nephrology	Neurology
Neurosurgery	Newborn Nursery	Newborn Nursery with Lactation Consultation
Obstetrics and Gynecology Readings	Ophthalmology	Orthopedic Surgery
Orthopedic/Musculoskeletal Research	Otolaryngology/Head & Neck Surgery	Pediatric Cardiology
Pediatric Critical Care (PICU Elective)	Pediatric Endocrinology	Pediatric Gastroenterology
Pediatric Hematology Oncology	Pediatric Neurology	Pediatric Orthopedics
Pediatric Otolaryngology, Head and Neck Surgery	Pediatric Pulmonology (Asthma/Allergy)	Pediatric Sedation
Pediatric Sub-Internship	Pediatric Surgery	Plastic Surgery

Preparing/Tutoring	Private Practice of General Surgery	Public Health Education and Health Promotion
Pulmonary Medicine	Quality Improvement and Patient Safety	Readings in Cardiology
Research in Basic Science	Research in Population Health	Research with Thesis Generation
Rheumatology	Rural Health Advocacy	Rural Private Practice of General Surgery
Special Topics – Immunological Concepts In Medicine	STICU Critical Care Intensive Care Unit	Sub-Internship in Gynecologic Oncology
Sub-Internship in Obstetrics and Gynecology	Substance Abuse	Supplemental Family Medicine Readings
Supplemental Internal Medicine – Readings/Research	Supplemental Internal Medicine Readings	Surgical Oncology
Surgical Oncology/Hepatobiliary Surgery	Surgical Research	Trauma Surgery
	Urology	

* Rotations listed as “Sub-Internships” may be taken as an elective after the sub-internship requirement has been completed.

Student Evaluation and Regulations

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 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

All students must successfully complete Step 1, Step 2 CK (Clinical Knowledge) and Step 2 CS (Clinical Skills) of the United States Medical Licensing Examination. 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/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.html>)

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: http://www.aafp.org/dam/AAFP/documents/medical_education_residency/the_match/strolling-match2016.pdf

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

PRIMARY CARE ACCELERATED TRACK (PC-ACT)

Education Methodology Organization

This program allows for students interested in a career in Family Medicine or general Internal Medicine the opportunity to complete their medical school coursework in an accelerated three-year program of study. The PC-ACT 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 continued longitudinal clinical experiences at the ACT site, clerkships, sub-internships, and elective experiences. The educational objectives for this program are comparable to those for the four-year MD program. The curriculum is essentially the same as the curriculum for the four-year MD program but is compressed into 134 weeks of instructional time. The program offers more educational contact opportunities between students and the respective residency faculty in the chosen specialty at their assigned site. The Family Medicine Accelerated Track is offered in Savannah, Macon, and Columbus. The Internal Medicine Accelerated Track is offered in Savannah and Macon. The plan for student graduates of the PC-ACT Program at Mercer is to complete their residency training at their ACT site.

Admission Requirement

Students may apply for admission in this program as a first-year medical student following acceptance of admission to the four-year program. Students must demonstrate a commitment to rural or underserved areas of Georgia and a strong desire to enter a career in Family Medicine or general Internal 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:

- A firm commitment to primary care
- A commitment to rural or underserved Georgia
- Maturity necessary to be successful in an accelerated three year program
- A strong 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. Any PC-ACT program student who does not receive a passing shelf exam score on the first attempt must return to the four-year MD program. A student may opt to return to the four-year MD program at any time.

Year 1 and Year 2

Years 1 and 2 cover 80 weeks of scheduled educational activities during which students are involved in the PBL curriculum. The curriculum addresses the foundational elements found in biomedical sciences and includes fundamentals of clinical medicine, population health, evidence-based medicine, medical humanities, and medical ethics. The curriculum is fully integrated across disciplines and topics, facilitating deeper understanding and life-long learning. The PBL curriculum 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 (or IM/Com Med) rotation unique to its track. This rotation will be under the supervision of specialty specific faculty members and will include several innovative curricular activities that will ensure that students are prepared appropriately for their accelerated experiences. During Year 2, there is a longitudinal curriculum for the students, which includes attending half-day continuity clinic experiences

at their PC-ACT site. This experience allows students increased exposure to clinical medicine and ongoing mentoring by their future faculty and residents.

Curriculum

Revised 7/2019

Year 1

Fall Semester (20 credit hours)

MED FOM 600 Foundations of Medicine-BLK 1 (Biochemistry/Cell Biology, Genetics & Embryology, Cancer & Host Defense, Host Defense)	17
MED PHMR 600 Population Health & Medical Research	1
MED MPRA 600 Medical Practice	1
MED EMR 600 Emergency Medical Response	1
MED POH 600 Population Health	3

Spring Semester (20 credit hours)

MED ORG 610 Organ Systems – Block 2 (Neurology, Behavior, MS, Dermatology)	18
MED PHMR 601 Population Health & Medical Research	1
MED MPRA 601 Medical Practice	1

Year 2

Fall Semester (20 credit hours)

ACT 600 Accelerated Track Scholars Program	6
MED ORG 700 Organ Systems-Block 3 (Cardiology, Pulmonology, Renal)	18
MED PHMR 700 Population Health & Medical Research	1
MED MPRA 700 Medical Practice	1
MED POH 700 Population Health	1
MED LON 701 ACT Longitudinal Rotation	1

Spring Semester

MED ORG 710 Organ Systems – Block 4 (GI, Reproduction, Endocrinology, Hematology/Oncology)	18
MED PHMR 701 Population Health & Medical Research	1
MED MPRA 701 Medical Practice	1
MED LON 702 ACT Longitudinal Rotation	1

Year 3 Family Medicine

50 Weeks

CLK 811/ACT 700 Family Medicine	6 weeks
CLK 815 Internal Medicine	8 weeks
CLK 810 Surgery	8 weeks
CLK 812 Pediatrics	8 weeks
CLK 814 Obstetrics & Gynecology	6 weeks
CLK 813 Psychiatry	6 weeks
STEP 2 STUDY	2 weeks
MED FAM SUB Family Medical Sub I	4 weeks
TRANSITION TO RESIDENCY	2 weeks
MED LON ACTA ACT Longitudinal Rotation	Fall

MED LON ACTB ACT Longitudinal Rotation	Spring
MED 801 Longitudinal Course	Fall
MED 802 Longitudinal Course	Spring

Year 3 Internal Medicine

50 Weeks

CLK 815/ACT 700 Internal Medicine-Block A	6 weeks
CLK 814 Obstetrics & Gynecology	6 weeks
CLK 914 ER Selective	2 weeks
CLK 812 Pediatrics	8 weeks
CLK 810 Surgery	8 weeks
CLK 815 Internal Medicine – Block B	4 weeks
STEP 2 STUDY	2 weeks
CLK 813 Psychiatry	4 weeks
INM ICC ICU Elective	2 weeks
CLK 811 Family Medicine	4 weeks
MED INM SUB Internal Medicine Sub I	4 weeks
ACT LON ACTA Longitudinal Rotation	Fall
ACT LON ACTB Longitudinal Rotation	Spring
MED LON 801 Longitudinal Course	Fall
MED LON 802 Longitudinal Course	Spring

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

The Master of Science in Biomedical Sciences (MSBMS) Program at Mercer University School of Medicine is a two-year, research-based graduate program. Students will work closely with research mentors in either the Division of Biomedical Sciences on the Macon Campus or in the Department of Biomedical Sciences on the Savannah Campus. 74 credit hours in biomedical sciences, including both classroom instruction and research comprise the MSBMS Program. The MSBMS Program will prepare graduates for further postgraduate and professional studies in the biomedical sciences, employment in academic research and/or teaching, and research 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 on the Macon and Savannah campuses.

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 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 ExamSoft and to install upgrades of the software, as they are released by Examsoft, and to contact ExamSoft support for problems with installing or running the software on their computers; current links are below:

ExamSoft support: <https://learn.examsoft.com/about/examsoft-support>

Windows requirements: <https://examsoft.force.com/etcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Windows>

Mac requirements: <https://examsoft.force.com/etcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Mac-OS-X>

Downloading instructions: <https://examsoft.force.com/etcommunity/s/article/Exemplify-Downloading-for-Windows-Mac>

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.

MSBMS Program students in good standing are eligible for an MSBMS Tuition Scholarship for 55 of the 74 credit hours required for completion of the Program. This begins in the second semester (Spring) of the MSBMS Program and covers all credit hours other than the four formal courses taken in the first and second semesters of the Program (Fall Semester: BMS 610, 612, 622; and one course in Spring Semester chosen from among BMS 611, 620, 621, and 626; see Curriculum outline below). MSBMS Students will also be eligible for a Graduate Research Fellowship beginning Spring Semester (January) of the first academic year of the program. This Fellowship comes with a stipend of \$18,000

per year, payable at \$1,500 per month, and continues through May of the second and final academic year of the MSBMS Program.

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)

BMS 610	Biochemistry and Molecular Genetics	5
BMS 622	Microbial Pathogenesis	5
BMS 612	Molecular Cell Biology	5

Spring Semester (16 credit hours)

BMS 620*	Human Physiology	5
BMS 621*	Human Development	5
BMS 611*	Human Immunity	5
BMS 626*	Biomolecular Engineering	5
BMS 711	Research Seminar	1
BMS 625	Introduction to Research I	10

Summer Semester (12 credit hours)

BMS 630	Introduction to Research II	11
BMS 712	Research Seminar	1

*Students will choose one of these courses based on their particular research interests; MSBMS Program students completing their thesis research on the MUSM-Savannah campus will take BMS 626.

Year 2

Fall Semester (16 credit hours)

BMS 710	Independent Research I	15
BMS 713	Research Seminar	1

Spring Semester (16 credit hours)

BMS 720	Independent Research II	15
BMS 721	Thesis Preparation	1

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)

Prerequisites: BMS 610, 611, and 612

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.

BMS 621. Human Development (5 credit hours)

Prerequisites: BMS 610 and 612

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.

BMS 622. Microbial Pathogenesis (5 credit hours)

Prerequisites: BMS 610, 611 and 612

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 626. Biomolecular Engineering (5 credit hours)

Prerequisites: BMS 610 (Biochemistry & Molecular Genetics) and BMS612 (Molecular Cell Biology).

The goal for the instruction in biomolecular engineering is for students to understand the principles and techniques resulting in directed biological alteration at the molecular and cellular scale. This course introduces students to bioengineering methodology spanning advanced recombinant DNA technology and delivery methodology, protein engineering leading to altered structure and function (proteomics), genetic and genomic editing (genomics), bioimaging, biosensing, chip technology, and cell-based assay systems. Students will examine biomolecular engineering concepts as they relate to medical and commercial applications in health care, biomedical, pharmaceutical, biomaterials, and other biotechnology related industries. This learning will be achieved by students through classroom and group discussion of relevant research literature and student presentations that illustrate concepts in biomolecular engineering. This course is offered only on the MUSM-Savannah Campus.

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 to develop the individual competencies required for their discipline. Students will be evaluated based on their acquired knowledge of these research techniques. Students also 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 scientific authorship. Participation in this course will be essential for students to develop these core competencies as a scientist. These goals will be complemented by participation in BMS 711: Research Seminar.

BMS 630. Introduction to Research II (11 credit hours)

Prerequisite: BMS 625

Continuation of BMS 625.

BMS 710. Independent Research I (15 credit hours)

Thesis research.

BMS 711, 712, 713. 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 attend presentations by MUSM faculty and visiting speakers. This course includes required, regular attendance at the Department of Biomedical Sciences Seminar Program, delivered between the Macon and Savannah campuses by real-time video connection, during which students will become broadly familiar with scientific approaches and projects of MUSM faculty and visiting speakers. Students will also present papers from the classical and current primary literature that supports their thesis research to an audience consisting of MSBMS faculty and their fellow students. The objective of this course is to prepare students to become competent scientific communicators.

BMS 720. Independent Research II (15 credit hours)

Thesis research.

BMS 721. Thesis Preparation

(1 credit hour)

Class descriptions and requirements may be modified from time to time based on changing program requirements.

Curriculum revision approved by Graduate Council, effective 13 March 2018.

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 Canvas learning management system. Students are responsible for checking their Mercer email daily and immediately reporting problems with access to their Mercer account or to Canvas, 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 Canvas or email should be addressed to Helpdesk@mercer.edu. 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.

Grading Scales

<u>Letter</u>	<u>0 - 100</u>	<u>0 - 4.0</u>
A	90-100	4.0
B+	86-89	3.5
B	80-85	3.0
C+	76-79	2.5
C	70-75	2.0
F	Below 65	0.0

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.

Grade	Interpretation
ABX	Excused absence from exam
U	Audit
IC	Incomplete
IP	In Progress
W	Withdrawal
Z	Grade not reported

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 should log into their MyMercer account and complete the Online Withdrawal form. It is located under External Links. 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 Canvas after the final examination for each course. Canvas 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.

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

Program Description

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/mercems>

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 approximately 750 words, which is part of the online application form, discussing your educational goals related to the Master's Program, your career goals, and a summary of experiences related to your career goals (e.g. shadowing health professionals, employment in a healthcare setting, and volunteering related to the profession). You also should comment on any circumstance that has resulted in a weakness in your academic transcript.

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

musmadmissions@mercer.edu, with the subject line of MSPCS, or by mail to: Coordinator of Admissions, Mercer University School of Medicine, 1501 Mercer University Dr., Macon, GA 31207.

Test scores from the Graduate Record Exam (GRE), Medical College Admissions Test (MCAT), or Dental Admissions Test (DAT) taken within the last two calendar years. 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. For MCAT and DAT scores, a score report downloaded from the applicant's testing service online account may be submitted as an email attachment musmadmissions@mercer.edu, with the subject line of MSPCS. 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 musmadmissions@mercer.edu, with the subject line of MSPCS, or by mail to: Coordinator of Admissions, Mercer University School of Medicine, 1501 Mercer University Dr., 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. Each applicant will be notified by email at the email address provided on his/her application when his/her application file is complete. Only complete application files will be reviewed.

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, essay 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. The undergraduate degree and required coursework must be completed by August 15th, before fall enrollment in the MSPCS Program.

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 within the last two calendar years. Scores of at least the following values are preferred: GRE - 300 (with 148 or above on components), MCAT – 494, and DAT – 17 (Academic Average). Applicants already holding a Master's degree or higher are exempt from submitting test scores, but these applicants must submit an official transcript for their graduate work.

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 (Internet-Based TOEFL), 213 (Computer-Based TOEFL) or 550 (Paper-Based TOEFL) or IELTS score of 6.5 English proficiency at ELS level 112 is expected. 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 MSPCS 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 Exemplify software. The latest minimum system requirements may be found through links available on the Mercer ExamSoft login page. Students should refer to these requirements when considering an operating system upgrade or the purchase of a new computer. Students are required to download and install Exemplify and to install upgrades of the Exemplify software, as they are released by ExamSoft, and to contact ExamSoft support for problems with installing or running the software on their computers. Instructions for Exemplify download and installation will be provided through an email from ExamSoft when student Exemplify accounts are created. Tablets and iPads **cannot** be used for examinations.

Mercer ExamSoft Login:

<https://ei.examssoft.com/GKWeb/login/mercermed>

Academic Information

Enrollment

Full-time 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 (see *Satisfactory Academic Progress for Financial Aid* in the MUSM Student Handbook for details). The BMS courses listed below are available only to MS degree-seeking students matriculating in the MSPCS and MS in Biomedical Sciences Programs.

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 the student's academic records and will provide academic and career guidance to the student throughout the Program. The advisor may consult with course directors and the Program Director to discuss issues affecting a student's academic performance and to offer recommendations to the student about study skills. The academic status of the student is based on the academic performance standards as outlined below. Academic advisors 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 for Student Affairs, and/or Mercer Counseling and Psychological Services 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 enrolled in the MSPCS Program. A student failing to achieve a GPA of at least 2.5 for the fall semester will be dismissed and will not be eligible to take additional classes in the Program. A student who is dismissed from the Program for academic reasons will not be considered for re-admission to the Program as an applicant.

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. The student will remain under 'academic caution' until the completion of the Program unless subsequent poor academic performance results in 'academic warning'.

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. The student will remain under 'academic warning' until completion of the Program coursework. A student under 'academic caution' for a fall semester GPA of 2.81 – 3.0 will be placed on 'academic warning' following his/her first examination grade below "C" in a spring semester course.

Academic Exclusion

A student is under 'academic exclusion' when he or she fails to meet the minimum academic requirements for the degree. A student who receives a final course grade below "C" or a fall GPA below 2.5 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. 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 re-enroll in the Program or continue to attend classes in the Program.**

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 and 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 Office of the Registrar in the School of Medicine and the program administration to insure that students are on track for successful completion of the degree program.

Final Check/Recommendation for May Graduation

The Office of the Registrar in the School of Medicine will check final grade point averages and spring semester final course grades to verify graduation eligibility for MSPCS students according to the degree requirements as defined below. Those meeting the degree requirements will be cleared for graduation. The Registrar's Office or the Program Director will notify students, who failed to meet the requirements that they cannot participate in commencement.

Degree Requirements

The MS degree requirements are the 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. Diplomas are ordered by the Office of the Registrar in the School of Medicine after all MSPCS degree requirements are

met. Diplomas are mailed to the address provided on the Application for Graduation. Graduates should contact the Office of the Registrar with questions about their diploma.

Curriculum

Fall Semester (15 credit hours)

BMS 610	Biochemistry and Molecular Genetics	5
BMS 612	Molecular Cell Biology	5
BMS 622	Microbial Pathogenesis	5

Spring Semester (16 credit hours)

BMS 611	Human Immunity	5
BMS 620	Human Physiology	5
BMS 621	Human Development	5
Required elective (select one of the following):		
BMS 623	Preclinical Sciences Capstone	1
or		
BMS 624	Biomedical Sciences in Rural Health Research	1

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)

Prerequisites – BMS 610, 612.

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.

BMS 621. Human Development (5 credit hours)

Prerequisites – BMS 610, 612.

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.

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)

Prerequisites – BMS 610, 612, 622.

The goal for the 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.

BMS 624. Biomedical Sciences in Rural Health Research (1 credit hour)

Prerequisites – instructor permission for enrollment, BMS 610, 612, 622.

The goal of the course is for students to participate in community-based research in rural communities and apply biomedical sciences concepts toward understanding the cause of disease or the delivery of effective health care in rural areas. Students will learn methodology for collecting and analyzing research data on rural health conditions and will engage in data analysis. Independent work is expected. Students in the course will be expected to prepare a composition and 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. The instructional time will provide students with information on how to perform rural health research, search scientific literature and rural

health databases, properly cite resources, and interpret epidemiological and statistical data.

MASTER OF FAMILY THERAPY

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 provides the necessary coursework and clinical training beyond the master's degree for students with a qualifying graduate degree who seek to satisfy the requirements for licensure in Georgia as a marriage and family therapist.

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 affect 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)

Applicants are required to meet the following admission requirements:

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/>

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.

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

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.

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

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.

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

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

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.

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 MFT.

Curriculum

Total Semester Hours.....48 hours

Required Courses (36 hours)

Professional Development Seminar Series

MFT601	Professional Development Seminar I	0
MFT602	Professional Development Seminar II	0
MFT603	Professional Development Seminar III	0
MFT604	Professional Development Seminar IV	0
MFT605	Professional Development Seminar V	0
MFT606	Professional Development Seminar VI	0

Core Curriculum

MFT610	Foundations of Family Studies	3
MFT615	Human Development	3
MFT620	Diversity and Social Justice	3
MFT625	Theories of Family Therapy	3
MFT630	Assessment and Diagnosis in Family Therapy	3
MFT635	Foundational Skills in Practicum	3
MFT640	Clinical Treatment with Children, Adolescents, And Families (Pre-requisite MFT625)	3
MFT645	Addiction in Family Systems	3
MFT650	Ethical, Legal, and Professional Practice in Family Therapy	3

MFT655	Couples Therapy (Pre-requisite MFT625)	3
MFT660	Clinical Family Therapy Research Methods	3
MFT665	Human Sexuality	3
Total Required Hours		36

Electives (3 hours)

MFT680	Special Topics in Marriage and Family Therapy	3
MFT681	Grief and Loss Across the Lifespan	3
MFT682	Play Therapy	3
MFT683	Group Therapy	3
MFT690	Foundations in Integrated Behavioral Health and Medical Family Therapy	3
MFT691	Cancer, Chronic Illness, and Lifestyle Medicine (Pre-requisite MFT690)	3
MFT692	Stress, Social Relationships, and Ecology of Well-being (Pre-requisite MFT690)	3
MFT693	Practicum and Mechanisms of Change in Medical Family Therapy (Permission of Program Director)	3
Total Elective Hours		3

MFT Practicum Sequence (Minimum of 9 hours)

MFT702	Practicum II (Pre-requisites MFT625, 630, 635, Co-requisite MFT650)	3
MFT703	Practicum III (Pre-requisite MFT702)	3
MFT704	Practicum IV (Pre-requisite MFT703)	3
MFT705	Practicum V (Pre-requisite MFT703)	3
MFT706	Practicum VI (Pre-requisite MFT703)	3
MFT707	Practicum VII (Pre-requisite MFT703)	3
MFT708	Practicum VIII (Pre-requisite MFT703)	3
MFT709	Practicum IX (Pre-requisite MFT703)	3
MFT710	Practicum X (Pre-requisite MFT703)	3
Total Practicum Hours		9
Total Degree Program Hours		48

Course Descriptions

MFT 610. Foundations of Family Studies (3 credit hours)

This course introduces students to the field of family studies and provides a foundational understanding of family functioning and the family life cycle within a multicultural context. Students will explore the specific theoretical and philosophical frameworks of general systems theory and cybernetics.

MFT 615. Human Development (3 credit hours)

This course surveys human development across the lifespan of the individual, from birth to death, with emphasis on the clinical relevance for family therapists. The course examines the biopsychosocial/spiritual theoretical underpinnings of human development. Students are introduced to various theories of human development and exposed to the diversity of the global human experience.

MFT 620. Diversity and Social Justice (3 credit hours)

The purpose of this course is to explore various topics of diversity and social justice in human development and lived experiences within family organization, structure, and values. Diversity concepts such as race, ethnicity, socioeconomic status, disability, age, gender, sexual orientation, family system, religion/spirituality, and geographic location will be explored as they relate to students individually and collectively. Students will discover how issues of power/privilege and oppression influence their lives.

MFT 625. Theories of Family Therapy (3 credit hours)

This course is a detailed examination of the major modern and post-modern theories of family therapy and their application to families, couples, and individuals. The course introduces students to both the theoretical framework and therapeutic practices that inform the field of family therapy. Students are invited to examine and reflect upon the assumptions underlying various family therapy approaches and how they are applied to diverse populations of clients. Current evidence-based practices and empirical research are explored.

MFT 630. Assessment and Diagnosis in Family Therapy (3 credit hours)

This course is a detailed examination of psychopathology within the family system. With a focus on the major psychiatric disorders, as defined in the Diagnostic and Statistics Manual of Mental Disorders (DSM), the function of assessment and diagnosis will be introduced. Assessment and diagnosis of families, couples, and individuals will be introduced. Students learn psychopharmacological interventions often used in conjunction with psychotherapy.

MFT 635. Foundational Skills in Practicum (3 credit hours)

This course prepares students for clinical work with families, couples, and individuals in various settings with diverse populations. Students receive training in basic systemic clinical skills as well as policies, procedures, and administrative responsibilities of seeing clients in the Mercer Family Therapy Center (MFTC).

MFT 640. Clinical Treatment with Children, Adolescents, and Families (3 credit hours)

Pre-requisite: MFT 625.

This course is a review of contemporary theoretical and empirically supported relational/systemic treatments for children, adolescents, and families. An ecological family-centered approach is used as a core perspective in the course. Students learn how certain models and interventions are appropriate for specific presenting problems. Underlying the entire course will be a focus upon building awareness and responsiveness to influences of diversity and contextual factors in working with a variety of family constellations and presenting problems.

MFT 645. Addiction in Family Systems (3 credit hours)

This course examines the etiology, development, and progression of chemical and behavioral addictions in families. Systemic conceptualization and treatment implications are discussed within a multicultural context.

MFT 650. Ethical, Legal, and Professional Practice in Family Therapy (3 credit hours)

This course introduces the ethical, legal, and professional dimensions of family therapy practice. Specifically, the AAMFT Code of Ethics, GA/Federal law, and acceptable professional standards are emphasized. These rules and regulations are considered and integrated within multiple perspectives of ethical decision making, along with self-of-the-therapist factors, students will use in practice.

MFT 655. Couples Therapy**(3 credit hours)**

Pre-requisite: MFT 625.

The purpose of this course is to learn how to work with couples and romantic relational systems in a therapeutic context. Students learn about evidence-based models, interventions, and special issues related to romantic dyad+ therapy. These components of couple therapy are addressed within a multicultural context.

MFT 660. Clinical Family Therapy Research Methods**(3 credit hours)**

This course prepares students to design, critique, and apply research and published literature in clinical practice. Students are provided the skills needed to select and integrate current literature into their theory of therapy and clinical skill set. A working knowledge of qualitative, quantitative, and mixed methods research methodologies is taught. Students develop the skills necessary to evidence efficacy in clinical treatment.

MFT 665. Human Sexuality**(3 credit hours)**

This course is a detailed examination of sexuality as it pertains to human development. It provides students with information about human sexuality across the lifespan including sexual difficulties, diversity, and identity. Models of sex therapy are also presented.

Electives (One required)**MFT 680. Special Topics in Marriage and Family Therapy****(3 credit hours)****MFT 681. Grief and Loss Across the Lifespan****(3 credit hours)**

This course will investigate the concepts of grief, loss, and trauma as they intersect with family therapy across multiple contexts and diverse populations. Students are encouraged to explore self-of-the-therapist factors as they relate to their clinical practice and their own experiences of trauma and loss.

MFT 682. Play Therapy**(3 credit hours)**

This course is designed as a brief introduction to play therapy. This is a content and experiential based course designed to help you gain the rudimentary knowledge and skills for conducting play therapy. During the course, students will examine the rationale behind the use of play therapy, the various theoretical approaches to play therapy, and the techniques used for effective play therapy. The course will focus primarily on child-centered play therapy and family play therapy. This course will provide a foundation of knowledge and skills in play therapy that can be expanded with further training and education.

MFT 683. Group Therapy**(3 credit hours)**

Students in this course will gain knowledge of the theory and practice of developing and running group psychotherapies. All types of group processes will be examined, including structured and unstructured, and topic specific modalities. Strategies for maintaining a systemic perspective will be emphasized, along with a focus on diversity and experience. Experiential learning activities and implementation-based projects will be a primary evaluation method.

**MFT 690. Foundations in Integrated Behavioral Health
and Medical Family Therapy****(3 credit hours)**

This course examines the topics of health, illness, disease and disabilities as it pertains to individuals, couples, families, family therapy, and health care. Mechanisms of change from a systemic, cultural, and biopsychosocial perspective are used as a platform to discuss the social determinants of health. Students examine the mind/body dualism of western society and how this philosophy impacts our understanding of health and illness. Additionally, the course focuses on the intersection between integrated behavioral health and primary care.

Interactional dynamics between medical family therapists, health care practitioners and patients are examined, including issues of collaboration and effective integrated care. This class will be relevant to both practitioners and researchers.

MFT 691. Cancer, Chronic Illness, and Lifestyle Medicine (3 credit hours)

Pre-requisite: MFT 690.

This course provides an in-depth survey of the major types of cancer and chronic illnesses that MFTs are likely to encounter when working in medical settings. While MFTs are typically competent about the psychosocial aspects of the biopsychosocial model, they often do not have knowledge regarding the disease processes “inside the body” needed to understand the role of the illness in the lives of the patient and his/her family. Therefore, the primary focus of this course is to supply students with a comprehensive examination of the biophysiological aspects of the disease process and the medical interventions used to treat them. Special emphasis will be placed on the nature of these illnesses at different stages across the lifespan.

MFT 692. Stress, Social Relationships, and Ecology of Well-being (3 credit hours)

Pre-requisite: MFT 690.

This course examines the social ecology of stress and health and addresses the protective capacity of networks of intimate relationships. The course will address the effects of a wide variety of life stressors – such as chronic illness, the death of a loved one, childhood trauma, and financial hardship – on health problems such as substance abuse, mental disorders, and physical illness. Likewise, a variety of social support structures for coping with these life stressors will be discussed, including peer groups, family support, and community-level social networks.

MFT 693. Practicum and Mechanisms of Change in Medical Family Therapy (3 credit hours)

Pre-requisite: MFT 690.

Students will be placed in a primary Practicum placement site that provides primary or tertiary health care services. This course will focus on the nature of the evidenced-based brief interventions used in the practice of medical family therapy. The course is designed to prepare students for work within primary and/or tertiary care medical settings, with an emphasis on how to become an integral part of collaborative health care teams. Students will learn how to apply the systemic theories to the care of persons living with illness, as well as to work within the systems of care involved in patients' treatment.

MFT Practicum Sequence (three semesters minimum)

MFT 702. Practicum II (3 credit hours)

This course is designed to enable the student to begin applying marriage and family therapy theory, core competencies and best practices to their own cases in therapy settings (both their community placements sites and at the Mercer Family Therapy Center). Students will begin analyzing their own clinical work through supervision and peer consultation and will grow in their ability to articulate and apply systemic principles in their own clinical work.

MFT 703. Practicum III (3 credit hours)

During this course, students will expand on the clinical experience they gained in Practicum II. Throughout the course students will continue to analyze their own clinical work, but will also begin to formulate their own theory of change and theory of therapy. Students will become more proficient at incorporating MFT theory and knowledge to support well-developed case conceptualizations consistent with their own theory of change.

MFT 704. Practicum IV**(3 credit hours)**

In this course students will exhibit proficiency in conducting effective therapy sessions. Students will appropriately articulate and demonstrate their own theory of change/therapy in sessions. Students will be able to evaluate the strengths and contraindications of their individual therapeutic approaches. Students will also effectively demonstrate therapeutic best practices in their work and in supervision.

MFT 705. Practicum V**(3 credit hours)**

This course is a continuation of practicum for students who have not completed the graduation requirements (i.e. 500 clinical hours and/or 100 supervision hours) during the traditional practicum courses (Practicum 1-4). In this course students will continue to demonstrate proficiency of all skills from previous practicum courses, and will continue to demonstrate strong clinical conceptualization skills.

Professional Development Seminar Series

This professional development seminar introduces students to topics and issues that will enhance students' personal and professional development as future family therapists. Meetings occur through each of the six semesters of the students' academic program of study. This series will culminate in the preparation and presentation of a professional development portfolio (PDP), which is a graduation requirement.

- Seminar – Professional Development Portfolio
- Seminar – Developing a Professional CV and Cover Letter
- Seminar – Application for Practicum Placement & the Practicum Placement Process
- Seminar – Networking & Volunteering in MFT
- Seminar – Professional Interviewing Skills in MFT
- Seminar – Introducing the Model Development Paper
- Seminar – Application for practicum (Phase II)
- Seminar – Professional Communication Skills
- Seminar – Surviving and Thriving at Placement Sites
- Seminar – Assessment Day
- Seminar – Managing Conflict with Colleagues
- Seminar – Giving Professional Presentations
- Seminar – Marketing Yourself as an MFT
- Seminar – Licensure Application Process & Requirements
- Seminar – Taking the MFT Licensure Exam
- Seminar – Self-Care Strategies for MFTs
- Seminar – Completing the Model Development Paper
- Seminar – Completing the Professional Development Portfolio
- Seminar – Licensure Application Process
- Seminar – Completing the Model Development Paper & Presentation
- Seminar – Finding a job in the MFT Field

Portfolio Requirements

The Professional Development Portfolio (PDP) is designed to provide a thoughtful and summative comprehensive project that a student completes throughout their program of study. As a requirement of graduation, all students who wish to obtain a Master of Family Therapy degree must complete the PDP and receive a passing endorsement via oral exam and faculty review.

The portfolio is a continual project that has been completed throughout the length of the program for the student. Many components of the portfolio are accomplished intermittently throughout the program in various courses and as a part of professional development outside of course content. The portfolio should be completed and submitted *electronically* by the presentation date – set near the end of the final semester of enrollment.

Portfolio Components

Cover Page, Table of Contents, Statement of Intent

The portfolio is the culmination a student's master's degree program and should demonstrate his/her growth and development throughout Master of Family Therapy Program. It should illustrate the highest quality work the student has produced during their matriculation. This final product should be neatly and professionally organized and structured. The portfolio should include an appropriate cover page and an accurate table of contents page outlining the entire document. In addition, students will include a Statement of Intent (SI). In the SI, students will describe the purpose and contents of the portfolio and will declare that the submission of the portfolio to the program faculty serves to demonstrate the completion of the Professional Development Seminar Series requirements.

Signed Program Plan

Students will begin meeting with his/her faculty advisor during the first semester and will continue meeting as needed throughout the entire program of study. During these advisement meetings, students will complete the Program of Study Plan which will be approved by his/her advisor. Students are responsible to ensure this form is completed, signed by his/her faculty advisor and included as part of the portfolio. This form should be completed no later than by the end of the student's second semester in the program.

Current Curriculum Vita

Students will construct a professional curriculum vita that will include an accurate overview of relevant degree(s) awarded, professional experience (i.e., presentations, publications, research/clinical experiences, etc.), honors/awards, service or volunteer experience, and professional references. Curriculum vita should be in APA format and should adhere to professional standards and appearance.

Certificates and Evidence – At Least 15 CEU's earned in the field of Mental Health

Students will provide physical copies of Certificates from attendance at Continuing Education or Clinical Trainings, for which they have received credit. There is no specific topic or requirement for type of CEU or learning opportunity.

15 Clock hours of Service to the Community

Students will provide a signed ledger (signed by student and community partner who can verify program/activity) indicating they have provided at least 15 clock hours of service to the community during their time of enrollment in the MFT Program. Service to the community can and may include volunteer activities, specific educational programs created for the community, or any kind of specific activity that benefits an underserved and/or rural population or community. To receive credit, the student must propose and gain advance approval from their advisor for the work they would like to complete (informal process). Then, upon completion of the activity, provide a written account of their experience, connected to their development as a family therapist and social change agent. This document should include the total number of hours provided, an outline of the activity/program, and the write up of the discussion mentioned previously.

Application for Community Placement

Students will begin preparing for the Community Placement component of the practicum experience during the first semester of their first year. To begin this process, students are required to complete and submit the Application for Community Placement to the Community Placement Coordinator no later than the last day of the first semester. Before submitting this form, each student will meet with his/her faculty advisor for a faculty

endorsement of their application form. Students are required to retain a copy of this form and include it as part of his/her portfolio.

Assessment Day

Each student should demonstrate clinical skills appropriate to a Master's-level graduate student. This includes clinical conceptualization, diagnosis, treatment planning and intervention. Prior to beginning the second (clinical) year of the program, students will meet with their faculty advisor and other faculty members on "Assessment Day." Faculty members will review and evaluate student's progress through the first year courses and assess student's readiness to begin practicum. Each student will be required to achieve faculty approval in order to begin working at community placement sites. Students are required to retain a copy of the "Assessment Day Evaluation Form" and include it as part of his/her portfolio.

Clinical Skills Checklist

A checklist form will be used to evaluate the achievement of a basic set of skills to be developed over the course of the practicum sequence. Students will earn approval for these skills as clinical supervisors and/or core faculty observe them. Students are required to retain a copy of the checklist and include it as part of his/her portfolio.

Theory of Therapy and Change Paper

This integration paper should describe the development and revision of the student's preferred theory and practice of systemic change, drawing on historical and/or contemporary theories, and demonstrating knowledge of the appropriate application of the assumptions, concepts and skills of those theories. Students are required to retain a copy of the paper and include it as part of his/her portfolio.

License Application (for state intending to practice in)

Licensure is required for recent graduates in many states, including Georgia. As part of this process, recent graduates are required to complete and submit a licensure application for the state in which they intend to practice. As part of the portfolio, students are required to include a completed copy of the relevant license application for the state in which they intend to practice. Students are required to retain a copy of the application and include it as part of his/her portfolio.

AMFTRB Practice Exam – Passed Successfully

Students must take the Association for Marriage and Family Therapy Regulatory Board (AMFTRB) online practice exam in preparation for the licensure exam that will be taken post-graduation. Students are required to take/retake the examination until a passing score is achieved. A certificate demonstrating the passing score is submitted to the program and included in the portfolio. The cost to take each practice exam is \$60 and candidates will be charged the full examination fee each time they register for an examination.

Copy of Portfolio Approval Form, completed

Once reviewed and approved by faculty, students will include a signed and dated copy of the *Portfolio Approval Form*.

Any additional materials or extra effort put into your development as a Couple and Family Therapist

Students may include any additional items they feel help demonstrate their growth, development, and/or mastery of MFT principles and concepts.

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, recommending resolutions to academic problems, and completing professional development and portfolio requirements. The advisor is to meet with the student to establish a written program of study outlining the course sequence that best fits with the student's capabilities and circumstances. The advisor is also to meet with the student each semester to ensure progress toward graduation requirements including completion of professional development and portfolio requirements. The Program of Study Form is stored in the student's academic file.

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. The time requirements begin when a student formally enrolls in his or her first graduate course in MUSM. A graduate student not enrolled in a course(s) for two consecutive semesters will be withdrawn from the graduate program, unless he or she has received prior approval for a leave(s) of absence from the program director.

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 requirements in graduate work. Grades below a C do not count toward the degree. 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.

Academic Probation

Once a master's student receives his/her second 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+.

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

Master'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. 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 other 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

AMFTRB Practice Test for the MFT National Examination

Toward the end of the spring semester and after completing a majority of required coursework, students are required to take and pass the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) Practice Test for the MFT National Examination. Taking and passing this examination is a requirement for graduation from the program. Students are to complete and submit the Request to Take AMFTRB Practice Test Form for signature from their faculty advisor and the Program Director.

Information regarding the examination is found online at <https://amftrb.org/mft-exam/practice-exam/>. The 2019 AMFTRB Marital and Family Therapy National Examination Handbook for Candidates is available at <http://www.ptcnv.com/pdf/AMFTRB.pdf>. Students are responsible for the \$60.00 exam fee. The examination helps the student assess his/her knowledge level before taking the actual examination and consists of 100 multiple-choice questions that were developed using actual questions from previous examinations. The exam will give students the opportunity to become familiar with the format of the test questions and will provide an indication of preparedness for the actual examination. It is the closest practice examination to the "real thing" since it is the only practice examination designed and developed by AMFTRB.

The following coursework must be completed prior to taking the exam:

- Foundations of Family Studies
- Diversity and Social Justice
- Human Development
- Theories of Family Therapy
- Assessment and Diagnosis in Family Therapy
- Clinical Treatment with Children, Adolescents and Families
- Addiction in Family Systems
- Couples Therapy
- Ethical, Legal and Professional Practice in Family Therapy
- Clinical Family Research Methods
- Human Sexuality

Students are required to submit to their faculty advisor evidence of a passing grade and the feedback received from the AMFTRB regarding their preparedness on each domain of the 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. The practicum student is also 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

Once each year, all students, faculty, staff, and communities of interest are asked to complete the Annual Program Survey addressing topics including the program mission, student support services, fiscal and physical resources, program publications, program curriculum and content, clinical training, faculty, administration, and technological resources.

Graduation Degree Requirements - Master of Family Therapy

Successful completion of all academic course work with a minimum of 3.0 GPA. The student may have no more than two letter grades of "C+" or "C". Mercer University does not award a grade of "D." A letter grade of "F" may not be included in course work used for the MFT Program.

Successful completion of a one-year practicum experience (nine semester hours) in which the student must accrue 500 hours of direct client contact, 40% (200 hours) of which must be with couples and/or families. A student must have taken additional practicum as needed in order to accrue the 500 hours of direct client contact and/or the 200 hours of contact with couples and/or families.

Accrual of a minimum of 100 hours of clinical supervision of which:

A minimum of 50 hours is in individual supervision.

A minimum of 50 hours of supervision must be conducted with raw data (live, video, or audio).

Successful completion of a clinical presentation to program faculty. Students must score the equivalent of 70% in order to pass.

A passing score on the Practice Test for the MFT National Examination offered online by the Association for Marriage and Family Therapy Regulatory Boards (AMFTRB).

Practicum Experience

MFT 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.

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

While s/he is being trained as a marriage and family therapist, emphasis is placed on working with couples and families present in sessions. However, the student has the skills to work with individuals and groups (from a systemic relational perspective) as well. It

should be noted, however, that his/her caseload should consist mainly of couple, family and systemic cases, with individual clients constituting less than 50% of the caseload.

A faculty-approved supervisor will provide a minimum of 100 hours of clinical supervision, including 50 hours of group supervision and a minimum of 50 hours of individual supervision. At least 50% of supervision hours must be supervision by direct observation, which includes live supervision and videotape. The 100 hours of clinical supervision occurs 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.

Surveys of Alumni

Mercer MFT alumni contact records are maintained and updated on an annual basis. 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.

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Rudolph, Raymond (M.D.) Associate Professor Emeritus of Surgery 1992-2015
Wessinger, William (M.D.) Professor Emeritus of Surgery 2000-2015

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- Lee Anne Cope, Ph.D.** *Associate Professor of Anatomy.* M.S. and Ph.D., University of Tennessee, 2001.
- Carolann Lee Curry, M.L.I.S.** *Reference and Document Delivery Librarian; Assistant Professor; Reference, Outreach, and Assessment Librarian.* B.A., Flagler College, 2006; M.L.I.S., Valdosta State University, 2009.
- M. Marie Dent, Ph.D.** *Professor of Community Medicine.* BSHE, MS, Ed.S., MBA, Ph.D., University of Georgia, 1970, 1974, 1977, 1986, 1991.
- Bonny Dickinson, Ph.D.** *Associate Dean for Faculty Affairs and Professor.* B.S., Santa Clara University, 1991; Ph.D., Tulane University, 1995; M.S., Massachusetts General Hospital Institute of Health Professions, 2019.
- James E. Drummond, Ph.D.** *Assistant Professor of Microbiology.* B.S., St Mary's College of Maryland, 1993; M.S., Johns Hopkins University, 1985; Ph.D., Johns Hopkins University, 1997.
- Adam S. Froerer, Ph.D.** *Associate Professor; Associate Program Director, Marriage and Family Therapy-Atlanta Campus.* B.S.,

- Brigham Young University, 2003; M.Ed., University of Oregon, 2006; Ph.D., Texas Tech University, 2009.
- Ronald E. Garner, Ph.D.** *Professor of Biomedical Sciences.* B.S., North Carolina State University, 1976; M.S., North Carolina State University, 1983; Ph.D., Virginia Polytechnical Institute, 1986.
- Lauren R. Gilbert, Ph.D., MPH.** *Assistant Professor.* B.S., Marquette University, 2009; M.A., University of Florida, 2012; M.P.H. and Ph.D., University of Florida, 2015.
- Wayne C. Glasgow, Ph.D.** *Interim Senior Associate Dean-Savannah Campus; Associate Dean for Research; Professor of Pharmacology.* B.S., Chemistry, Georgia Institute of Technology, 1982; Ph.D., Pharmacology, Vanderbilt University School of Medicine, 1988.
- Martin H. Greenberg, M.D.** *Bioethics Director; Assistant Director of Office of Professional Practice; Professor of Pediatrics.* B.A. New York University, New York; M.D., University of Brussels, Belgium. 2008.
- Edwin W. Grimsley, M.D.** *Senior Associate Dean-Macon; Associate Dean for Clinical Education; Professor of Medicine.* B.S., Pharmacy, University of Georgia, 1982; M.D., Medical College of Georgia, 1986.
- Qihai (David) Gu, M.D.** *Assistant Professor of Physiology.* M.S. Tongji Medical University, 1996; M.D. Binzhou Medical College, 1993.
- Angela J. Hale, M.D.** *Interim Chair Psychiatry; Clerkship Director; Associate Professor of Psychiatry and Behavioral Science.* B.A., Wayne State University, 2004; M.D., University of Michigan, 2008.
- Jane Faulk Hardee, M.S.W.** *Instructor of Psychiatry and Behavioral Sciences.* B.S., Georgia Southern University, 1978; Master of Social Work, University of South Carolina, 1981.
- John C. Hawkins, M.D.** *Associate Professor of Medicine.* B.S., University of Georgia, 1974; M.D., Medical College of Georgia, 1977.
- John H. Henderson, IV, M.D.** *Assistant Professor of Internal Medicine.* B.S., University of Georgia, 2009; M.D., Mercer University School of Medicine, 2014.
- Jennifer C. Hoffman, M.D.** *Associate Professor of Internal Medicine.* B.S., Princeton University; M.D., New York University School of Medicine; M.S., UCLA.
- Natalie M. Hogan, M.D.** *Clinical Skills Program Director; Associate Professor of Pediatrics.* B.S., University of Georgia-Athens; M.D., Medical College of Georgia-Augusta, 1997.
- Thomas D. Hope,** *Associate Professor; Medical Education.*
- Kristen Ashley Horner, Ph.D.** *Professor of Pharmacology.* B.S., Vanderbilt University, 1995; Ph.D., Tulane University, 2002.
- Alice Aumann House, M.D.** *Senior Associate Dean-Columbus Campus; Senior Associate Dean for Admissions; Student Affairs and Professor of Family Medicine.* A.A., A.S., Middle Georgia State University (Formerly Macon State College) 1991; M.D., Mercer University School of Medicine, 1995.
- Julian Clyde Hutchins, Jr., M.D.** *Mercer Medicine Managing Partner; Mercer Medicine Lab Director; Student Crisis Line Director; Assistant Professor of Medicine.* B.A., University of Georgia, 2002; M.D., Medical College of Georgia, 2007.
- Jeffrey M. Ignatoff, M.D., FACS.** *Associate Professor of Medical Education.* B.A., Hiram College, 1965; M.D., Northwestern University School, 1967.
- Henna Iqbal, Ph.D.** *Assistant Professor.* M.B., B.S., Dow Medical College, (Pakistan) 2009. Ph.D.,

- University of Oklahoma Health Sciences Center, 2016.
- Candi Nobles-James, M.D.** *Associate Dean of Student Affairs-Macon; Associate Professor, Internal Medicine, Division of Endocrinology.* B.S., Valdosta State University, 1994; M.D., Mercer University School of Medicine, 1998.
- Shi-Wen Jiang, M.D.** *Professor of Medical Genetics.* M.D., Peking University Health Center, 1984; Master of Public Health, Peking University Health Center, 1987.
- Balint Kacsoh, M.D., Ph.D.** *Professor of Basic Medical Sciences.* M.D., Semmelweis University, 1984; Ph.D., Hungarian Academy of Sciences, 1997.
- Harold P. Katner, M.D., FACP, FIDSA.** *Professor of Internal Medicine and Pediatrics.* B.A., University of New Orleans, 1975; M.D., Louisiana State University School of Medicine, 1980.
- John Wesley King, Jr., M.D.** *Professor of Internal Medicine.* B.S., Georgia Institute of Technology, Atlanta, Georgia; M.D., Tulane University School of Medicine, New Orleans, Louisiana. 1995.
- Francis Kirera, Ph.D.** *Assistant Professor of Anatomy.* B.Sc., Kenyatta University, 1996; M.A., Ph.D., University of Arkansas, 2002, 2007.
- Carolyn Klatt, MA.** *Associate Director of Library & Information Science; Associate Professor.* B.A., University of Denver, 1979; M.A., Library and Information Science, University of Denver, 1980.
- Edward C. Klatt, M.D.** *Professor of Pathology.* B.S., University of Nevada-Reno, 1973. M.D., Loma Linda University, 1976.
- James E. Knapp, Ph.D.** *Interim Senior Associate Dean for Academic Affairs and Assistant Professor of Biochemistry.* B.S. Howard Payne University, 1990; Ph.D. The University of Texas at Austin, 1998.
- Anna Krampfl, M.S.L.S.** *Reference Librarian, Head of Access Services; Assistant Professor.* B.A., Berry College, Rome, Georgia; M.S.L.S., University of North Carolina-Chapel Hill. 2005.
- Michael Leblang, M.D.** *Assistant Professor.* B.S, Guilford College, Greensboro, North Carolina; M.D., Bowman Gray School of Medicine, Wake Forest University, Winston-Salem, North Carolina. 2009.
- Sandra K. Leeper-Woodford, Ph.D.** *Associate Professor of Biomedical Sciences.* A.B., Ohio University, Athens, Ohio. M.S., University of Wisconsin, Madison, Wisconsin; Ph.D., Dartmouth Medical School/Dartmouth College, Hanover, New Hampshire. 1991.
- Jinping (Jennifer) Li, M.D., Ph.D.** *Associate Professor of Histology.* M.D., M.S., Baotou Medical College, 1989, 1992; Ph.D., Beijing University Medical Center, 2001.
- Ericka Li Fuentes, M.D.** *4th Year Clinical Director; Assistant Professor of Internal Medicine.* M.D., Universidad Peruana Cayetano Heredia, 2006.
- Brad Lian, Ph.D.** *Vice-Chair/Interim Chair of Community Medicine; Associate Professor.* B.A., California State University at Northridge, 1990; M.A., Ph.D., The University of Alabama, 1992, 1996.
- David Mathis, M.D.** *Associate Dean for CME and Program Development; Professor of Medicine.* B.S. and B.A., Emory University, 1986; M.D., Mercer University School of Medicine, 1990; Master of Medical Management/ Health System Management (MMM)-Tulane University, 2009.
- Vladimir Mayorov, Ph.D.** *Radiation Safety, Hazardous Chemicals, and Lab Safety Officer; Assistant Professor.* B.A., Krasnoyarsk State University, Russia, 1971; Ph.D., Institute of Cytology and Genetics, Russia, 1996.

- Richard O. McCann, Ph.D.** *Associate Dean of Admissions and Professor of Biochemistry.* B.S., University of Georgia, 1989; Ph.D., University of Georgia, 1995.
- Robert J. McKallip, Ph.D.** *Vice Chair of Biomedical Sciences; Professor of Immunology.* B.S., M.S., Virginia Polytechnic Institute and State University, 1991, 1993; Ph.D., The George Washington University, 2000.
- John R. Meadows, MD.** *Associate Program Director of Internal Medicine Residency Program. Associate Professor of Internal Medicine.* B.S., Georgia Tech, 1977; M.D., Medical College of Georgia, 1981.
- Kim Meeks, M.L.I.S.** *Director of Library and Information Science; Director of Faculty and Staff Development; Associate Professor, Medical Library.* B.S., Georgia College and State University, 1997; M.L.I.S., University of Alabama, 2007.
- Judy Meirose, MLS, MIS.** *Instructor, Medical Library.* B.S., Xavier University, 1984; M.L.S., Indiana University, 1989; M.I.S., Indiana University, 2000.
- Andrea S. Meyer, Ph.D., LMFT CFLE.** *Associate Marriage and Family Therapy Program Director; Associate Professor of Psychiatry and Behavioral Sciences.* B.S., University of Georgia, 2001; M.S., Purdue University, 2004; Ph.D., Florida State University, 2010.
- Paul Miller, Ph.D.** *Assistant Professor.*
- Anne Montgomery** *Assistant Professor.* B.S., KU Leuven (Belgium), 2008; M.S, KU Leuven (Belgium), 2009/2011; Ph.D., KU Leuven (Belgium), 2017.
- Martha L. Morgan, Ph.D., LMFT.** *Associate Professor of Psychiatry & Behavioral Science.* B.B.A., University of Central Oklahoma, 2001; M.Ed., University of Central Oklahoma, 2003; M.S., Oklahoma State University, 2006; Ph.D., Texas Tech University, 2010.
- Allison Newman, M.D.,** *Director of Medical Practice; Assistant Professor.*
- Larry Nichols, M.D.** *Professor of Pathology.* B.A., Marquette University, 1972; M.A., University of Wisconsin, 1976; M.D., University of Wisconsin, 1982.
- Mary Ann O'Neal, B.S.** *Director of Clinical Development Assessment Center; Instructor.* B.S., Florida State University, 2001.
- David Parish, M.D.** *Grassman Chair of Rural Medicine; Professor of Internal Medicine.* B.A., University of Mississippi; B.A., University of New Orleans; MPH, Tulane University School of Public Health; M.D., Louisiana State University School of Medicine-New Orleans, 1988.
- Edward L. Perkins, Ph.D.** *Associate Professor of Biomedical Sciences.* B.A., B.S., Purdue University, 1982; Ph.D., Wayne State University, 1988.
- Fanisha Porter-Bempong, M.D.** *Associate Professor.* B.S., University of South Florida, 2005; M.D., Trinity School of Medicine.
- E. S. Prakash, M.D.,** *Director of Special Projects and Community Outreach. Associate Professor of Physiology.* MBBS., The Tamil Nadu Dr MGR Medical University, Chennai, (India), 2001; MD, Pondicherry University, (India), 2004.
- Kathryn B. Propst, Ph.D.** *Assistant Professor in Biomedical Sciences.* B.A., University of South Carolina, 1983; M.A., Indiana University, 1989; Ph.D., Indiana University, 1995.
- Michael P. Raines, M.D.** *Associate Professor of Family Medicine.* M.D., Universidad de Autonoma de Guadalajara, Jalisco, 1998.
- Christopher B. Reeves, M.D.** *Assistant Professor of Internal Medicine.* B.S., Furman University, Greenville, South Carolina; M.D., University of South Carolina-Charleston, 2017.
- Joe S. Robinson III, M.D.** *Assistant Professor of Internal Medicine* B.A., The University of the South, 2007;

- M.D., Mercer University School of Medicine, 2012.
- W. Patrick Roche III, M.D.** *Associate Professor of Family Medicine.* B.S., Davidson College, 1979; M.D., Emory University, 1983.
- Sarah E. Rotschafer, Ph.D.** *Assistant Professor in Biomedical Sciences.* B.A., St. Olaf College, 2005; Ph.D., University of California, 2012.
- Amber Schmidtke, Ph.D.** *Assistant Professor.* B.S., Colorado State University, 2003; Ph.D., Creighton University, 2008.
- Chris T. Scoggins, M.P.H.** *Director of Health Policy and Operations/Instructor.* B.S., Mercer University; M.P.H., Mercer University School of Medicine, 2017.
- Eric K. Shaw, PhD.** *Research Coordinator MUMC; Associate Professor of Community Medicine.* B.A., Spring Arbor University, 1993; M.A., Ph.D., Rutgers University, 1998, 2003.
- Robert J. Shelley, M.D.** *Associate Dean of Student Affairs-Savannah; Director of Admissions-Savannah.* B.S., State University of New York at Binghamton, 1978; M.D., Albany Medical College, 1982.
- Jon Shuman, Ph.D.** *Assistant Professor of Biochemistry.* B.S., Valdosta State University 1979; Ph.D., University of Georgia 1988.
- Bryant Smalley, Ph.D.** *Associate Dean of Research and Professor of Community Medicine and Psychiatry and Behavioral Sciences.* B.S., Georgia Southern University, 2002; M.S., Nova Southeastern University, 2005; M.S., Georgia Southern University, 2003; Ph.D., Nova Southeastern University, 2010; Ph.D., Psy.D., Nova Southeastern University, 2008.
- Carla P. Smith, PhD, LCSW, LMFT.** *Assistant Professor of Psychiatry and Behavioral Sciences.* B.A., Rutgers University, 2005; M.S.W., Ph.D., University of Georgia, 2008, 2014.
- Marjorie E. "Betsy" Smith, DrPH. M.P.H.** *Assistant Professor of Internal Medicine.* B.S., University of Georgia, 1999; M.P.H., Emory University, 2002; DrPH., University of Georgia .
- Jeffrey L. Stephens, M.D.** *Medical Director; Chair and Professor of Internal Medicine.* B.S., Georgia State University, 1983; M.D., Mercer University School of Medicine, 1987.
- Morgan Stinson, Ph.D.** *Assistant Professor in Marriage and Family Therapy.* B.S., Brigham Young University, 2007; M.S., East Carolina University, 2009; Ph.D., the University of Georgia, 2014.
- Roland Summers, M.D.** *Professor.*
- Jean Rawlings Sumner, M.D.** *Dean; Professor of Internal Medicine.* B.S.N. and M.S.N., Medical College of Georgia, 1973 and 1974; M.D., Mercer University School of Medicine, 1986.
- George Bowden Templeton, Ph.D.** *Program Director of Marriage & Family Therapy-Macon; Assistant Clerkship Director, Psychiatry; Associate Professor of Psychiatry and Behavioral Sciences.* B.A., Rhodes College, 1984; M.F.T., Mercer University School of Medicine, 2002; Ph.D., University of Georgia, 2008.
- Rafael Ponce Terashima, M.D.** *Assistant Professor of Internal Medicine.* M.D., Universidad Peruana Cayetano Heredia, 2005.
- William H. Terry, III, M.D.** *Professor of Internal Medicine.* B.S., Georgia Institute of Technology, Atlanta, Georgia; M.D., Medical College of Georgia-Augusta. 1983.
- James L. Thomas, Ph.D.** *Director of Research Labs; Professor of Pharmacology.* B.A., Emory University, 1971; Ph.D., University of Alabama at Birmingham, 1981.
- Wanda S. Thomas, MLIS.** *Assistant Dean of Diversity, Equity, and Inclusion; Instructor, Medical Library.* B.S., Fort Valley State

- University, 2011; M.L.I.S., Valdosta State University, 2015.
- Kristjan Thompson, Ph.D.** *Associate Professor of Biomedical Sciences, Gross Anatomy.* B.S., Elon University, 2003; Ph.D., East Carolina University, 2009.
- G. Allen Tindol, Jr., M.D.** *Clerkship Director, Internal Medicine; Associate Professor of Medicine.* B.S., University of Georgia, 1974 and 1986; M.S., Georgia Institute of Technology, 1976 and 1982; M.D., Medical College of Georgia, 1990.
- Peter N. Uchakin, Ph.D.** *Associate Professor of Internal Medicine (immunology).* M.S., Saratov State University (Russia), 1986; Ph.D., Gamaleya's Research Institute of Epidemiology and Microbiology (Russia), 1993.
- Robert J. Visalli, Ph.D.** *Chair of Biomedical Sciences; Professor of Microbiology;* B.S., Indiana University, 1986; Ph.D., University of Wisconsin – Madison, 1992.
- Zhongbiao Wang, M.D.** *Associate Professor of Biomedical Sciences and Surgery.* Doctor of Medical Sciences, Shanghai Medical University, 1998.
- Carol Wanna, M.D.** *Assistant Director of Medical Practice; Assistant Professor.* B.A., University of California (Santa Barbara), 1981; M.D., University of California, Irvine/California College of Medicine, 1990.
- Jacob Warren, Ph.D.** *Associate Dean for Diversity, Equity, and Inclusion; Professor of Community Medicine; Rufus Harris. Endowed Chair and Director of the Center for Rural Health and Health Disparities;* B.S., Georgia Southern University, 2002; Ph.D., University of Miami School of Medicine, 2006.
- Yudan Wei, M.D., Ph.D.** *Professor of Community Medicine.* M.D., Harbin Medical University, 1985; Ph.D., Stockholm University, 2001.
- Alan Wells, Ph.D., MPH.** *Associate Professor.* B.A., University of Houston, 1995; M.P.H., University of Texas Health Science Center at Houston, 1997; Ph.D., University of Texas Health Science Center at Houston, 2003.
- Han Weng, Ph.D.** *Associate Professor.* Ph.D., University of Lund, (Sweden), 1996.
- R. Stephen Williams, M.D., MSHA.** *Associate Professor of Pediatrics Director of Curriculum.* B.S., College of Charleston, 1981; M.D., Medical University of South Carolina, 1985; MSHA, University of Alabama-Birmingham, 1998.
- Roger "Alan" Williams, Ph.D.** *Director Student Counseling Service; Associate Professor of Psychiatry and Pediatrics.* B.A., University of North Carolina, 1978; Ph.D., Auburn University, 1984; Fellowship, Johns Hopkins University School of Medicine, 1986.
- Wei-Hsiung Yang, Ph.D.** *Associate Professor of Physiology.* B.S., National Sun Yat-sen University-Taiwan, 1992; M.S., National Taiwan University, 1994; Ph.D., Colorado State University, 2001.
- Rudolfs K. Zalups, Ph.D.** *Professor Emeritus of Biomedical Sciences.* B.S., State University of New York, Brockport, New York; M.S., State University of New York, Brockport, New York. Ph.D., University of Western Ontario School of Medicine, London, Ontario, Canada. 1988.
- Zhi-Qing Zhao, M.D., Ph.D.** *Director Professor.* M.D., Shanxi Medical University, Taiyuan PR (China), 1979; Ph.D., Fourth Military Medical University, Xian (China), 1989.