

MERCER UNIVERSITY CATALOG 2009-2010



CECIL B. DAY CAMPUS

**College of Pharmacy and
Health Sciences
Atlanta, Georgia
www.mercer.edu/pharmacy/**

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College of Pharmacy and Health Sciences Academic Calendar

Fall 2009

Pharmacy White Coat Ceremony	August 20
Pharmacy Orientation	August 21
Classes Start	August 24
COS Fall Picnic	August 25
Drop/Add	August 24-28
Labor Day	September 7
Honors Luncheon	October 22
Registration for Spring Begins	November 3
Career Days	November 12-13
Thanksgiving Break	November 23 -27
Classes End	December 11
Last Pharmacy Exams	December 14

Spring 2010

PA Orientation	January 7-8
Classes Start	January 11
Drop/Add	January 11 - 15
PA White Coat Ceremony	January 15
Martin Luther King, Jr. Day	January 18
Spring Break	March 8 - 12
Good Friday	April 2
Registration for Summer and Fall PharmD Begins	April 6
Registration for Summer PA/PhD Begins	April 6
COS Spring Picnic	April 16
Pharmacy Pinning Ceremony	May 7
Classes End	May 7
Commencement	May 8
Last Pharmacy Exams	May 10

Summer 2010

Session I

Classes Begin	May 17
Drop/Add	May 17 - 21
Memorial Day	May 25
Classes End	June 24
Last Exams	June 25

Session II

Classes Begin	June 28
Drop/Add	June 28 – July 2
Independence Day	July 4
Classes End	August 5
Last Exams	August 6

Session III

Classes Begin	May 17
Drop/Add	May 17 - 21
Memorial Day	May 25
Registration for PA/PhD Fall Begins	June 14
Independence Day	July 4
Classes End	August 5
Last Exams	August 6

Pharmacy Fourth Professional Year 2009-2010

APPE 1	May 18 – June 19
APPE 2	June 22 – July 24
APPE 3	August 3 – September 4
APPE 4	September 7 – October 9
APPE 5	October 12 – November 13
APPE 6	November 16 – December 18
APPE 7	January 11 – February 12
APPE 8	February 15 – March 19
APPE 9	March 22 – April 23
PHA 650	April 26 – April 30
Commencement	May 8

Cross Registration Application Deadlines for Host Institutions 2009-2010

Fall: July 5

Spring: December 5

Summer (if applicable): May 5

The University

Founded in 1833 in Penfield, Georgia, Mercer University has grown into one of the South's premier universities. Mercer has more than 7,300 students and 1,250 faculty members on campuses in Macon, Atlanta and Savannah, and in the regional academic centers in Henry County, Douglas County and Eastman. It is the only independent university of its size in the nation to offer programs in liberal arts, business, engineering, education, music, medicine, pharmacy and health sciences, law, theology, nursing, and continuing and professional studies. Mercer has been ranked among the leading regional colleges and universities in the South by *U.S. News & World Report* for 18 consecutive years.

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

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

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

University Mission Statement

Mercer University is a faith-based institution of higher learning that seeks to achieve excellence and scholarly discipline in the fields of liberal learning and professional knowledge. The institution is guided by the historic principles of religious and intellectual freedom, while affirming religious and moral values that arise from the Judeo-Christian understanding of the world.

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 first opened its doors as Mercer Institute on January 14, 1833, at Penfield, Greene County, Georgia. It is named for Jesse Mercer (1769-1841), an eminent Georgian, distinguished Baptist clergyman, and a principal organizer of the Georgia Baptist Convention. Establishment of Mercer Institute was due largely to his leadership and to the exemplary pioneering of Adiel Sherwood, a noted Baptist minister and, later, a faculty member. In 1871, the University was moved from Penfield to Macon, and, two years later, the Law School was established.

Early in the administration of Spright Dowell, which began in 1928, a new charter was approved, and the corresponding reorganization was perfected. Significant growth of the University ensued. Before Dr. Dowell retired in 1953 to the position of president emeritus, the plant and property and endowment of the University had been increased more than in all of its previous years. In keeping with this growth, in 1959 the College of Pharmacy and Health Sciences merged with Mercer University. The scope of Mercer's Atlanta programs was further extended in 1972 when Atlanta Baptist College merged with Mercer.

Until 1990, three colleges and schools constituted Mercer University Atlanta: the Cecil B. Day College of Arts and Sciences and the Stetson School of Business and Economics, located on the Northeast Campus, and the Southern School of Pharmacy, located on the Downtown Campus.

In July 1991, the Northeast Campus was redesignated as the Cecil B. Day Campus of Mercer University. The campus is named in honor of Cecil B. Day, Sr., founder of Days Inns. He was a dynamic and creative entrepreneur and a great-hearted business leader whose exceptional humanitarian concern set the highest standards of corporate responsibility. His Judeo-Christian values and charitable generosity were hallmarks of his character.

In fall 1991, the School of Pharmacy moved to Cecil B. Day Campus. In 2006, the school was renamed the College of Pharmacy and Health Sciences.

The James and Carolyn McAfee School of Theology began offering the Master of Divinity degree program on the Cecil B. Day Campus in August of 1996. Today, it also offers the doctor of ministry degree.

Georgia Baptist College of Nursing merged with Mercer University in January of 2001. Formerly located in downtown Atlanta, the college moved to the Atlanta campus in 2002, its 100th year anniversary.

The Tift College of Education and the Stetson School of Business and Economics and the College of Continuing and Professional Studies, offer degree programs at regional academic centers across Georgia.

The College of Continuing and Professional Studies, established in 2003, offers undergraduate degrees in major career fields at Mercer's Regional Academic Centers.

Master's degrees in counseling, school counseling and public safety leadership are offered in Atlanta. Also in Atlanta, select undergraduate degree completion programs are offered and non-credit programs in professional development and community enrichment are provided.

Seven of the University's 11 schools and colleges are located in Macon: the College of Liberal Arts, the Walter F. George School of Law, the School of Medicine, the Eugene W. Stetson School of Business and Economics, the Tift College of Education, the School of Engineering, the College of Continuing and Professional Studies, and the Townsend School of Music.

The Foundation of Mercer Education: Mercer's Mission, Common Outcomes, and Defining Values

Consistent with its mission, Mercer University is a community of learning that shapes the minds and spirits of tomorrow's leaders. As a community of learning, Mercer is a student-centered university, committed to the Baptist heritage in higher education. Together, the schools and colleges at Mercer pursue three outcomes they hold in common: *fostering learning, developing character, and preparing leaders*.

These commonly held ideals are rooted in the history of higher education and can be traced to the formative influence of "paideia," the philosophy of education birthed in ancient Greece. Paideia connotes the sort of education that uniquely prepares individuals to lead virtuous and responsible lives within a democratic society. It addresses the character as well as the mind of the learner and celebrates the ideal of educating the whole person. At Mercer, teachers committed to their students, their disciplines, and the vocation of teaching inspire students to share in a passionate quest for knowledge and the wisdom that transforms knowledge into power.

Mercer promotes the principles of free and critical inquiry, excellence in teaching and learning, responsibility for civic engagement, and the importance of diversity and inclusiveness. Consequently, a Mercer education prepares students to expand their horizons, enjoy a "well-stocked mind," find their vocation, establish a high standard of ethics, appreciate the fine arts, and find fulfillment in enriching and improving the lives of others.

Alumni Association

The Alumni Association is composed of all former students of Mercer University and all Mercer recipients of certificates from the Regional Academic Centers. At the present time, there are over 46,500 active alumni. These Mercerians are located in 50 states and 70 foreign countries.

The purpose of the association is to perpetuate the friendships formed in college days and to foster the causes of education in general and specifically at Mercer University. One of the functions of the association is the promotion of the Annual Alumni Fund, which provides the opportunity for contributions to advance the scholarship and student-aid funds and provides many education "extras" to strengthen the academic program.

The association is organized by chapters in geographical areas and in major professional groups: ministers, attorneys, pharmacists, and teachers. The professional and area groups have annual meetings. The affairs of all alumni are directed by the officers and the executive committees of the groups.

Cecil B. Day Campus

Degree Programs

The following degree programs are offered through the colleges and schools on the Cecil B. Day Campus. Four catalogs are published with detailed information concerning these degree programs. One catalog describes the College of Pharmacy and Health Sciences, the second applies to the Georgia Baptist College of Nursing, the third applies to the undergraduate degree completion programs in the College of Continuing and Professional Studies, and the fourth covers all remaining programs.

College of Pharmacy and Health Sciences

Master of Medical Science (Physician Assistant)

Doctor of Pharmacy

Doctor of Philosophy

Stetson School of Business and Economics

Bachelor of Business Administration

Master of Business Administration

Executive Master of Business Administration

Master of Accountancy

Tift College of Education

Master of Education

Master of Arts in Teaching

Specialist in Education

Doctor of Philosophy in Educational Leadership

Doctor of Philosophy in Curriculum and Instruction

College of Continuing and Professional Studies

Bachelor of Science in Social Science (Public Safety)

Bachelor of Applied Science (Organization Leadership)

Master of Science in Counseling

Master of Science in Public Safety Leadership

Master of Science in School Counseling

Georgia Baptist College of Nursing

Bachelor of Science in Nursing

Master of Science in Nursing

Doctor of Philosophy in Nursing

James and Carolyn McAfee School of Theology

Master of Divinity

Doctor of Ministry

Special Programs

Atlanta Regional Council for Higher Education

Mercer University is a member of the Atlanta Regional Council for Higher Education (ARCHE), a consortium of institutions in higher education in the Atlanta-Athens area. The

member institutions are: Agnes Scott College, Atlanta College of Art, Brenau University, Clark Atlanta University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Paper Science and Technology, Interdenominational Theological Center, Kennesaw State University, Mercer University Atlanta, Morehouse College, Morehouse School of Medicine, Oglethorpe University, Southern Polytechnic State University, Spelman College, the State University of West Georgia, and the University of Georgia.

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

English Language Institute

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

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

Campus Facilities

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

The campus accommodates eight major academic buildings. The Davis Building, Cecil B. Day Hall, the W. O. DuVall Building, and the Student Center were constructed in 1968. The I.M. Sheffield, Jr. Physical Education Complex was added in 1979, and the Monroe F. Swilley, Jr. Library was occupied in 1983. A building for the College of Pharmacy and Health Sciences was constructed in 1991, adjacent to the DuVall Science Building, providing modern laboratories and expanded classrooms. A structure to house the James and Carolyn McAfee School of Theology was completed in December of 1996. Two buildings, which house furnished apartment units for students, faculty, and staff, were completed in August of 2000, and a third residential building was occupied in November of 2001. A newly constructed Georgia Baptist College of Nursing building was occupied in December of 2001. A new academic building, to house the Stetson School of Business and Economics and the Tift College of Education, was occupied in April of 2002.

The buildings are of excellent quality and utility, and the campus is one of considerable beauty and security. Several of the buildings are connected by attractive covered walkways.

Davis Administration Building

The Davis Building houses several components of the Cecil B. Day Campus. The Bursar's Office, the Office of Student Financial Planning, and the Registrar's Office are headquartered in the building. The Office of the President, the Office of the Senior Vice President-Atlanta Campus, and the Atlanta Campus Human Resources Office are also located in the Davis Building. The Physician Assistant Program and English Language Institute are on the upper level of the building.

Cecil B. Day Hall

Cecil B. Day Hall, distinguished by its round shape, contains a 300-seat auditorium. The auditorium often features stage productions by local theater groups, as well as performances by some of Mercer University's choral groups and musicians from the College of Liberal Arts Music Department. Previously known as the Fine Arts Building, the structure was renamed "Cecil B. Day Hall" after significant interior and exterior renovation in 1997, which included building a covered walkway connecting the Hall to the Theology Building. The Hall provides a beautiful location for chapel services and programs conducted by the James and Carolyn McAfee School of Theology faculty and visiting ministers and speakers.

W. O. DuVall Science Building

The DuVall Building was remodeled in 1991, prior to the relocation of the College of Pharmacy and Health Sciences to the Cecil B. Day Campus. The building now houses the departments of Pharmacy Practice and Pharmaceutical Sciences, on the first floor; a classroom and conference rooms complete the first floor. Facilities for the Center for Clinical Research, Clinical Laboratory, and additional research laboratories are found on the second floor.

Pharmacy Administration/Cafeteria Building

A portion of the existing Student Center was renovated in 1991 to house the College of Pharmacy and Health Sciences administrative offices, including the Dean's Office, the Office of Student Affairs and Admissions, the Office of Professional Affairs, and quarters for student organizations. Student mailboxes are located adjacent to the cafeteria. The University Bookstore is also located in this building. A trustees dining room was added to the building in 2003. The Executive Forum programs are sometimes presented here; nationally recognized speakers visit the campus and address the Forum membership and University community.

I. M. Sheffield, Jr. Center

An indoor pool, exercise equipment, and a multi-purpose gymnasium are available in the Sheffield Center. The center's upper-level offices are home to the Campus Student Life, Housing, and Campus Health Care Offices.

Monroe F. Swilley, Jr. Building

Since its completion in 1983, the Swilley Building has been a center of activity for the campus. The Swilley Library is named in honor of the late Dr. Monroe F. Swilley, Jr., one

of the founders and the only president of the Atlanta Baptist College, which merged with Mercer University in 1972. The Library, comprised of the top floor and a portion of the first floor, serves the research and information needs of the University's Atlanta programs. The Department of Educational Media is located on the first floor of the Swilley Building. This department supports and facilitates the educational process of the professional and graduate programs on the campus by providing audiovisual support services and utilizing state-of-the-art instructional technology. The Department of Information Technology Services is also located on the first floor of the Swilley Building. Excellent support and assistance is provided for faculty, staff, and students in the area of computer resources. The College of Pharmacy and Health Sciences Drug Information Center is located in the Swilley Building, as well.

College of Pharmacy and Health Sciences Education and Research Center

This facility was constructed in 1991 for the College of Pharmacy and Health Sciences. The two-story building features two auditorium-style classrooms and a pharmacy care lab. The two larger rooms are equipped with state-of-the-art audiovisual and computer equipment, including: overhead projectors, slide projectors, data capable video projectors, computers, video tape players (both VHS and u-matic formats), satellite feed, remote microphones, and double deck audiotape recorders. Faculty members may utilize remote controls to command all functions as well as various lighting settings for the rooms. The Pharmacy Building also features facilities for the drug research unit and the pharmaceuticals, chemistry, and clinical analysis laboratories. The Tull Foundation of Atlanta provided a \$250,000 challenge grant for the teaching and research center. National Data Corporation of Atlanta provided the computers for the dispensing laboratory. The building was dedicated in April of 1992.

James and Carolyn School of Theology Building

On February 6, 1996, the James and Carolyn McAfee School of Theology broke ground for its new building. The 30,000 square-foot, two-story building was completed in December of 1996. The design of the new building says a great deal about the character of the school: the James and Carolyn McAfee School of Theology is accessible; it intentionally emphasizes community and worship; and it makes use of the latest technology in an effort to prepare students for ministry in a changing society. The building is wired with state-of-the-art fiber optic cable, and each of the seven classrooms has telephone, video, and computer outlets. A mobile computer projection unit allows teachers to connect classes with persons, churches, and Internet resources around the state and around the world. The dean's suite, faculty, and admissions offices are visible through glass walls on both sides of the lobby. The school's student and faculty lounge is located in the center of the building to maximize collegial and mentoring relationships between students and faculty. The classroom wing of the building is attached by a covered walkway to the Cecil B. Day Hall, which serves as the worship center for the McAfee School of Theology.

Offices for the Cooperative Baptist Fellowship occupy the second floor office space. This group will share the building with the School of Theology for five years.

In April of 1997, Mercer's Theology School was named in honor of Board of Trustees Chairman James McAfee and his wife, Carolyn.

Atlanta Campus Apartments

With the construction of apartment units, the Atlanta campus moved towards establishing a residential community. Two buildings, which together consist of forty units that accommodate one hundred occupants, were completed in August of 2000. A third apartment building was completed in November of 2001. It houses 84 additional individuals. Students, faculty, and staff may lease furnished one-, two-, or four-bedroom apartments. The units come equipped with local telephone service and computer ports with Internet access. A laundry room and a study room are located on the ground floor of each building. The Campus Student Affairs Office handles administrative supervision of the campus apartments.

Monroe F. Swilley, Jr. Library

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

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

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

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

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

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

The library has seating for 350 students and is open eighty-six hours per week. After-hours study is available virtually 24/7 by use of the library's 120+ databases or real time

after-hours study is available in the cafeteria which has wireless connections and Bearcard access for safety.

Learning Technologies Center

The Learning Technologies Center serves as a support service for classroom teaching. The department functions as a production unit, as well as a campus-wide distribution center for audiovisual equipment and support materials. These goals are accomplished through faculty training in the use of instructional technologies; producing, identifying, purchasing, and borrowing audiovisual materials supportive of appropriate content areas; and assuring equipment distribution for incorporation of media as tools of instruction and presentation.

Mercer University's Cecil B. Day Campus and the College of Pharmacy and Health Sciences are very aggressive in applying technology to education. The campus has data/video production systems installed throughout the campus, and several mobile data projection units and playback systems. Faculty in the College of Pharmacy and Health Sciences regularly use computer-based audiovisual lecture support systems. Some courses have didactic lectures produced by faculty on CD-ROMs. Student services include audiovisual support for presentations, including transparencies, slides, video, and computer-generated graphics. Students are encouraged to develop and utilize audiovisuals for their oral presentations.

A video studio and an Instructional Media Support Lab serve faculty and students. The Instructional Media Support Lab houses full-page scanners, a slide scanner, a computer to video converter, a computer imaging system for slides, iMacs, digital cameras, and a high resolution color printer. Services are available for faculty for locating off-campus holdings of audiovisual resources. Consultation and training in the use of instructional technology are provided for groups and on a one-to-one basis.

All required pharmacy classes are audiotaped and digitized. These audiotapes are available for checkout (for listening and duplication) at the Swilley Library's circulation desk. High-speed audiotape duplicators and a video duplication system are available for student and faculty use. Digitized files are available from the Learning Technologies Center website (www.mercer.edu/LTC). Faculty use an audience response system in the large lecture halls.

Communication Skills for Pharmacists is a first-professional-year pharmacy course in which the entire class participates in role-playing sessions that take place in six video camera equipped Patient Counseling Labs. Additionally, first-year pharmacy students are oriented to the services available from the Department at the beginning of each fall semester.

The Wooten Auditorium is located within the Department and is frequently used by the College of Pharmacy and Health Sciences, other campus programs, and visiting business groups because of its presentation capabilities. The auditorium has several audio-visual capabilities, with a remote control pad to select all settings. A satellite system (C-Band) for receiving nationally broadcast programming and teleconferences is available to faculty for down-link services. A videoconferencing system is available for faculty use and is housed in the studio.

Technology Support Services

The mission of Technology Support Services is to support, develop, and maintain Mercer University's information technology environment in support of the University's

endeavors and to provide leadership in the application of information technology and computer support.

Student Help Desk. All Mercer students can access technical support by calling the student help desk support line. A technical support representative will address support issues via the phone or log a work order request when necessary.

Electronic Mail. All students have access to electronic mail accounts maintained on University minicomputers. The minicomputers may be accessed from computer lab PCs via the campus network or from home and office computers via dial-in modems or the Internet. These accounts support communication between students, faculty, and staff. Students can also communicate with anyone on the Internet through e-mail. E-mail accounts of enrolled students are terminated if left unused more than 270 days. Mercer provides e-mail accounts to alumni, as well.

Internet-based Information Systems. Mercer has access to the Internet, a world-wide network of computers, through Internap Corporation. Students have access to a full range of Internet tools, such as the World Wide Web, Telnet, and FTP. Mercer University has an established World Wide Web server and is involved in funded research to develop on-line instructional systems using the web. You can visit Mercer's home page at <http://www.mercer.edu>.

Educational Use of Information Technology. Mercer's Cecil B. Day Campus and the College of Pharmacy and Health Sciences are very aggressive in applying technology to education. The campus has video and data projection systems in three classrooms and one theater, and has several mobile data projection units and video playback systems. Faculty in the College of Pharmacy and Health Sciences regularly use computer-based lecture support systems. Students use computers to develop and deliver in-class presentations, and use multimedia, CD-ROM, and Internet-based systems to complete class assignments.

Instructional Technology Center

The ITC staff provides instruction for faculty, staff, and students in WebCT, Mercer's course management system; the Microsoft Office Suite; web page development; and in a variety of other applications, both in regularly scheduled learning events and one-on-one sessions. The staff also consults with faculty in integrating technology into course development, both in face-to-face environments and online environments. We assist faculty in developing technology-rich, learner-engaging course content to be integrated into any courses. The Instructional Center, operated by the ITC, is located in Swilley 109.

The ITC operates one open-access student computer lab in Room 110 of the Swilley Library Building. This lab is equipped with computers running the Microsoft Windows Operating System. Each computer contains the Microsoft Office Suite, web browsers, e-mail access, and other applications.

Computer Labs. Mercer University's Cecil B. Day Campus has several additional computer laboratories for use by students. These computer labs are operated by academic departments. The University has equipped the labs with networked PCs running Microsoft Windows. The application suite consists of Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft PowerPoint. Additional course-specific software may be available during certain semesters. High-speed laser printing is available from all lab PCs via the network. Lab hours are posted outside the computer labs. The labs are closed on all University holidays.

College of Pharmacy and Health Sciences

History

The College of Pharmacy and Health Sciences had its beginning in 1903 as an independent college in Atlanta. The original charter was granted to Dr. R.C. Hood, Dr. Edward Eberhart, and Dr. Hansell Crenshaw, all outstanding leaders in the fields of medicine and pharmacy.

In 1938, the college was transferred from private ownership to the control of a board of trustees and was operated on this basis until July of 1959, when a merger with Mercer University was consummated. Throughout its long history, the school has developed a tradition of excellence and a reputation for producing outstanding leaders in the profession of pharmacy, not only in the State of Georgia but throughout the country.

In September of 1981, the College became the first pharmacy school in the Southeast and the fifth in the nation to offer the Doctor of Pharmacy (Pharm.D.) as its sole professional degree.

In January of 2008, the College enrolled students in the Physician Assistant Program, which awards a Master of Medical Science (MMSc) at completion.

Mission Statement

The College of Pharmacy and Health Sciences of Mercer University seeks to prepare its professional and postgraduate students to effectively contribute to and improve health-care through excellence in patient-centered care and research.

Statement of College Goals:

- Provide an education that is effective, innovative and comprehensive.
- Foster an environment that is caring and responsive toward all constituents.
Ensure quality of programs through continuous evaluation and improvement.
- Encourage diversity and adhere to the values of the University's Judeo-Christian heritage, while respecting the pluralistic values of our society.
- Provide an environment where students participate in active learning and develop critical thinking and problem solving skills.
- Foster personal and professional growth and a commitment to lifelong learning.
- Support a highly qualified faculty in their pursuit of teaching, scholarly activity, and service in recognition that these activities are integral components of continuing professional growth.
- Conduct basic and applied research emphasizing scientific advancement, educational methods, and improving healthcare outcomes.
- Prepare graduates to assume leadership roles in their communities and profession.

- Provide postgraduate education, including graduate programs, residencies, fellowships, and certificate programs.
- Participate with other stakeholders in the development of new and improved practice models.

Vision

The College of Pharmacy and Health Sciences will be recognized nationally for outstanding contributions to healthcare education in teaching, service and research.

Core Values

The College of Pharmacy and Health Sciences bases its educational program and position in the healthcare community upon certain core values. The core values of the College are excellence, integrity, caring, innovation, learning, professionalism, and commitment.

Accreditation

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

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

The Stetson School of Business is accredited by the Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602; telephone (813) 769-6500; Web site <http://www.aacsb.edu>.

Two accrediting bodies accredit programs in the College of Liberal Arts. The American Chemical Society accredits the baccalaureate chemistry program, 1155 Sixteenth Street NW., Washington, DC 20036, telephone (800) 227-5558 (U.S. only); Web site <http://www.acs.org>. The Computing Science Accreditation Board, Inc. of ABET, Inc. accredits the Bachelor of Science degree in Computer Science. Inquiries relating to accreditation in Computing Science can be made to Accreditation Commission of ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202; telephone (410) 347-7700; Web site, <http://www.abet.org>.

Mercer University's professional education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE; www.ncate.org) and approved by Georgia's Professional Standards Commission. This accreditation includes all initial teacher preparation programs and all advanced educator preparation programs offered on all Mercer campuses and centers. Contact NCATE at 2010 Massachusetts Avenue N.W., Suite 500, Washington, D.C. 20036 or call (202) 466-7496.

In the School of Engineering the Bachelor of Science in Engineering degree is accredited by the Engineering Accreditation Commission of ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202, telephone (410) 347-7700; Web site <http://www.abet.org>.

The Walter F. George School of Law is accredited by the American Bar Association, 740 15th Street, N.W., Washington, DC 20005-1019, telephone (202) 662-1000; Web site <http://www.abanet.org>.

The School of Medicine is accredited by four accrediting bodies. The Doctor of Medicine is accredited by the Liaison Committee on Medical Education. LCME is jointly sponsored by the Association of American Medical Colleges (2450 N. Street, N.W., Washington, DC 20037;

telephone (202) 828-0596; Web site <http://www.lcme.org>), and the Council on Medical Education of the American Medical Association, (515 North State Street, Chicago, IL 60654; telephone (312) 464-4933; Web site <http://www.lcme.org>).

The nursing anesthesia program of the School of Medicine is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, 4001, Park Ridge, IL 60068-4001; telephone (847) 692-7050; Web site <http://www.aana.com>. The Marriage and Family Therapy Program of the School of Medicine 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, telephone (703) 838-9808, Web site <http://aamft.org>. The master's degree in Public Health is accredited by the Council on Education for Public Health, 800 Eye Street, N.W., Suite 202, Washington, DC 20001-3710; telephone (202) 789-1050; Web site <http://www.ceph.org>.

The undergraduate and master's music programs of the Townsend School of Music are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; telephone (703) 437-0700; Web site <http://nasmmusic.org>.

The Bachelor of Science in Nursing program and the Master of Science in Nursing program of Georgia Baptist College of Nursing are accredited by the Commission on Collegiate Nursing Education. Inquiries should be addressed to the American Association of Colleges of Nursing, One Dupont Circle, N.W., Suite 530, Washington, DC 20036; telephone (202) 463-6930; Web site <http://www.aacn.nche.edu>. The College of Nursing is approved by the Georgia Board of Nursing; this entity can be contacted at 237 Coliseum Drive, Macon, GA 31217-3858; telephone (478) 207-2440; Web site <http://www.sos.state.ga.us/plb/rn>.

The College of Pharmacy and Health Sciences is accredited by The Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109; telephone (312) 664-3575; Web site <http://www.acpe-accredit.org>. The Physician Assistant program is provisionally accredited by the Accreditation Review Commission on Education for Physician Assistant, Inc., 12000 Findley Road, Suite 240, Johns Creek, GA 30097; telephone (770) 476-1224.

The James and Carolyn McAfee School of Theology is accredited by the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275-1110; telephone (412) 788-6505; Web site <http://www.ats.edu>.

Campus Life

Mercer University recognizes the significant role of students in institutional decision-making. Students in the University's schools and colleges serve with faculty and staff on many committees. Various student government organizations serve as the voice of the students and are liaisons with the administration and faculty.

With an enrollment of 680 students, the College of Pharmacy and Health Sciences is small enough to achieve an integration of high academic standards and attention to the individual student. The campus atmosphere is comfortable, as well as challenging. Eighty-five percent of the student body is drawn from outside the metropolitan Atlanta area; Georgia residents comprise 60% of students enrolled. Students from over twenty-five states and eight foreign countries attend the College of Pharmacy and Health Sciences.

The average age of an entering Doctor of Pharmacy student is 25, with ages ranging from 19 to 53. The student body is diverse. Minority enrollment accounts for 30 percent of the student body. Sixty percent of students enrolled are female.

Students at the College of Pharmacy and Health Sciences are encouraged to cultivate involvement in professional organizations and extracurricular activities while enrolled. A variety of student organizations are available and are listed in the *COPHS Student Handbook*.

Student Services

Advisement and guidance are available to all students through the cooperative efforts of the faculty and administrative staff. The Associate Dean for Student Affairs and Admissions is always available to discuss any academic or personal problems that may arise.

Faculty members are an excellent resource for information on the vast array of career opportunities for students. Their extensive education and training make them valuable guides when selecting an area of practice. In addition, over 300 adjunct faculty serve as preceptors.

The Career Day Program is coordinated by the Office of Career Services. This event offers an opportunity for students to gain exposure to diverse career options.

Counseling Services

Professional counseling services are offered free of charge to students enrolled at the Cecil B. Day Campus of Mercer University. Mental health counselors are available to help individuals who may be experiencing stress caused by the social and academic pressures of being a student. Counseling services also offer confidential assistance with many other issues, including—but not limited to—depression, anxiety, chemical dependence, marital discord, interpersonal relationships, and self-esteem.

Campus Health Care Services

This office is staffed by a physician director, a family nurse practitioner, and registered nurses, who can perform an assessment of a problem and either treat the problem or refer the student to a specific off-campus physician. Care of the student is coordinated by the physician, the nursing staff, and the student's insurance company.

The Campus Health Care Service is not a substitute for private health insurance coverage, which is **required** of all College of Pharmacy and Health Sciences students. This program is an on-campus program and is not available during times of non-enrollment (i.e., summer break, semester break) except for pharmacy students enrolled in fourth-year advanced pharmacy practice experiences, Physician Assistant students enrolled in clinical rotations, or for students covered under the **annual** student health insurance policy.

Please address any questions or concerns to Campus Health Care Services.

Special Programs/Centers

Advanced Clinical Track (ACT) Program

The goal of the Advanced Clinical Track (ACT) Program is to provide a challenging combination of advanced pharmacy practice experiences (APPEs) that will aid in preparing students who plan on completing postgraduate residency training. Students who participate in the program will have the opportunity to have a more intensive APPE schedule, one-on-one faculty mentoring, and research experience that will focus on advancing fourth year students as future clinicians and clinical researchers.

Practice Sites for the ACT Program for the 2009-2010 academic year include Grady Health System, Northside Hospital, Dekalb Medical Center, Emory University Hospital, and Piedmont Hospital.

Indian Health Service Program

Pharmacy may elect to complete a five-week ambulatory medicine pharmacy practice experience with the Indian Health Service during their fourth professional year. Students will be involved in patient counseling; calculation of individualized drug doses for clinic and hospital patients; management of stabilized chronic disease patients by drug therapy protocols; and working as members of the health care team with IHS pharmacists, physicians, and nurses. Current sites are in San Carlos, Keems Canyon, and Parker, Arizona, and Gallup, New Mexico. The IHS provides lodging and some meal expenses.

International Pharmacy Program

This program is designed to provide an elective five-week pharmacy practice experience in one of the approved sites, such as Australia, Japan, England, Scotland, or Denmark. Pharmacy students will study the health care system of the host community to determine the differences in pharmacy practice, governmental influences, and education, as compared to the United States. These objectives also allow a student to gain personal experience and growth from living and practicing in another country, as well as insight into the health care issues and problems abroad. Requirements for this program are: completion of all first-, second-, and third-year courses; and a GPA of 3.0 or better. Assignment to an international practice experience is competitive.

Nontraditional Doctor of Pharmacy Pathway Program

The Nontraditional Doctor of Pharmacy Pathway Program is designed to provide pharmacists throughout Georgia the opportunity to earn the Pharm.D. degree while they continue to practice pharmacy. The educational approach for this program—learning in a work environment—combines the latest in adult education methodologies with contemporary pharmacy practice. Pharmacists who earn the advanced degree will be prepared to provide up-to-date, collaborative, and clinically sound pharmaceutical care, therapeutics management, and drug therapy monitoring.

The professional curriculum requires mastery of the same competencies established for the traditional full-time Pharm.D. program but utilizes, where possible, flexible schedules and nontraditional teaching formats.

In order to more efficiently respond to the growing demand from pharmacists in the state for the Pharm.D. degree, Mercer University College of Pharmacy and Health Sciences and the University of Georgia College of Pharmacy joined forces to design, teach, and administer the Nontraditional Doctor of Pharmacy Pathway Program. Students select the institution from which they would like to receive their degree.

This program is no longer accepting new students.

Mercer Clinical Laboratory

This laboratory analyzes drug samples and biological fluids for drug companies, reference laboratories, hospitals, and research companies from all over the nation. Other services include: development of new drug formulations; stability and dissolution studies; pharmacokinetic, statistical, and graphical analysis; new drug assay development and method transfer; and phase I-IV bioavailability and pharmacokinetic studies.

Center for Clinical Research

The purpose of the Center for Clinical Research is to discover and advance knowledge concerning the clinical use of drugs. The center conducts phase I-IV clinical trials in healthy volunteers or in patients with specific disease states. One of the center's main focuses of clinical research is testing new medications that could either improve or delay memory impairment in patients diagnosed with probable Alzheimer's Disease. Other research interests include: hypertension, dementia, renal diseases, depression, anxiety, schizophrenia, sickle cell anemia, and AIDS.

The center can accomplish studies in pharmacodynamics and pharmacokinetics of clinical drug response, drug disposition and interaction, bioavailability, drug dissolution rates, and novel drug delivery systems. Additional research in genotyping and phenotyping in pharmacogenomic studies is underway.

Center for Community Pharmacy Practice and Research

The mission of the Center for Community Pharmacy Practice and Research is to provide the instrumentality for education, research, scholarly study, and the dissemination of information in the pharmacy management and administrative sciences in community and institutional pharmacy. The center also serves as a data resource center in management information for practitioners and is actively involved in the development of continuing education programs in the management sciences. Specific activities of the center include: servicing contracts and research; maintaining a pharmacy management help-line; publishing and disseminating the *Pharmacy Management Advisor*; and assisting in the coordination and administration of residencies and graduate programs.

Center for Drug Delivery Research

The mission of this center is to promote a strong multidisciplinary team-based approach to drug delivery by embracing a variety of activities in the broad area of drug formulation and delivery. Laboratories currently highlight research in the following areas: formulation/solid dosage forms, microsphere/ nanotechnology, vaccine delivery, and transdermal delivery. The center also works to increase awareness of drug delivery research by organizing seminars and offering consulting activities, thus providing an opportunity for the center's members to interact with industry.

Center for the Advancement of Teaching and Learning

The Center's primary mission is to support and promote effective and innovative teaching that enhances learning at the College of Pharmacy and Health Sciences. The Center supports this purpose by facilitating faculty dialogue and continued education about learning and teaching methodology and the issues critical to effective teaching and learning; assisting faculty in examining and critically reflecting on their pedagogy; fostering the exchange of teaching techniques among colleagues; promoting the importance of teaching and learning at the College; informing the faculty of literature on teaching and learning; and encouraging the use of technology as a tool for learning in the curriculum.

Center for Clinical Outcomes, Research and Education

The mission of the Center for Clinical Outcomes and Education (CCORE) is to improve quality and outcomes in healthcare by providing pharmacy professionals the information and tools necessary to influence healthcare practice through research, education and professional growth. CCORE was established in May of 2008 to develop a coordinated strategy for outcomes research and education. The first part of the CCORE

strategy is to develop a program of research that supports improvements in medication use and healthcare [Turning data into knowledge]. The second part is to provide education to patients, caregivers, healthcare professionals and decision makers who are best positioned to improve outcomes [Turning knowledge into action].

Academic Regulations and Policies

The College of Pharmacy and Health Sciences has set forth academic regulations, which allow students to achieve their degree objectives, and policies, which dictate student conduct.

Students are expected to be familiar with all regulations that affect them.

General Policy

It is the policy of the school, reflected in the attitude of each member of the faculty, to spare no effort in helping each student to attain his/her objective: a successful in health-care. A student whose department or scholarship is unsatisfactory may be dismissed from the school at any time.

Academic Honesty

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

Academic offenses that constitute violations of the College of Pharmacy and Health Sciences Honor Code include plagiarism, cheating, lying, and academic theft.

Plagiarism is the copying of words, facts, or ideas, belonging to another individual, without proper acknowledgment. Failure to reference any such material used is both ethically and legally improper.

Cheating includes the deliberate submitting of work that is not one's own and that violates the professor's instructions for the work; the use of testing materials from past testing periods as a study guide, unless authorized by a professor; possession of written materials, not expressly authorized by the professor during an examination or test, that contain matter relevant to the course in which the examination is being taken; discussion of examination contents with any other student while taking an examination or test; and divulging or receiving any information on the content or form of any examination that either student has not yet taken. A student who gives illegal aid shall be considered as responsible as the student who receives it.

Lying is defined as making a statement that one knows is false or is intended to deceive. Academic theft is the removal of academic materials, depriving or preventing others from having equal learning opportunities.

College of Pharmacy and Health Sciences students are subject to the conditions and requirements of the Honor Code. The Honor Code is published in the *Student Handbook*, which is distributed to all students at the beginning of the fall term, and made available electronically on the College's website. Doctor of Philosophy students are subject to the conditions and requirements of the Graduate Honor System. The Graduate Honor System is available on the College's website.

Attitude and Conduct

The University expects students to conduct themselves in a manner that reflects their maturity and their awareness that matriculation at the University is a privilege accorded

only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University-sponsored events held off campus. Generally, institutional discipline shall be limited to conduct that adversely affects the institutional community's pursuit of its educational objectives.

The following are examples of such conduct:

1. Obstruction, coercion, intimidation, or abuse of any person on University premises or at University sponsored or supervised functions.
2. Theft from or damage to University facilities, or damage to or theft of property from a member of the University community.
3. Intentional disruption or physical obstruction of teaching, research, and other institutional activities.
4. Possession or consumption of alcoholic beverages on University property and at University events.
5. Possession of firearms or weapons on University premises, except where authorized by established University policy or necessary to the pursuit of educational objectives.
6. Possession or use of drugs prohibited under federal and/or state statutes.

Any student found guilty of the above offenses, or of any other serious defect of conduct or character, may be subject to expulsion, suspension, or such lesser disciplinary measures as may be deemed appropriate by the proper authorities of the University. The President of the University has the responsibility and power to act as final authority and arbiter in matters of student discipline and conduct, as set forth in the charter and bylaws of the University. The *Student Handbook*, which details the Code of Professional Conduct for College of Pharmacy and Health Sciences students, may be obtained from the Office of Student Affairs and Admissions.

Changes of Regulations or Course Offerings

The rules and regulations, as stated in the catalog, are announcements and do not serve as a contract between the students and the College of Pharmacy and Health Sciences. When considered necessary, the school reserves the right to change, without notice, the calendar, curriculum, rules, and regulations of this catalog. The University reserves the right to withdraw any courses at any time and to change its rules concerning admission of students. The University reserves the right to change, at any time, any academic regulation that affects the granting of degrees. Students will meet the new regulations, if additional time in residence is not required to do so.

Unit of Credit

The unit of credit is the semester hour. Generally, a credit represents 15 hours of class work per semester, or its equivalent in other forms of instruction. Forty hours of experiential training equals one semester hour of credit.

Course Numbering System

The number assigned to a course of study is a general indication of the level of students for which it is designed:

300-399:	1st Year Pharmacy
400-499:	2nd Year Pharmacy
500-599:	3rd Year Pharmacy; PA Program
600-699:	4th Year Pharmacy; MBA; Nontraditional Pharm.D. Pathway; PA Program
800-899:	Ph.D. Program—Pharmacy

Course Load

Each semester, Doctor of Pharmacy students are expected to carry the normal full-time course load of 18 semester hours of credit. In special circumstances, such as prior course failures or readmission, temporary part-time status may occur due to lack of availability of courses; however, continuous part-time study is not an option. A first, second, or third professional-year student carrying less than 12 semester hours is considered a part-time student; a fourth-professional-year student carrying less than 10 semester hours is considered a part-time student.

Doctor of Philosophy Students are required to maintain a full-time load of 6 semester hours each semester (fall, spring, summer), until all degree requirements, including submission of the final copy of the dissertation are completed. Part-time attendance is not permitted. If a student has not been officially enrolled for one semester or more, they must apply for readmission. If the student has been enrolled at another institution since the last attendance in the Ph.D. program, they must submit official transcripts from that institution to the Department of Pharmaceutical Sciences. A student on approved leave of absence from the program is not required to apply for readmission unless they are absent beyond the end of the approved leave period. Doctor of Philosophy students must complete all degree requirements within six years of the initial date of matriculation. Two years must be completed in residence at Mercer University. A student must be in residence at the time of completion of the dissertation.

A Master of Medical Science student is required to carry the normal full-time course load of 15-21 semester hours of credit. Part-time attendance is not permitted.

Grading System and Quality Points

Cumulative grade point averages are computed with a quality point system. The interpretation of the letter grades and their quality point values is as follows:

		Quality Points Per Credit Hour
A	Excellent	4.0
B+	Good	3.5
B	Good	3.0
C+	Average	2.5
C	Average	2.0
D	Poor	1.0
F	Failure	0
IC	Incomplete	0

AU	Audit	0
W	Withdrawal	0
Z	Grade Not Reported	0
S	Satisfactory	0
U	Unsatisfactory	0

Hours earned with a “satisfactory” grade will be added to the total number of credits required for graduation, but will not affect a student’s grade point average; an “unsatisfactory” grade will not carry hours earned and will carry no penalty to the grade point average.

The grade of IC (incomplete) may be assigned when students have not completed all of their required coursework and/or examinations for a course. The IC should be removed no later than one year after it was assigned. If it is not removed within the stated time, the IC will automatically change to the grade of F. In cases of illnesses or extreme circumstances, the IC will be changed to the grade of W, with the approval of the Associate Dean for Student Affairs and Admissions.

A student’s scholastic standing is normally determined by calculating his/her grade point average. This average, which is calculated for each semester and for the entire period of residence, is determined as follows: the total number of credit hours for which a grade is received is multiplied by the numerical equivalent for that grade. The results are added, and the sum is divided by the total number of hours for which grades have been assigned.

Grade Reports

Mercer University does not automatically mail grade reports to students. Students may check their semester grades on-line through BearPort as soon as the grades are posted. After ALL grades are posted, official semester grade reports will be mailed only to those students who have requested them. Requests for official copies of grade reports must be made through BearPort during the last two weeks of a semester; a request must be made every semester that a student wants a report mailed to him/her (i.e., making a request one semester does not mean that you will automatically have a grade report mailed to you each of the following semesters). If a student does not order a grade report during the allotted two weeks at the end of a semester, the student will need to request a transcript in order to receive an official copy of his/her grades.

Registration

All students are required to register at the times prescribed in the academic calendar. Official enrollment, which includes the online completion of satisfactory financial payments, is required for admission to any class or pharmacy practice experience. Students who register after the prescribed time are subject to a late registration fee.

IMPORTANT: To cancel a registration at any point after the end of the drop/add period, a student must complete a Course Withdrawal Form. If the appropriate official form is not completed, a grade of F will be assigned, if the student does not attend class.

Special Registration Regulations

Course Overload. A course overload is defined as registration for any additional hours of credit above the number of credit hours outlined for each individual semester in the Doctor of Pharmacy curriculum. In order to register for course overloads, students must

have grade point averages of 2.5 or better. In addition, students must have the approval of (1) the Associate Dean for Student Affairs and Admissions or (2) the faculty advisor designated for the student by the Associate Dean for Student Affairs and Admissions or (3) the Director of the Pharm.D./MBA Program, if the student is participating in this program.

Elective Courses. Students can register for more than the required number of elective courses, if they have grade point averages of 2.5 or better.

Inter-Departmental Courses. In order to register for Project Development 548 or Introduction to Research 549, a student must have a grade point average of 2.5 or better and the consent of the instructor.

Professional Credit for Graduate Coursework. Pharmacy students may receive elective credit for graduate-level courses taken within the University. The following criteria apply to these decisions:

- Students should have at least third-professional-year status or a previous four-year (or higher) degree in a relevant area.
- Students must have minimum grade point averages of 3.0.
- Course prerequisites must be met.
- Students must submit letters to the appropriate graduate program director that state their interest and describe the benefits of this course to their professional goals.
- Enrollment in the course must have the approval of the graduate program director.
- Students will receive only professional-level credit for such courses.

Cross Registration

University students may enroll in courses offered by member institutions of the Atlanta Regional Council for Higher Education, under the cross registration arrangement of the consortium, provided they meet the academic requirements of the consortium agreement. A statement of policies and procedures is available in the Registrar's Office, on the back of the Cross Registration Application. The Registrar serves as the Coordinator of Cross Registration and may be contacted for more information.

Course Changes

Course changes (dropping and/or adding courses) must be done on or before the dates specified in the calendar of the current catalog. For students enrolled in the College of Pharmacy and Health Sciences, courses may be dropped or added only during the published drop/add period.

To change courses during this period, a student uses the BearPort online system. Courses dropped during this time will not appear on a student's grade report or permanent record.

Course Limits

The decision of whether to offer a course (required or elective) will be based upon the availability of the faculty to teach the course, as determined by the department chair, and by a minimum number of six students enrolling in the course and being present on the first day of class.

Summer Remediation

Summer remediation is only open to Doctor of Pharmacy students who have previously failed a required course.

For a student who fails a required course during the fall or spring semester, an equivalent course outside the College's traditional Doctor of Pharmacy program will be sought for completion during the summer subject for review and approval by the course coordinator, the course coordinator's department chair, and the dean.

In the event an equivalent course is not available, the course will be offered in the summer by the College of Pharmacy and Health Sciences. The course must fulfill the same curriculum outcomes as during the regular academic year; however, the teaching plan, including methodology and daily schedule may vary as determined and documented by the course coordinator and the coordinator's department chair.

A student may repeat only one course one time at another school or via summer remediation. Additional failed courses must be retaken during the subsequent academic year.

Withdrawal from a Course

A student may withdraw from a didactic class with a grade of W after the drop/add period and on or before one-half of the scheduled class days of the course have been completed. For these withdrawals, the grade of W will be recorded on the student's grade report and on the permanent record. These withdrawals are not used to compute grade point averages. To withdraw officially, a student must complete a Course Withdrawal Form (obtained from the Registrar's Office). The Course Withdrawal Form must be signed by the Associate Dean for Student Affairs and Admissions, a representative from the Bursar's Office, and a Records Officer. If a student pursues a course beyond the last day for withdrawal, a grade will be recorded for that course and will be computed in the grade point average for that semester. If the official withdrawal is not completed within the time limits described, a grade of F will be assigned if the student discontinues class attendance and performance. After the last day for withdrawal, the grade of W can be recorded only in cases of illness or extreme circumstances that make it necessary for the student to completely withdraw from school. (See "Resignation from the University.")

Withdrawal Policy for Fourth Professional Year Advanced Pharmacy Practice Experiences

A Doctor of Pharmacy student may withdraw from an advanced pharmacy practice experience, without receiving a grade, through the fifth day of the experience. If a student pursues a practice experience beyond the first five days, a grade will be recorded for that practice experience and will be computed in the grade point average for that semester. After the first five days, the grade of W can be recorded only in cases of illness or extreme circumstances that make it necessary for the student to completely withdraw from school. Withdrawal from an international clerkship will cause the student to forfeit his/her stipend.

Term Withdrawal/Resignation from the University

Term withdrawal (resignation) 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 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 before the published deadline. 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 published 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 have grades of W awarded when officially withdrawing after the deadline.

Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal. Failure to officially withdraw will result in academic and financial penalties. Information on Mercer's refund policies can be found in the "Financial Information" section of this catalog.

A Doctor of Pharmacy student who is not attending classes at the time of withdrawal is required to meet with the Associate dean for Student Affairs and Admissions to officially resign from the University.

A Physician Assistant student who is not attending classes at the time of withdrawal is required to meet with the Physician Assistant Program Director to officially resign from the University.

Doctor of Philosophy students who wish to withdraw officially from the University should consult with the Graduate Program Director.

Standard of Performance

Each candidate for a Doctor of Pharmacy degree must secure credit, in the approved courses of the curriculum, totaling 144 semester hours. In securing this credit, each candidate must have a grade point average (GPA) of at least 2.0. Should a course be repeated, all grades received in that course are used in the computation of the grade point average. Should a course be repeated for which a passing grade has been previously received, and the repeated grade is F, the course requirement for the curriculum has been satisfied.

Each candidate for the Doctor of Philosophy degree must secure credit for a minimum of 70 semester hours including 35 hours of approved graduate-level coursework and 35 hours of dissertation research. In securing this credit each candidate must have a cumulative grade point average (GPA) of at least 3.0. Any student whose semester and/or cumulative GPA drops below 3.0 or who does not provide regular, documented evidence of progress in their research program is making unsatisfactory academic progress. In these cases, the student's progress will be monitored. Additional details pertaining to specific academic requirements for Doctor of Philosophy students can be found in the College of Pharmacy and Health Sciences Catalog and website.

In order for a student to remain in good standing while enrolled in the Physician Assistant Program, a student must obtain at a minimum a letter grade of "C" in all didactic coursework and maintain a semester and cumulative grade point average (GPA) of 2.5. At a minimum, students must receive an overall "satisfactory" evaluation with no unsatisfactory professional ratings in all clinical rotations. The Physician Assistant Program uses a lock-step/sequenced curriculum which is constructed to build upon the previously mastered material. It is incumbent that the student completes all course work in sequence in order to progress successfully through the program curriculum. In rare instances, a student may be given an incomplete (IC) for a given course and allowed to progress to the next semester. Students who receive a grade of incomplete in any didactic course prior

to beginning the Clinical Phase of training will not advance to the clinical phase until all deficiencies related to the incomplete grade are resolved. Students who receive a grade of incomplete in any Clinical Rotation or during the Professional Didactic Phase may not graduate until all deficiencies causing the incomplete grade are resolved.

Physician Assistant students earning a letter grade of “D” in any didactic course are subject to being placed on academic probation and may be required to complete a program of remediation at the request of the Progress and Advancement (P&A) Committee. If after one additional semester, the student on probation fails to perform the requirements at the level specified by the P&A Committee, the student is subject to continued probation, academic dismissal, or permanent academic dismissal.

The grade of “F” indicates failure of a course and no credit is earned. A student who earns a grade of “F” in any didactic course or an “unsatisfactory” in any clinical rotation will not be allowed to proceed in the Physician Assistant Program until the Progress and Advancement Committee makes their recommendations concerning the student’s status. These recommendations may include but are not limited to the following: repetition of the course, completion of a substitute course, repetition of an entire semester, repetition of an entire year, or academic dismissal. The P&A Committee renders their decision based upon the overall quality of the individual student’s performance and mitigating circumstances.

Academic Progression

Doctor of Pharmacy academic progression is defined as:

A minimum cumulative grade point average of 2.0; successful completion of all first professional year courses; and passing the P1 year end examination are required for entry into the second professional year.

A minimum cumulative grade point average of 2.0; successful completion of all required first and second professional year courses; successful completion of a minimum of four semester hours of elective coursework; and passing the P2 year end examination are required for entry into the third professional year.

A minimum cumulative grade point average of 2.0; successful completion of all required first, second, and third professional year courses; successful completion of at least eight semester hours of elective coursework; and passing the P3 year end examination are required for entry into the fourth professional year.

Doctor of Philosophy students should consult the Doctor of Philosophy section of this Catalog for specific regulations regarding academic progression.

At the conclusion of each semester, the Progress and Advancement (P&A) Committee convenes to discuss the performance of Physician Assistant students during their didactic coursework, clinical rotations, and their professional behavior throughout the Program. The P&A Committee is chaired by the Program Director, who is also joined on the Committee by core faculty members, course directors, instructors, clinical preceptors, ex-officio members from the Office of Student Affairs and Admissions, and other faculty from within the College. Students will be evaluated as performing satisfactorily, commendably, or in need of further guidance (probationary status). If a student performs unsatisfactorily, the faculty advisor will provide rationale that may have impacted the student’s performance and then the P&A Committee will develop a plan of intervention. A student

may receive a Professional Warning, Academic or Professional Probation, or Dismissal by the P&A Committee.

Probation/Dismissal

A Doctor of Pharmacy student who fails to achieve a semester average of at least 2.0 will be placed on probation when his/her cumulative average at the school is less than 2.0. Any student who again fails to achieve a semester average of at least 2.0 when his/her cumulative average is less than 2.0 will be placed on academic dismissal.

In addition, a Pharm.D. student who makes an F or U in a course will be placed on probation. Any student who makes a second F or U in a course will be placed on academic dismissal. Any Doctor of Pharmacy student who has been placed on academic dismissal may petition for readmission.

1. A dismissed student may petition the Academic Performance and Standards Committee.
2. The Committee will investigate the circumstances of dismissal.
3. If the student is readmitted by the Academic Performance and Standards Committee, there will be placed upon the readmission certain conditions and requirements designed to aid the student in attaining good standing within the College.
4. Breach of conditions or requirements will result in permanent dismissal of the student.
5. A student who again fails to achieve a semester average of at least 2.0 when his/her cumulative average is less than 2.0 will be permanently dismissed.
6. Any student who makes an F or U in a third course will be permanently dismissed.
7. The Committee will inform the faculty regarding its actions.
8. The decisions of the Committee may be appealed to the Senior Associate Dean.

Doctor of Philosophy students are required to have cumulative grade point average (GPA) of at least 3.0 to graduate from the program. The semester and cumulative grade point averages are an indication of a student's academic performance. A student whose semester and/or cumulative GPA drops below 3.0 or who does not provide regular, documented evidence of progress in their research program is making unsatisfactory academic progress. In these cases, the student's progress will be monitored.

1. Academic Warning—A student will be placed on academic warning the first term that their semester or cumulative GPA is below 3.0, or if the student fails to attain a minimum grade of B or S in a graduate-level course. Additionally, a student will be placed on academic warning if the student fails to attain a minimum grade of B in an undergraduate course offered by the Department of Pharmaceutical Sciences.
2. Academic Exclusion—A student may be permanently excluded from the Ph.D. program for:
 - a. failure to maintain a cumulative GPA of 3.0 following previous academic warning; or
 - b. obtaining a grade lower than a B or a grade of U in more than two graduate-level courses; or
 - c. failing to pass their Preliminary Examinations after two attempts; or
 - d. obtaining a grade of lower than a B in more than two undergraduate courses offered by the Department of Pharmaceutical Sciences.

The final determination on exclusion from the Ph.D. program will be decided by the faculty of the Department of Pharmaceutical Sciences at the recommendation of the Graduate Program Director. The Department expects that all graduate students will act responsibly and ethically in the laboratory and the classroom. Failure to uphold general standards of ethical conduct also is grounds of exclusion from the program.

Academic probation is a qualified status within the Physician Assistant Program designated by the Progress and Advancement (P&A) Committee when a student violates one of the conditions set forth in the section on Academic Standing. A student placed on academic probation by the P&A Committee will be advised of this action in writing by the Program Director. The letter will clearly outline the specified deficiency(s), requirements of probation, and timeline for the student to meet these requirements. It is necessary for the student to acknowledge receipt of this probationary letter and attest to their understanding of the conditions set-forth and timeline established in writing within 10 business days. When a student is placed on academic probation, the student's academic progress is carefully reviewed by the P&A Committee at the conclusion of the following semester with recommendations which may include removal from probationary status or further academic action. Additionally, students are required to act professionally and with integrity during their tenure at Mercer University. The Physician Assistant Program abides by the Code of Professional Conduct, which is printed in the Student Handbook Appendix. Students who violate the Code of Professional Conduct are subject to professional probationary status as recommended by the P&A Committee. The student's continued enrollment in the PA Program will be based upon satisfactory results on the Professional Performance Form and the recommendations of the P&A Committee. In some special cases, a student demonstrating professional deficiencies may not receive probationary status; however, he/she will be rendered a letter of warning from the Program Director which will detail the specifics of the warning and recommendations for remediation. The student is to acknowledge receipt of this warning with a written response to the Program Director within 10 business days. A student who does not follow the recommendations set forth by the Program Director will be subject by the P&A Committee to Professional Probation or dismissal from the program.

Attendance

Attendance at the College of Pharmacy and Health Sciences is a privilege and not a right. Each course coordinator is charged with the responsibility of establishing an absentee policy for his/her course, subject to the approval of the department chairperson. This policy must be a part of the course syllabus distributed to students. In those cases in which the professor does not wish to establish an absentee policy, absenteeism cannot be considered in determining the grade for the course.

Physician Assistant Program students will also receive a class schedule for the semester that includes weekly schedules and course schedules. On occasion, the PA Program may not be able to strictly adhere to the posted schedule as many of the clinical guest lecturers are full-time healthcare providers. There will be times when a guest speaker will experience a last minute "emergency" or scheduling conflict. In those instances, every effort will be made to reschedule the class during regularly scheduled class times. Classes may be scheduled at an off-time, however, including evenings and early mornings. The PA program faculty, with the approval of the Program Director, reserves the right to add additional hours to previously scheduled class hours when indicated. Attendance is mandatory for all examinations, both written and practical. Students

are responsible for being present at the start of all examinations. Examinations will begin on time; students who arrive after an examination has begun will be denied admission to the examining room; thus jeopardizing their course grade.

Examinations

Students must report for scheduled examinations. Permission for a make-up examination due to illness or other emergency may be obtained from the Associate Dean for Student Affairs and Admissions (Pharm.D.) or Program Director (PA) and the course coordinator.

Make-Up Examination Policy

It is the responsibility of the coordinator of each class to describe in the syllabus the course policy for making up examinations that are cancelled due to inclement weather or some emergency.

Class Auditing Regulations

An auditor is assumed to be seriously interested in the course being audited. An official entry of the audit on the student's permanent record will be made only if the student attends 75 percent of the classes.

A full-time Doctor of Pharmacy student at the College of Pharmacy and Health Sciences may audit any course for which he/she is eligible to register, with the consent of the instructor and the approval of the Associate Dean for Student Affairs and Admissions. There is no special audit fee for full-time students.

Doctor of Pharmacy students not enrolled on a full-time basis may audit appropriate courses, with the consent of the instructor and the Associate Dean for Student Affairs and Admissions. The auditing fee for such auditors is one-half the regular tuition per semester hour plus a one-time application and matriculation fee.

Audited courses do not carry academic credit. An auditor is not responsible for daily assignments, tests, projects, or examinations. Any student currently enrolled and in good standing at the College of Pharmacy and Health Sciences, or holding a Bachelor of Science degree in pharmacy or a Doctor of Pharmacy degree, may change an audit to a credit course only during the prescribed period for course changes. The student must have the approval of the instructor and Associate Dean for Student Affairs and Admissions and pay all applicable fees for the course taken for credit.

Transient Credit

Academic credit may be given for courses successfully completed with a grade of C or better at other pharmacy, medical, medically-related professional schools, and graduate schools, subject to the approval of the appropriate department chairperson and dean. In such cases, no grade will appear on the student's transcript, but the transfer of credit hours will be awarded. Transfer credits are not utilized in determining a student's grade point average.

Application for Graduation

Students who expect to qualify for graduation must file applications for graduation with the Registrar's Office in the semester prior to completing degree requirements.

Degree Requirements

Doctor of Pharmacy Program

1. Completion of the Doctor of Pharmacy curriculum (totaling 144 semester hours) with a passing grade in each course and with a 2.0 cumulative grade point average.
2. Thirty-six months of residence in an accredited school of pharmacy, the final eighteen months of which must be completed at the College of Pharmacy and Health Sciences.
3. Recommendation by the faculty of the College of Pharmacy and Health Sciences.
4. Payment of all financial obligations to the University.
5. Compulsory attendance at graduation exercises.

Doctor of Philosophy

1. Completion of a minimum of 70 semester hours in the Doctor of Philosophy curriculum, including 35 hours of approved graduate-level coursework and 35 hours of dissertation research, with a 3.0 cumulative grade point average.
2. Successful completion of preliminary research protocol, preliminary examination, and successful completion of an original research project as evidenced by submission of the written dissertation and successful oral defense.
3. Two years in residence at Mercer University. Graduates must be in residence at the time of completion of the dissertation.
4. Payment of all financial obligations to the University.

Physician Assistant Program

1. Completion of the Master of Medical Science Physician Assistant curriculum (totaling 129 semester hours) with a passing grade in each course and with a 2.5 cumulative grade point average.
2. Successful demonstration of professional performance standards throughout the student's career in the Physician Assistant Program.
3. Successful completion of the Summative Evaluation and Capstone Project.
4. Recommendation by the faculty of the Physician Assistant Program with final verification by the Program Director.
5. Payment of all financial obligations to the University.
6. Compulsory attendance at graduation exercises.

Awarding of Degrees

The school awards degrees at the end of the semester in which all degree requirements have been met.

Student Advising Policy

The Doctor of Pharmacy Student Advising Program is under the direction of the Associate Dean for Student Affairs and Admissions. This program provides information for successful matriculation and professional development of students, and key faculty members are utilized as resource personnel. Students who are identified with special needs, such as a low grade point average (current or cumulative), failing grades, or student requests, are required to participate in a formal academic advising program. This program requires a coordinated effort between the following:

- A. Associate Dean for Student Affairs and Admissions**—The responsibilities of this office are to:
1. Provide faculty training programs.
 2. Assign students to individual faculty advisors.
 3. Monitor the advising process.
- B. Volunteer Faculty Members**—The responsibilities of faculty advisors are to:
1. Participate in training programs provided by the Associate Dean for Student Affairs and Admissions.
 2. Approve student registration forms.
 3. Advise and/or refer students, as appropriate.
 4. Meet with advisees at least twice per semester.
 5. Monitor a student's academic progress and assist the student in seeking appropriate help.
 6. Provide status reports on each advisee to the Associate Dean for Student Affairs and Admissions.
- C. Student Advisees**—It is the student's responsibility to be aware of all department, school, and university degree requirements, as published in the academic catalog, and to insure that such requirements have been met or that appropriate waivers have been secured and filed in the Office of the Registrar. The specific responsibilities of the advisees under this program are to:
1. Obtain registration approval from their faculty advisors.
 2. Meet with advisors at least twice per semester.

Once the needs have been met to the satisfaction of the student, faculty advisor, and Associate Dean for Student Affairs and Admissions, participation in this advising program will no longer be required.

Doctor of Philosophy students should consult the Doctor of Philosophy section of this Catalog for specific regulations regarding student advising.

Primary Physician Assistant student advisement is conducted by members of the PA Program faculty who will avail themselves for student consultation as needed. Students will meet with their faculty advisor a minimum of two times each semester (beginning and mid-semester), and more frequently as needed.

Students are encouraged to seek assistance from the course instructor and/or their faculty advisor if experiencing academic difficulty early on as opposed to waiting until the examination time. Despite prior academic success, newly enrolled students in the PA Program often find the pace and depth of material to be somewhat overwhelming at first. The PA Program faculty stand ready to assist the student in successfully navigating the program materials and identifying appropriate resources when indicated.

The Academic/Clinical Coordinator will maintain close oversight of the student's progress in concert with the course instructor, faculty advisor and Program Director. If a student is identified as experiencing academic difficulties, the student will meet with the course instructor and their faculty advisor. In certain circumstances, the Academic/Clinical Coordinator and Program Director may be involved during these meetings as well. Prior to these meetings, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these gatherings, the faculty will assist the student in identifying institutional resources and/or student services to assist them in their continued success in the program.

In an effort to be as successful as possible when participating in student advising, the following roles and expectations for the faculty advisor and student advisee have been established:

A. Role and Expectation of the Faculty Advisor:

1. to listen to the student's concerns or needs with empathy and understanding
2. to be available during posted office hours or by appointment to meet with students to discuss academic difficulties which have not been resolved at the instructor level and to suggest possible remedies
3. to acquaint the student with available institutional resources and student services and, when appropriate, refer the student to specific services
4. to monitor academic and clinical progress and to be available for consultation if the student's progress is in jeopardy
5. when appropriate, share one's professional experience in the areas of professional development, career opportunities, and personal growth as related to the PA profession

B. Roles and Expectations of the Physician Assistant Student Advisee:

1. to have a working knowledge of all Program policies and procedures
2. to provide contributory information in a clear, concise manner to facilitate the advising process
3. to offer insight into one's academic performance and potential deficiencies that may exist
4. to act on academic recommendations and suggestions offered by the course instructor and faculty advisor
5. to be responsible for the successful completion of all coursework and practical experience throughout the didactic and clinical components of PA training
6. to follow-up on referrals for student services which may include professional counseling, campus health care services, disability services, etc

Background Checks and Drug Screening

The College of Pharmacy and Health Sciences does not require a background check or drug screening for admission to the Doctor of Pharmacy or Doctor of Philosophy degree programs. Admission into the Doctor of Pharmacy degree program does not guarantee eligibility for licensure as either a pharmacy intern or pharmacist in any state as state regulations may require a criminal record search to verify suitability for licensure. Licensure as a pharmacy intern in the state of Georgia is required during the first professional year and failure to obtain licensure will prevent a student's progression in the professional degree program. Additionally, many introductory and advanced practice experience sites require a background check and/or drug screening for participation at the site. The Director of Experiential Education for the College of Pharmacy and Health Sciences will notify students of any such requirements. Any required background check and/or drug screening must be performed at the student's expense and the results reported directly to the clinical site and not to Mercer University faculty or staff. Determination of student fitness for participation at a clinical site requiring such checks will be at the sole discretion of the clinical site.

Physician Assistant Program students will be informed of the background check/drug screening requirements prior to matriculation.

Health Policies

Infection control policies at area hospitals require that the College of Pharmacy and Health Sciences ensure that students entering these facilities for training purposes are in good health. In order to comply with these policies, it is necessary to require the following:

1. **Health Information Form.** This form will request basic information about your health and immunization record, and will assist Campus Health Services in providing quality health care to you.
2. **Measles, Mumps, Rubella (MMR) Vaccination.** All students **must** provide documentation of immunity against measles, mumps, and rubella (MMR), giving the month and year of immunization. A statement of “up-to-date” is not sufficient. Two doses of measles (rubeola) vaccine are required. You must have been at least 12 months old when the first measles dose was received. Students born before December 31, 1956, need documentation of rubella immunization only. You may have received MMR vaccinations, rather than individual measles, mumps, and rubella vaccinations. If a student is unable to document proof of immunization to measles, mumps, and rubella, he or she may document immunity through a serologic (antibody) blood test at the student’s expense. If serologic blood testing shows no immunity to MMR, the student may register for classes following documentation of the first dose of MMR, with the second to follow in 30 days. The Campus Health Services can recommend physicians and facilities that can perform the necessary lab test(s) and interpret the results. A hold will be placed on a student’s registration if s/he fails to comply with the immunization policy.
3. **Hepatitis B and HIV.** Each student will be required to complete an annual OSHA training program on bloodborne pathogens and universal precautions. All students entering the College of Pharmacy and Health Sciences are required to document initiation and/or completion of the Hepatitis B series. **Completion of the Hepatitis B vaccine must occur within the first year of entering the program.**
4. **Other Vaccinations.** If you have not had **chickenpox (varicella)**, you must be immunized with varicella vaccine prior to enrolling. **Tetanus/diphtheria** immunization should be current within the past 10 years. Additional requirements for Physician Assistant students include: **Polio vaccine, Hepatitis B titer, and MMR titer.**
5. **Tuberculin Skin Test (PPD).** All entering students must provide proof of a tuberculosis skin test done within **6 months** prior to the first day of class. **The Mantoux 5TU PPD Tuberculin Skin Test—NOT THE TINE TEST—is required.** Students who have previously had a positive skin test are required to have a chest x-ray (unless they have documented completion of INH therapy), and should not have a repeat skin test. The PPD skin test will be done annually and as requested at any other time during enrollment, to comply with contracts for advanced practice experiences. PPD skin tests may be obtained from your local health department, physician, or Campus Health Services.

6. **Health Insurance.** The College of Pharmacy and Health Sciences requires all students to maintain an acceptable health insurance policy. Students must provide proof of insurance coverage each year throughout enrollment in the program. You may purchase the Student Health Insurance that is offered by the University. Students enrolled in an HMO (out of state) should notify the HMO that they are enrolled at Mercer and verify out-of-network coverage. Applications for Student Health Insurance are available from Campus Health Services after August 1. Students may apply to enroll in the University-sponsored program on or before the first day of class.
7. **Additional immunizations,** health information, or lab tests may be required to comply with outside affiliation agreements. Information regarding your health history is requested for your protection and to assist us in case of emergency. The information is confidential. Portions of this information may be shared with appropriate personnel at our pharmacy practice experience sites, as required by our affiliation agreements. Questions regarding these policies should be directed to Campus Health Services.

Student Rights Pertaining To Educational Records

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A "school official" is a person

employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

4. The right of a currently enrolled student to request that his/her "directory information" not be released by Mercer University.

The University at its discretion and without the written consent of the student may release "directory information," which includes the following items: student name, address, e-mail address, telephone number, date and place of birth, academic program, dates of attendance, degrees and honors received, most recent previous institution attended, participation in officially recognized activities and sports, and photographs or video images.

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

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

Financial Information

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

Tuition and Fees

Tuition, 2009-2010

Please note that these tuition rates and miscellaneous fees are for the 2009-2010 academic year and are subject to change without prior notice.

Master of Medical Science

Per Semester\$7,193

Doctor of Pharmacy

Student enrolled in 12 or more hours per semester
 Per Semester\$14,261
 Academic Year (2 semesters)\$28,523
 Student enrolled in less than 12 hours per semester
 Per Semester Hour\$951

Fourth-Professional-Year Student
 Per Five-Week Advanced Practice Experience\$4075/ea
 (Note: Fourth-year-professional students who wish to take an overload of an additional, eighth practice experience may take this practice experience at no charge, provided that the previous seven practice experiences have been paid-in-full; students must also comply with academic course overload requirements.)

Transient Student
 Per Semester Hour\$951

Miscellaneous Fees

Facilities and Technology Fee:
 Graduate and Prof. students enrolled in 9 hours or more\$100/semester
 Graduate and Prof. students enrolled in 8 hours or less\$12.00 per credit hour
 Late Registration\$25
 Late Payment Fee\$25
 Registration Reinstatement Fee\$50
 Transcript Related Fees
 Transcript Fee (for two-day service)no charge
 Transcript on Demand (immediate service)\$10
 Document Faxing Fee\$5
 Overnight Service Fee/per address (standard not priority)\$25
 Returned Check Fee\$25 or 5% of face value of check, whichever is greater. (Obligation and fee for returned checks must be paid in cash, cashier's check, or money order. After two returned checks, students are placed on a "cash only" basis with the University.)

Payment Plan Enrollment Fee\$35/semester

Master of Medical Science Students

Laptop/PDA TBA

One-time lab & equipment fee for incoming cohortTBA

Doctor of Pharmacy Students

Supplemental Application Fee (non-refundable) \$25
(The Supplemental Application Fee is waived only for those students participating in the Early Acceptance Program who are enrolled at the Mercer University College of Liberal Arts.)

Pre-Enrollment Deposits and Matriculation Fee\$500
Two non-refundable deposits are required of students accepted into the program, to secure their positions in the class. For those students who matriculate, \$225.00 applies to the first semester's tuition; \$25.00 covers the one-time matriculation fee due upon acceptance. A second non-refundable deposit will be due by June 1st and will also be applied to the first semester's tuition. (Early Acceptance Program students do not submit a pre-enrollment deposits/matriculation fee; full tuition is due upon enrollment. The matriculation fee is waived.)

Doctor of Philosophy Degree Candidates

Application Fee (non-refundable)\$ 25

(All fees must be paid before final submission of dissertation to the Director of Graduate Programs.)

Microfilm Fee \$ 55

Binding Fee \$ 40

Personal Copy\$ 10

(Those wishing to copyright their dissertation may do so through the microfilm publication service for the current fee of \$45.)

Audit Fees

Individuals not enrolled on a full-time basis may audit appropriate courses with the consent of the instructor and the Associate Dean for Student Affairs and Admissions. The auditing fee for such auditors is one-half the regular tuition per semester hour, plus a one-time application and matriculation fee.

Course Fees

Additional fees may be assessed for special course requirements.

Payment of Tuition and Fees

All tuition and fees are due and payable each semester, **no later than the first official day of classes**. Only those students who register for a given semester during early registration will be billed for the semester in advance. Students who are not registered early and billed prior to the beginning of the semester must be prepared to pay at the time they register for classes. A fee of \$25 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 in writing. Non-attendance does not cancel charges,

and the student will be held financially accountable for all classes for which s/he is registered.

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

Payment of tuition and fees is the responsibility of the student, regardless of sponsorship by a third party or by his or her employer.

Contractual Obligations

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

Method of Payment

Tuition, special fees, housing, and other assessments may be paid by cash, check, or money order (made payable to Mercer University), or by Visa, MasterCard, and American Express. Credit card payments may also be made online, through BearPort.

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.

In an ongoing effort to assist our students financially, Mercer offers a **Monthly Payment Plan**, which allows a student to pay tuition in monthly installments. Also, students who receive company reimbursement are eligible to participate in our **Deferred Payment Plan**. For more information concerning these payment options, please contact the Office of the Bursar on the Cecil B. Day Campus or access our website at www.mercer.edu/bursar.

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 regarding VA certification. VA recipients should not assume that contacting the Registrar relieves them of payment obligations. Unless the student is eligible to participate in the VA Chapter 31 Benefits Program (allowing schools to bill the government and receive direct payment) the benefits are paid to the student, not the university. Therefore, students who receive VA benefits must make appropriate payment arrangements with the Office of the Bursar not later than the first day of class each semester.

Student Insurance

All students are required to carry health insurance while enrolled at Mercer University. Each semester, an insurance premium is assessed at the time of registration. Those who do not wish to purchase the school policy must provide proof of insurance by signing on to BearPort and completing the Insurance Waiver Screen. This will remove the charge from the student's account. If the waiver is not entered each semester by the published deadline, the student will be held responsible for payment of the non-refundable insurance premium. No exceptions are made to this deadline.

Debts

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

Unpaid student accounts that are deemed delinquent may be placed with a collection agency. If such action is required, the student will be liable for any costs associated with such an action. Students should understand that collection costs will be a minimum of 33 1/3% and up to 67% of the outstanding balance. All accounts placed with collections will be reported to the Credit Bureau and NSLDS.

Refund Policy

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 resigns when a disciplinary action or honor code violation is pending; or (4) the student withdraws from a class or classes, but does not totally withdraw from all classes for the semester. A student who FORMALLY RESIGNS from school prior to the last day of the drop/add period for any term of enrollment will be entitled to a 100% credit of tuition and fees charged for the current term. A student who FORMALLY RESIGNS from school after this date may be entitled to a prorated credit of the tuition and fee charges if certain criteria are met as described in this policy. The criteria for the Mercer Institutional Refund Policy are based upon federal mandates established by the Federal Return Policy, which took effect on all of the Mercer campuses on August 15, 2000, replacing all existing refund policies throughout the University.

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

To FORMALLY RESIGN, a student must drop or withdraw from **all courses** for the term by (1.) personally completing and returning an official Term Withdrawal Form obtained from his/her school's Registrar's Office or (2.) phoning his/her school's Registrar's Office and having an official Term Withdrawal Form completed for him/her. The completed form must be received in the Registrar's Office before the resignation process can be finalized. Refund calculations will be based upon the date the Term Withdrawal Form is received in the Registrar's Office.

No charges are assessed for housing when a student resigns prior to the first day of class for the term. When a student resigns after the end of the official drop/add period, housing refunds are calculated based on the percentages allowable under the Federal Return Policy Refund Schedule. Additional charges for housing will be assessed on a prorated basis from the time of withdrawal until the student vacates the room and returns his/her keys or keycard. Once all calculations are complete, the Office of the Bursar will bill the student for any outstanding balance. When the University has assessed charges in error, a full credit and/or refund of the charges will be made.

Financial aid awards and disbursements for students who formally resign from the University after the last day of drop/add each term will be returned to the original source of funds, in accordance with the Federal Return Policy.

Any exception to this policy will require a written appeal by the student to the Refund Appeals Committee. Letters of appeal, along with any pertinent documentation must be submitted to the Office of the Bursar **by the beginning of the following semester. Decisions of the Refund Appeals Committee are final.**

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 academically related activity, if it can document the student's attendance. A calculation for the return of federal funds will be completed within 30 days of the school's determination that a student has ceased attendance without proper notification. Any financial aid disbursements, which must be returned to their original source of funding, will then become immediately due and payable by the student to the University and, in some cases, to the U.S. Department of Education.

The following resignation calculation will be used to determine the prorated amount of tuition and fees to be credited to the student's account and the amount of financial aid to be returned to its source programs:

$$\frac{\text{The total number of calendar days attended by the student}}{\text{The total number of calendar days in the term of enrollment}} = \text{Percentage to be retained}$$

The total number of calendar days includes all days beginning with the first day of classes and ending with the last day of exams for the student's official program of study, excluding scheduled breaks of at least five consecutive days or more.

When the percentage to be retained is equal to or greater than 60%, NO tuition credit or refund of Title IV funds is required by the Mercer Institutional Refund Policy or the Federal Return Policy.

$$\text{Total tuition and fees for the term of enrollment} \times (100 - \text{percentage to be retained}) = \text{Total tuition and fees to be credited to the student's account}$$

$$\text{Total amount of Title IV Financial Aid disbursed} \times (100 - \text{percentage to be retained}) = \text{Total Title IV Financial Aid to be returned**}$$

** In most cases, the University is required to return only the portion of federal financial aid that has been paid towards institutional charges. Any funds refunded to the student prior to resignation could be repayable by the student to the University or the U.S. Dept. of Education. Should the University be required to return federal financial aid funds in excess of those retained for tuition and fees, then the student would be immediately responsible for payment back to the University for the full amount of this excess refund.

$$\text{Total amount to be returned to Non-Title IV funds} = \text{Total tuition and fees to be credited to the student's account less the total Title IV Financial Aid to be returned.}$$

Federal Title IV financial aid funds must be returned in the following order:

1. Loans:
 - Federal Unsubsidized
 - Federal Subsidized
 - Federal Perkins
 - Federal PLUS
2. Grants (& Other):
 - Federal Pell
 - FSEOG

-Other Title IV (excluding college work study earnings)

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

1. Mercer institutionally-funded loans
Mercer institutionally-funded grants/scholarships
2. Mercer endowment-funded-loans
Mercer endowment-funded grants/scholarships
3. State and other loans
State and other grants/scholarships
4. Student/parent payments

Sample Refund Calculations:

First Day of Class	=	August 22nd	
Last Day of Exams	=	December 18th	
Holidays	=	Labor Day, September 3rd Fall Break, October 8th and 9th Thanksgiving Break, November 21st - 23rd	
Number of calendar days between August 22 and December 18 = 119 days			
Number of scheduled breaks lasting five consecutive calendar days or longer = <u>5 days</u>			
Total calendar days in this enrollment period = <u>114 days</u>			

Resignation Scenario #1: A graduate student formally resigns in the Registrar's Office on September 17th.

Typical Charges: \$1,959 Graduate Tuition

Financial Aid Disbursed: \$3,000 Federal Subsidized Direct Loan, of which \$1,041 has been refunded to the student

Calculation: Number of calendar days between August 22 (First Day of Class) and September 17 (the date of Formal Resignation) = **27 days**

Percentage of charges to be retained* = $\frac{27 \text{ days}}{114 \text{ days}} = .2368$ or 23.7%

*Note that this is the same calculation used for the percentage of Title IV Aid earned.

Amount of tuition earned by the institution	=	\$1,959 x 23.7% = \$464.28
Amount of tuition to be credited to the student's account	=	\$1,959 - \$464.28 = \$1,494.72
Amount of Title IV funds earned by student	=	\$3,000 x 23.7% = \$711
Amount of Title IV fund to be returned to the Direct Loan Program	=	\$3,000 - \$711.00 = \$2,289
Amount of Title IV funds to be returned by the University	=	\$1,959 x (100-23.7%) = \$1,494.72

Amount of Title IV funds to be returned by the student = Since the student received a Direct Loan, the student will be responsible for the repayment of the amount borrowed less the amount returned by the University, in accordance with the promissory note signed by the student.

Snapshot of Student Account:

Tuition	\$1,959.00
Direct Loan	(3,000.00)
Refund to Student	<u>1,041.00</u>
Account Balance	-0- At time of resignation
Tuition Credit	(1,494.72)
University Refund to Direct Loan Program	<u>1,494.72</u>
Account Balance	-0- After resignation

Resignation Scenario #2: An undergraduate student formally resigns in the Registrar's Office on September 17th and turns in her dorm room keys and key card the same day.

Typical Charges:	Financial Aid Disbursed:
	\$5,000 Federal Subsidized Direct Loan
	<u>2,000</u> FSEOG Award
\$9,145 Tuition	\$7,000 Total Title IV Financial Aid
1,750 Dorm Room	3,000 Institutional Scholarship
1,480 Meal Plan	<u>2,000</u> Outside Scholarship
\$12,375 Total Charges	\$12,000 Total Financial Aid Disbursed

Calculation: Based on the same calculations used in Scenario #1 = 23.7%

Amount of charges earned by the institution = $\$12,375 \times 23.7\% = \$2,932.87$

Amount of charges to be credited to the student's account = $\$12,375 - 2,932.87 = \$9,442.13$

Amount of Title IV funds earned by student = $\$7,000 \times 23.7\% = \$1,659.00$

Amount of Title IV funds to be returned to the Title IV programs = $\$7,000 - \$1,659 = \$5,341$

Amount of Title IV funds to be returned by the University = the lesser of \$5,341 or $\$12,375 \times (100-23.7\%) = \$9,442.12$

The University will refund \$5,341, as follows:

\$5,000 to Federal Subsidized Direct Loan
\$341 to FSEOG Award

Amount of Title IV funds to be returned by the student = Since the University returned the full amount due to the Title IV programs, there are no funds to be returned to the Title IV programs by the student.

Calculation of remaining credit for University charges and distribution towards non-Title IV funds:

Total charges credited	=	\$9,442.12
Less Title IV funds returned by the University	=	<u>5,341.00</u>
Funds to be returned to non-Title IV funds	=	\$4,101.12

These funds are distributed as follows: \$3,000 to an institutional scholarship
\$1,101.12 to an outside scholarship

Snapshot of Student Account:

Charges	\$12,375.00
Direct Loan	(5,000.00)

FSEOG Award	(2,000.00)	
Institutional Scholarship	(3,000.00)	
Outside Scholarship	(2,000.00)	
Student Payment	<u>(375.00)</u>	
Account Balance		-0- At time of resignation
Charges Credited	(9,442.12)	
University Refund to Direct Loan	5,000.00	
University Refund to FSEOG	341.00	
Funds Returned to Institutional Scholarship	3,000.00	
Funds Returned to Outside Scholarship	<u>1,101.12</u>	
Account Balance		-0- After resignation

Overpayment

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

Credit balances resulting from overpayment by credit card payment will be refunded to the credit card.

Leave of Absence

Approved Leave of Absence

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

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

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

Unapproved Leave of Absence

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

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

Parking Regulations

For the safety of pedestrians and the protection of property, the University requires that all motor vehicles operated on Mercer University property by students, faculty members, and staff members be registered during the first week of the fall term. If vehicles are acquired after the first week, these vehicles must be registered at once with the Mercer Police Department. Operating an unregistered motor vehicle (automobile, motorcycle, scooter, etc.) on University property will subject the operator to a penalty.

New permits are issued annually, in the fall term. The parking decal should be placed on the lower corner of the driver's-side front window.

Any person requiring use of the parking spaces for the handicapped should obtain a permit issued by the State of Georgia, as required by law.

Mercer University assumes no responsibility for the care or protection of any vehicle or its contents while it is parked on University grounds. **KEEP YOUR VEHICLES LOCKED.**

Penalties

Violators of the following traffic regulations are subject to the designated penalties.

<u>Violation Type</u>	<u>Fines Per Offense</u>
No Decal or Invalid Decal	1st Ticket: \$25
Red or Yellow Curb	2nd Ticket: \$35
Parking on Grass	3rd Ticket: \$45
Parking in Service Vehicle Only area	4th Ticket: \$55
Parking in Tow Away Zone	5th Ticket: \$65
Parking in a Driveway	
Parking in a Fire Lane	
Using a Not Valid Parking Place	
Other	

Vehicles are banned from campus after receiving 5 tickets.

There are several tow-away zones on campus; these include loading zones, handicap parking spaces, trash pick-up zones, and fire lanes. The University enforces the rules for these areas, and violators must pay all fines or tow charges. **DO NOT PARK IN TOW-AWAY ZONES**, even for a few minutes.

Recipients of tickets for violation of traffic regulations will be allowed five (5) days from the date of the ticket (not including weekends and official University holidays) to pay fines or to file an appeal. After that time, the amount of the fine, plus an additional \$2.00 for failure to pay the ticket, will be charged against the owner of the vehicle involved.

TRANSCRIPTS WILL NOT BE RELEASED, AND ALL UNIVERSITY SERVICES WILL BE WITHHELD FOR UNPAID FINES OR UNANSWERED SUMMONS. Flagrant violations of regulations may result in dismissal from the University.

Traffic Citation Appeal Procedure

Students, faculty, and staff of Mercer University in Atlanta may appeal traffic citations in the following way:

1. Appeals must be made in writing upon a standardized form within 5 days of the date of the traffic citation.
2. Appeal forms may be obtained in the Mercer Police Department.
3. Completed forms must be received by the Traffic Appeals Committee within the 5-day period allotted. The forms may be mailed to: Mercer University, 3001 Mercer University Drive, Atlanta, GA 30341, ATTN: Traffic Appeals Committee.
4. The Traffic Appeals committee will act upon your appeal and notify you in writing of the judgement made.

Students who appeal traffic citations late in the course of a semester should pay the fine so that registration for subsequent semesters and transcript requests are not disallowed. If the Committee renders a decision in favor of the student, the fine will be refunded.

Financial Assistance

Scholarship, grant, loan and work study funds at the Mercer University Cecil B. Day Campus are administered in conjunction with a nationally established philosophy of distributing financial assistance. The basis of this philosophy is the belief that the student and his or her parents have the primary responsibility for paying the costs of education and that financial assistance from the University is available only for meeting the difference between the cost of education and the amount students and parents can reasonably be expected to contribute.

The purpose of the University's financial assistance program is to provide assistance to students who would be unable to attend college without such funding. Financial assistance may include scholarships, grants, loans and part-time employment. These types of assistance are extended either singly or in combination. The award, or "package," offered depends upon the student's academic record and need for assistance. It is understandable that most students would prefer assistance through a full scholarship or gift program, but our packaging concept enables the University to assist more students, thereby making it possible for more students to attend. Each aid applicant will automatically be considered for all programs administered by the Office of Student Financial Planning (OSFP).

May 1 is the "priority filing date" for applications for the subsequent fall semester. Completed applications received after this date will be considered based upon availability of funds. Applicants must complete a Mercer Application for Financial Assistance and the Free Application for Federal Student Aid (FAFSA). These forms may be obtained at www.atlanta.merceraid.com.

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

How To Apply for Financial Assistance

In order to apply for financial assistance, an applicant must:

1. Apply for admission to the College of Pharmacy and Health Sciences. Only students who have been accepted for admission may receive a financial aid award notification. To obtain an Application for Admission contact the Office of Student Affairs and Admissions.
2. Submit a **Free Application for Federal Student Aid (FAFSA)** online at www.FAFSA.ed.gov. Processing of this application generally requires one week. Time should be allotted for filing and processing prior to the **May 1** deadline date.
3. Complete a **Mercer Application for Financial Assistance** and return it to the OSFP. Application is available at www.atlanta.merceraid.com.
4. Full-time first and second professional year pharmacy students who are legal residents of Georgia should complete the Application for the **Georgia Tuition Equalization Grant/HOPE Scholarship**. This form is available online at www.gacollege411.org.
5. Summer Session: Students applying for financial assistance for the Summer Session(s) should apply during the preceding spring semester. Awards are made contingent upon the availability of funds.

6. Students receiving financial assistance from any source other than Mercer University are required to advise the OSFP. An adjustment to your award may be required.
7. Students born outside of the U.S. must submit proof of citizenship or permanent residency status.
8. Applications for assistance must be renewed annually.

General Regulations

1. An applicant for financial assistance must be accepted to the College of Pharmacy and Health Sciences before he/she can be awarded any financial assistance.
2. Ordinarily, financial assistance is awarded for the two semesters of the regular academic year. One-half of the annual award will be paid each semester, with the exceptions of work-study earnings and the Georgia Tuition Equalization Grant/HOPE Scholarship.
3. Payments of funds will be made only to students who: maintain satisfactory academic progress in the course of study being pursued; are not in default on any loan made, insured, or guaranteed under the Stafford Loan Program or the Perkins Loan Program for attendance at any institution; and do not owe a refund on grants previously received for attendance at any institution under the Pell Grant, Supplemental Educational Opportunity Grant, or State Student Incentive Grant programs.
4. This institution is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and does not discriminate against the handicapped or on the basis of race, creed, color, sex, age, or national origin.

Standard of Satisfactory Progress

To maintain eligibility for financial assistance, Doctor of Pharmacy students must progress from one class level to the next within a specified length of time. Graduate students must also demonstrate progression. In order to meet the standard of satisfactory progress, students should successfully complete at least the following minimum number of hours per semester:

	Fulltime	Halftime
Doctor of Pharmacy student		
First and Second Professional Year	12	6
Third and Fourth Professional Year	10	5
Ph.D. program student	6	N/A

A cumulative grade point average of at least 2.0 is required by the completion of each grade level in attendance.

Students who do not meet this standard, due to the failure to complete the minimum hours per semester, failure to progress to a higher class level within the specified number of semesters, or failure to meet and maintain the required cumulative grade point average, will be placed in a “warning” status.

Students will be notified in writing of this warning and of any required actions necessary to meet the standard of satisfactory progress.

Students placed on warning due to their grade point averages will be required to achieve at least a 2.0 for each subsequent semester of enrollment until at least a 2.0 cumulative average is achieved.

All students must achieve the grade point average specified for graduation by the time they enter the final 30 hours in residence.

If a student is not meeting the standard of satisfactory progress due to incomplete course work, then all incompletes must be successfully completed during the semester of warning.

Any student not performing as required during his/her warning semester will be placed in suspension, which means the denial of any assistance for at least one semester or until evidence is provided to document that any required credit has been received or that a prescribed grade point average has been achieved.

Students placed on suspension may appeal in writing to the Director of Student Financial Planning. Appeals should specify exactly how or why the student did not meet the standards prescribed in the warning notification.

Documentation may be required to support the request for appeal; i.e., doctor's verification of illness, etc.

The student will be notified in writing of the decision of the appeal. If the appeal is successful and assistance was withheld, then it may be disbursed if the student meets all other eligibility requirements. However, no new assistance will be offered or certified for a student in suspension for not meeting satisfactory progress.

Students are encouraged to seek academic counseling or to see the staff in the Office of Student Financial Planning at the first sign of academic difficulty.

Disbursement

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

By May 1 of each year, all complete applications are reviewed. The types and amounts of assistance offered are dependent upon the financial situations of students, as determined through need analysis and the availability of funds. Notification will be sent to all applicants. A notification of awards must be acknowledged by the student within 2 weeks.

Veterans

Any veteran who wishes to attend Mercer University under one of the veterans' benefits programs should make application in the normal manner for the program of study selected.

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

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

Additional Information

The Student Financial Planning staff is available during the normal administrative working hours of the institution to provide additional information regarding the Financial Assistance Program of Mercer University, as required by the Student Information Requirements as stated in Title I of the Educational Amendments of 1976. Appointments may be made by calling (678) 547-6444.

Types of Financial Assistance

The following financial assistance programs are available to students who enroll at the College of Pharmacy and Health Sciences. Eligibility criteria, application procedures, and other information are published in the Student Guide, which is available on request from the Office of Student Financial Planning.

Grants

Georgia Tuition Equalization Grant: The State of Georgia has made available, to qualified Georgia residents, an annual tuition grant for attendance at approved private colleges in the state. To be eligible for this grant, a student must be a United States citizen who has resided in Georgia for at least one full year prior to the date of registration for a particular semester. The student must enroll for at least 12 hours per semester. The grant is \$1050.00 per year for 2009-2010.

Georgia HOPE Scholarship: The HOPE Scholarship is made available, through funding from the Georgia Lottery, to certain qualified residents of Georgia. To qualify, pharmacy students must be residents of the State of Georgia who have neither earned a bachelor's degree nor completed more than 150 semester hours of coursework. In addition, students must maintain a cumulative GPA of 3.00. (Please note: when calculating a student's cumulative GPA, the State of Georgia does not include any "plus" grades—for example, B+, C+, etc.—in the calculation.) Additional information may be requested by the OSFP in order to determine a student's eligibility or residency. At private institutions, the Georgia HOPE Scholarship is currently \$3,500 per year.

To be considered for the Georgia Tuition Equalization Grant and Georgia HOPE Scholarship, the student must complete the application that is available online at www.gacollege411.org.

Loan Programs

Federal Perkins Loan: Funded by the federal government and administered by the University, this loan program provides funds to students with proven financial need. All awards under this program are made by the Office of Student Financial Planning. The repayment period does not start and the interest does not begin to accrue until nine months after the student ceases to be at least a half-time student. As of October 1, 1981, the interest rate for new loans is 5 percent simple. Complete information regarding a borrower's rights and responsibilities, including a sample repayment schedule, may be obtained from the Student Loan Office in Macon, Georgia.

William D. Ford Federal Direct Subsidized Stafford Loan: To qualify for this loan, a student must demonstrate financial need. Completion of the FAFSA, or another need-

analysis method, is required. Laws governing the student loan programs permit students to borrow up to \$8,500 per academic year. The federal government pays interest accruing on the loans while a student is in school, and for the first six months following withdrawal or graduation. After this period, the student begins repayment.

William D. Ford Federal Direct Unsubsidized Stafford Loan: These loans are available to students who do not qualify for need-based Subsidized Stafford Loans. These loans have the same terms as the Direct Subsidized Loans above, except that the borrower is responsible for all accruing interest. Students may pay interest as it accrues, or have it capitalized. Independent professional and graduate students may be eligible to borrow an additional \$24,500, or up to the cost of attendance per academic year.

Federal Direct Graduate PLUS Program: Provides loans to Graduate students who are enrolled at least half-time, are a U.S. citizen, national, or permanent resident. Students may borrow up to their cost of attendance minus other financial assistance. Students must apply for a Graduate PLUS loan through the Direct Loan Program.

Health Professions Student Loan Program: This program was established by Part C of the Health Professions Educational Assistance Act of 1963. Funds are provided for long-term, low-interest loans to students who qualify under the guidelines established by the Department of Health and Human Services. Loan awards will be based on available money and on an applicant's demonstrated need. Parental income information is required of all applicants, regardless of dependency status.

Loans for Disadvantaged Students: Funds are provided by the Department of Health and Human Services. Awards are based on financial need. Funds are very limited. Parental income data is required of all applicants, regardless of dependency status.

H. Custer Naylor Scholarship Foundation Fund: Loans are available on an emergency basis for qualified students.

National Community Pharmacists Association (NCPA): Students who are interested in applying for a loan from the National Community Pharmacists Association Loan Fund may obtain applications from the NCPA website at www.ncpanet.org. Loan applicants must be student members of NCPA. Currently, the annual membership fee is \$25. Loan applicants must be in the last two and one-half years of their first professional pharmacy degree programs.

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

Employment Programs

Federal Work Study: A federally-funded program designed to provide jobs to qualified students. In order to be employed under this program, the student must (1) be enrolled or accepted for enrollment; (2) show evidence of financial need; and (3) be capable of maintaining good academic standing while employed under this program. Students are placed, by the OSFP, into positions available in various departments on campus. Students are paid bi-weekly. A student's earnings, combined with other financial assistance, cannot exceed his/her total financial need for the academic year.

Other on-campus part-time employment is made available, by the University, to students currently enrolled. Jobs are posted in the Office of Student Financial Planning.

Other Scholarships and Grant Assistance

The Application for Financial Assistance is a general application, and all applicants will be considered for every scholarship coordinated through the OSFP. Funds are provided by many sources and are made available as restricted and unrestricted scholarships or grants.

A comprehensive list of links to private scholarships and grants may be found at atlanta.merceraid.com.

Scholarships, Awards, and Honors

College of Pharmacy and Health Sciences Scholarships

The Honors, Awards, and Scholarships Committee reviews all candidates. In order to be considered, students must complete a Curriculum Vitae. The C.V. should be submitted to the Associate Dean for Student Affairs and Admissions and should be updated annually. Two exceptions to this requirement are those scholarships that require application directly to the donor, and merit scholarships that are based upon academic grade point average and/or rank in class. In addition to the requirements listed for each scholarship, the committee considers additional criteria in selecting recipients, such as involvement in student organizations and activities, as well as professional and public service.

Manfred B.A. Agbortogo Memorial Scholarship. This scholarship is awarded to a student who has an interest in pharmacy academia and has the potential for achieving a significant role as a pharmacy faculty member.

American Cyanamid Medical Research Division Scholarship. Scholarships are presented annually to minority students who excel academically and have expressed an interest in research and the pharmaceutical industry. The scholarship consists of a certificate, plus a cash award.

Eugene L. Argo Memorial Scholarship. This scholarship is given annually to deserving pharmacy students.

Atlanta Airport/East Point Rotary Club Scholarship. The Joe Crews Memorial Scholarship is awarded annually by the Atlanta Airport/East Point Rotary Club.

Buren L. Baldwin Memorial Scholarship. A scholarship funded in memory of Mr. Buren L. Baldwin, an alumnus of the Southern School of Pharmacy, longtime community pharmacy practitioner, and owner of Oak Grove Pharmacy.

James W. Bartling Scholarship. This scholarship is given annually to students who have demonstrated financial need and are employed.

J. Wayne Black Scholarship. The recipient of this scholarship must be an active church member and in good academic standing. Preference will be given to a resident of Paulding County.

James A. Bruno Scholarship. This scholarship is awarded based upon academic performance and financial need.

Shobhna D. Butler Managed Care Pharmacy Endowed Scholarship. This scholarship shall be awarded to a student who is interested in managed care pharmacy.

Cardinal Health, Inc. Scholarship. Recipients of this scholarship will be selected based upon academic performance, financial need, and involvement in professional or community activities.

College of Pharmacy and Health Sciences Alumni Association Scholarship. This scholarship is funded by the College of Pharmacy and Health Sciences Alumni Association. Recipients are selected based on academic performance and involvement in extracurricular activities, community service, or volunteer organizations.

A.A. Constantinides, Sr. Memorial Scholarship. A scholarship funded in memory of Mr. A. A. Constantinides, an alumnus of the Southern College of Pharmacy, longtime community pharmacy practitioner, and owner of Concord Pharmacy.

Loudelle M. Cooper Scholarship. This scholarship is awarded to a student who has shown an interest in independent community pharmacy and who is from South Georgia.

Crescent Community Pharmacy Scholarship. This scholarship is awarded to a student who is in good academic standing and who has demonstrated an interest in and excelled in the practice of community pharmacy.

CVS/pharmacy Scholarship. The CVS/pharmacy provides scholarship funds annually for students. Recipients are selected based on academic performance, patient counseling skills, and their level of interest in community pharmacy practice.

Patrick J. DeSousa Scholarship. This scholarship, in memory of Patrick DeSousa, is awarded to a PharmD student with a 3.0 minimum GPA, moderate to strong interest in research and community and professional involvement.

Emory Hospitals Pharmacy Assistance for Students Scholarship. The PASS Program provides scholarships for students enrolled in pharmacy school and employed by the Emory Hospitals. Recipients are selected jointly by Emory and the University.

Fred's, Inc. Scholarship. Scholarship recipient is selected based on academic standing, financial need and involvement in school activities.

Georgia Pharmacy Foundation Carlton Henderson Scholarship. The Georgia Pharmacy Foundation (a branch of the Georgia Pharmacy Association) offers Carlton Henderson Scholarships each year to pharmacy students in the state of Georgia. Recipients are selected based on academic achievement and a commitment to pharmacy in the state of Georgia.

Georgia Pharmacy Foundation Regina Baird Scholarship. The Georgia Pharmacy Foundation (a branch of the Georgia Pharmacy Association) offers Regina Baird Scholarships each year to pharmacy students in the state of Georgia. Recipients are selected based on academic achievement and a commitment to pharmacy in the state of Georgia.

Georgia Pharmacy Foundation Neal L. Pruitt, Sr. Scholarship. The Georgia Pharmacy Foundation (a branch of the Georgia Pharmacy Association) offers Neil L. Pruitt, Sr. Scholarships each year to pharmacy students in the state of Georgia. The recipients are exemplary students who have demonstrated leadership abilities.

Georgia Society of Health-System Pharmacists Scholarship. This scholarship is presented annually by the society. Criteria for selection of the recipient include academic

excellence, financial need, leadership potential, and Georgia residency. In addition, the recipient must be either a third- or fourth-professional-year student.

Dr. G. Van and Minta J. Greene Scholarship. Recipients of this scholarship will be selected based upon academic performance, financial need, and involvement in professional or community activities.

Virginia M. and James H. “Red” Hall, Jr. Scholarship. This scholarship is awarded to eligible pharmacy students who have financial need.

Bo Harper Scholarship. This scholarship is presented to a student(s) who has an interest in community pharmacy and has the potential for achieving a leadership role in the profession.

Harriet Jean Hatton Scholarship. This scholarship is awarded to eligible pharmacy students and is based on academic performance and financial need.

Harveys Supermarkets Scholarship. This scholarship is based on academic standing, financial need and involvement in school activities.

Anne Morris and Carlton Henderson Scholarship. This scholarship is awarded to a student(s) in the third professional year who has a specific interest in either industrial pharmacy or community pharmacy.

Jolayne Woo Hirano Memorial Scholarship. This scholarship is funded in memory of Dr. Jolayne Woo Hirano, an alumna of the Southern School of Pharmacy.

K. Wayne and Patty Jones Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Kaiser Permanente Endowed Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Kentucky Student Scholarship. Preference is given to a student from the state of Kentucky. Additional criteria include having a good academic average and being involved in professional and community activities.

Knoll Pharmaceuticals Scholarship. The Knoll Scholarship is sponsored by Knoll Pharmaceuticals. The scholarship is awarded to a student who has excelled in the areas of academics and leadership.

Kroger Company Scholarship. Scholarships are awarded to students who have expressed an interest in community pharmacy. Academic performance, financial need, and leadership potential are considered in selection of the recipients.

Oliver M. Littlejohn Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Donald H. Lohse Memorial Scholarship. This scholarship is funded in memory of Dr. Donald H. Lohse, an alumnus of the College of Pharmacy and Health Sciences. The scholarship is awarded to a non-traditional student enrolled in the College.

A. Vincent Lopez Scholarship. Recipients of this scholarship will be selected based upon academic performance, financial need, and involvement in professional or community activities.

Elton B. and Dr. Adaline N. Mather Scholarship. A scholarship is awarded by the Mather family to a student from DeKalb County on the basis of academic performance and need.

Hewitt W. Matthews Endowed Scholarship. This scholarship is awarded annually to deserving pharmacy students.

McKesson Scholarship. The recipient of this scholarship must have expressed an interest in the practice of community pharmacy and have a grade point average of 3.0 or better.

Gloria and Tony Moyer Scholarship. This scholarship is awarded to a student who is an employee of Moyer's Pharmacy, Inc. The amount and terms of each scholarship, and the recipient thereof, shall be determined by the University.

NACDS Foundation Scholarship. This scholarship is awarded to a student who has an interest in chain pharmacy practice.

Evelyn Peacock and George W. Payne, Jr. Scholarship. This scholarship is presented annually. Recipients are selected based on academic performance and financial need.

Elizabeth A. and Thomas B. Perkins Scholarship. This scholarship is awarded annually to students based on financial need. The student must be in good academic standing and be a resident of either Georgia or Alabama.

Perrigo Company Award of Excellence in Nonprescription Medication Studies Scholarship. The Perrigo Award will consist of a cash award, accompanied by an attractive wall plaque.

Pharmacists Mutual Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Phar-Mor Scholarship. This scholarship is presented annually to a recipient who will be selected based upon academic performance, financial need, and leadership potential.

Phi Delta Chi Scholarship. This scholarship is awarded by the Phi Delta Chi Alumni Chapter. Its purpose is to recognize and promote academic excellence within the active Alpha Rho Chapter. The recipient must be a Phi Delta Chi brother, have demonstrated academic excellence, and have fostered professionalism in pharmacy through the fraternity and other student organizations.

Curtis L. and Ola C. Pickels Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Loren B. and Mabelle T. Pierce Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Publix Super Markets Charities Scholarship. Publix provides scholarship funds for students who are selected based upon academic performance and financial need.

Donald C. Raines Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Ann Deaton Redding Scholarship. This scholarship is awarded based on academic performance to students who meet one or both of the following criteria (1) one who demonstrates leadership ability, and/or (2) work at least 25 hours per week to support themselves.

Jo Davidson Reger Memorial Scholarship. This scholarship is awarded on an annual basis. Recipients are selected based on academic performance and demonstrated leadership.

David J. Simpson, Jr. Memorial Scholarship. Funded in memory of David J. Simpson, Jr., this scholarship is awarded to a student who has demonstrated an interest in independent community pharmacy or pharmacy entrepreneurship.

Orrin Skolnick Memorial Scholarship in Entrepreneurship. This scholarship is awarded to pharmacy students who have expressed a keen interest in entrepreneurship.

J M Smith Foundation Scholarship. This scholarship is awarded to students who have demonstrated an inclination toward entrepreneurial pharmacy.

S.S.S. Company Endowed Scholarship. This scholarship is awarded annually to deserving pharmacy students.

Marianne B. Stelling Memorial Scholarship. This scholarship is awarded to a student who has demonstrated a love for teaching others.

Evelyn Sheffield Thompson Scholarship. This scholarship is awarded annually to a student who has demonstrated academic ability, leadership qualities, and financial need.

A. Leroy and Linda M. Toliver Scholarship. This scholarship is awarded annually to deserving pharmacy students.

UCB, Inc. Scholarship. This scholarship is awarded to a student who has demonstrated an interest in working in the pharmaceutical industry.

M. David Upshaw Endowed Scholarship. These scholarship funds shall be awarded annually to students who have grade point averages of at least 3.0 and financial need.

Walgreen Co. Scholarship. The recipients are selected based on academic performance, professional attitude, and involvement in student, professional, and/or community organizational activities.

Wal-Mart Pharmacy Scholarship. The recipients of this scholarship are selected based on strong academic credentials, demonstration of leadership qualities, and financial need.

Warner-Lambert Parke-Davis Scholarship. The scholarship is awarded to minority students who have excelled academically.

Merit Scholarships

Dean's Merit Scholarships. Scholarships are awarded to the ten students in the Doctor of Pharmacy degree program with the highest grade point averages in the rising second-, third- and fourth-professional year classes.

Dean's Scholarships. Scholarships are awarded to students in the Doctor of Pharmacy degree program who have maintained academic excellence.

Special Scholarships

International Scholarships. A limited number of scholarships are available to assist fourth-professional-year pharmacy students who wish to participate in a pharmacy practice experience outside the United States. Countries currently cooperating with the School in making such practice sites available are: England, Denmark, Scotland, Japan, or Australia.

Summer Research Fellowships. The summer research program is a training program in the pharmaceutical, administrative, and clinical sciences, designed to identify promising students and to encourage them to consider research-oriented careers. Fellowships are available to assist students who wish to be actively involved in research endeavors during the summer term.

Awards

The following awards are offered by the College of Pharmacy and Health Sciences. Recipients are determined by the Honors, Awards, and Scholarships Committee on the basis of each student's record at the school. Transfer students are eligible at the discretion of the committee.

R.C. Hood Award. This is the highest scholastic award offered to pharmacy students by the College of Pharmacy and Health Sciences. The award honors the memory of Dr. Reuben C. Hood, long-time dean of the College. The name of the recipient each year is placed on a bronze plaque on display at the school, and the recipient also receives a plaque at commencement to commemorate the honor. The recipient(s) must have attended the school for all four professional years and must have the highest academic average at the end of the spring semester of the fourth professional year.

American Institute of the History of Pharmacy Award. This award recognizes the student earning the best record in a course mainly devoted to pharmaceutical history, as judged by the Honors, Awards, and Scholarships Committee. In lieu of achievement in such a didactic pursuit, the award may also include recognition of a student in a local competition who best carries out some other type of pharmaco-historical activity (e.g., historical essay, collecting books or artifacts for himself or the school, historical photography, historical hobbies, etc.). The recipient will receive a certificate of recognition and pharmacy-related publications.

APhA Academy of Students of Pharmacy Mortar and Pestle Professionalism Award. This award is supported by McNeil Consumer Products Company and is presented annually to a student who exhibits the ideals of professionalism and excellence in patient care, and has demonstrated exceptional involvement in professional organizations. The recipient must be a graduating senior. The award consists of an engraved plaque. In addition, the recipient is eligible to compete in an essay competition to receive a scholarship to be used for professional development activities.

M.A. Chambers Award. An engraved plaque is given annually by the faculty to the pharmacy student with the highest average at the completion of the first professional year. Dr. Chambers was the dean of the College from 1952 to 1957.

Facts and Comparisons Award of Excellence in Clinical Communication. This award is presented to a graduating student in the top twenty-five percent of his/her class who has demonstrated superior verbal and written clinical communication skills. The recipient will receive a set of pharmacy-related books. The recipient's name will also be placed on a permanent plaque on display at the school.

GlaxoSmithKline Patient Care Award. A certificate of recognition and set of pharmacy-related books are presented to a graduating senior, in recognition of superior achievement in the area of clinical aspects of pharmacy practice and for superior academic achievement. The recipient's name will also be placed on a permanent plaque on display at the school.

Lilly Achievement Award. An achievement award trophy and copy of USPDI are awarded to a graduating student for superior scholarship and professional achievement. Leadership qualities, as well as a professional attitude, will be considered, along with academic performance, in the selection of the individual for this honor.

Oliver M. Littlejohn Award. An engraved plaque is given annually by the faculty to the pharmacy student with the highest scholastic average at the completion of the third professional year. The award is given in honor of Oliver M. Littlejohn, who was the Dean of the Southern School of Pharmacy from 1957 to 1984.

McKesson Award. This award is automatically given to the Academy of Students of Pharmacy President. The recipient receives a plaque and cash award.

Merck Awards. Copies of the Merck Manual and the Merck Index are presented annually to outstanding graduating students, based on scholastic achievement.

Minnie M. Meyer Award. An engraved plaque is given annually by the faculty to the pharmacy student with the highest scholastic average at the completion of the second professional year. Dr. Meyer was Emeritus Professor of Pharmaceutical Chemistry and Acting Dean of the College from 1950 to 1952.

Mylan Pharmaceuticals Excellence in Pharmacy Award. This award is presented to a graduating student in the top twenty-five percent of his/her class who has demonstrated high professional motivation and intent to enter practice upon graduation. The recipient receives a framed certificate and a framed pharmacy print.

Natural Medicines Comprehensive Database Recognition Award. This award is presented to a graduating senior who has exhibited an interest and expertise related to natural medicines, and whose academic and/or extracurricular activities demonstrate that the individual exhibits outstanding promise in the assessment, evaluation, or delivery of patient care related to the use of natural medicines. The recipient receives a certificate and access to a variety of natural medicine resources.

Roche Pharmacy Communications Award. A plaque will be presented to an outstanding senior who demonstrates effective communication with patients.

TEVA Pharmaceuticals USA Outstanding Student Award. A plaque and cash award are presented to a graduating senior who has excelled in the study of pharmacy.

Honors

Dean's List. A student, whose ratio of grade points to hours is 3.8 or better for 12 or more semester hours during a term, is given Dean's List standing at the end of the semester. Pharmacy fourth-professional-year students are given Dean's List standing if they earn the requisite grade point average of 3.8 or better for 10 or more hours during a semester.

Graduation with Honors. Candidates for the Doctor of Pharmacy degree who earn a cumulative grade point ratio of 3.5 to 3.69 will receive their degree cum laude; those earning a ratio of 3.7 to 3.89, magna cum laude; those earning a ratio of 3.9 and above, summa cum laude. To be eligible for honors, a student must have been in residence at Mercer for two years, during which time he/she must have completed a minimum of 60 semester hours.

Rho Chi Society—Gamma Alpha Chapter. The Gamma Alpha Chapter of Rho Chi was established at Mercer University in 1967. Charters for chapters of this organization are granted only to groups in schools or colleges that are members in good standing of the American Association of Colleges of Pharmacy. Eligibility for membership in the society is based on high attainment in scholarship, character, personality, and leadership. To be selected for membership in the chapter is the highest scholastic honor awarded to a student in the profession of pharmacy.

All candidates selected for membership must have completed seven semesters, or their equivalent, of scholastic work applicable toward a professional pharmacy degree. They must be in the top 20 percent of their classes and have attained a B average in both their overall university work and their professional coursework. They must be approved by the members of the society and the Dean of the College of Pharmacy and Health Sciences.

The Honor Society of Phi Kappa Phi. The Honor Society of Phi Kappa Phi, founded in 1897, has as its primary objective the recognition and encouragement of superior scholastic endeavor in all academic disciplines. Membership is open to men and women in all academic fields, with eligibility being based on excellence of scholarship and integrity of character.

Selection for membership in the Honor Society of Phi Kappa Phi is the highest honor that can be earned by a student at Mercer University. In order to be eligible for selection, students in the College of Pharmacy and Health Sciences must rank scholastically in the upper ten percent of all students currently enrolled in the College. The student must have an outstanding pre-professional scholastic record, as evaluated by the chapter selection committee, must have been registered as a student in the school on a full-time basis for at least one academic year, or its equivalent, or must have been a former post-baccalaureate student who has been awarded an advanced degree by the University subsequent to the last previous election.

Master of Medical Science (Physician Assistant) Degree Program

Program Description

The Master of Medical Science (Physician Assistant) Program is a 28 month long program which consists of a 13 month didactic phase, followed by a 15 month clinical and professional didactic phase.

Profile of the Physician Assistant Graduate

The Physician Assistant graduate of the Mercer University College of Pharmacy and Health Sciences will be able to:

- Elicit an accurate and thorough medical history.
- Perform a complete and problem focused physical examination.
- Develop a diagnostic plan using medical informatics and evidence-based medicine.
- Initiate an individualized therapeutic management plan.
- Provide patient-centered verbal and written instructions.
- Accurately document medical records.
- Perform medical and surgical procedures consistent with a primary care physician assistant.
- Promote administrative, management, and research skills.
- Demonstrate a commitment to professionalism in all situations.
- Dedicate one's self to a process of life-long learning.

Admission Requirements

Minimum expectations for consideration for admission into the Master of Medical Science degree program include the following:

1. Preferred cumulative GPA 3.0 on a 4.0 scale. Preferred Natural Science GPA of 2.75 or better.
2. Completion of a Bachelor's of Science/ Arts degree from an accredited university.
3. Submission of Graduate Record Examination (GRE) scores: verbal, quantitative, and written essay section. Preference given to applicants whose combined scores are 1000 or above for the verbal and quantitative sections. In certain circumstances, special consideration will be given to highly qualified candidates with

GRE score greater than 1000. Scores from all three sections must be submitted for application consideration.

4. International applicants must submit an official evaluation of their foreign credentials by one of three approved evaluation agencies. Applicants whose native language is not English must demonstrate satisfactory proficiency in English language as measured by the Test of English as a Foreign Language (TOEFL). A minimum acceptable score of 550 on paper-based TOEFL; 213 on computer-based TOEFL; or 80 on Internet-based TOEFL is required for admission. Tests must be taken within two years from the application to the PA Program.
5. Submission of transcripts from all post-secondary educational institutions.
6. Submission of three letters of reference – one from a PA or physician, one from a university instructor, one additional non-relative.
7. Preference given to applicants who have Clinical Experience of 1000 hours demonstrating direct patient care.

Application Procedure

Application for admission must be made using the online application that is linked on the College of Pharmacy and Health Sciences website. An application cannot be given consideration until all required components have been received. A complete application consists of the following:

1. A completed application and nonrefundable \$25 application fee.
2. Three letters of reference including one from a practicing physician assistant or physician, one from a college instructor, and one from a non-relative.
3. Official transcripts from all colleges / universities attended. International students or domestic students with credentials from institutions outside the United States are required to submit an official evaluation of their credentials by one of the three approved professional evaluation services.
4. Official report of GRE scores. Please use school code 5025 and department code 0699.
5. Official report of TOEFL scores, if native language is not English. Please use institution code 5623.

Prospective students may request information through our e-mail address paprogram@mercer.edu.

Guaranteed Admission Plus Degree (GAPD) Program

The Guaranteed Admission Plus Degree (GAPD) program is especially designed for students who have expressed an interest in pursuing a career as a Physician Assistant. The GAPD program offers a smooth transition for students enrolled at Mercer University's College of Liberal Arts (CLA) in Macon to be granted admission to the Physician Assistant program at the College of Pharmacy and Health Sciences (COPHS) in Atlanta. The GAPD student, upon graduation from high school, will enroll and complete three years

and a minimum of 90 semester hours at CLA and then enroll in the Physician Assistant curriculum at the College of Pharmacy and Health Sciences. Upon successful completion of the first year at the College of Pharmacy and Health Sciences, the College of Liberal Arts will award the Bachelor of Science in Health Science degree.

The following requirements must be met by a GAPD program student:

1. All undergraduate coursework must be completed at CLA.
2. An overall grade point average of 3.0 and a Natural Science grade point average of 3.0 must be maintained to continued GAPD status.
3. A minimum GRE score of 1000 (verbal and quantitative sections) is required to maintain GAPD status.
4. Documentation of a minimum of 1000 hours of clinical experience involving direct patient care.
5. One of the three required letters of reference must be from a physician assistant or physician. One letter must be from a college professor or instructor.
6. Successful completion of an interview with program faculty during the junior year.

Students enrolled in the GAPD program are required to submit an application, appropriate fees, and three letters of reference to CASPA (www.caspaonline.org). GAPDP students must also complete a supplemental application. GAPDP students are not required to submit a tuition deposit / matriculation fee to secure a position in the Physician Assistant program. The \$25 matriculation fee will be waived and full tuition will be due upon enrollment in the program.

Any CLA student who does not qualify for the GAPD program may apply to the Physician Assistant program following the normal admissions procedure.

Curriculum

The Master of Medical Science degree is awarded upon completion of all didactic and clinical coursework.

Competencies of a Mercer Physician Assistant Graduate

- Elicit a Medical History:
 - Provide a physical environment conducive to patient comfort
 - Establish rapport with patient (and/or family)
 - Recognize and interpret verbal and non-verbal cues
 - Elicit all relevant components of history to include: chief complaint, history of present illness, past medical history, social history, family history, and review of systems
 - Recognize cultural, behavioral, and demographic variances and make adjustments according to individual patient needs
- Perform a Physical Exam:
 - Explain the examination procedure to the patient (and/or family)
 - Ensure patient privacy and utilize chaperone when appropriate
 - Utilize skills of inspection, palpation, percussion, and auscultation

- o Measure and accurately record height, weight, and vital signs
 - o Examine all appropriate systems to include: general, HEENT, respiratory, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, neurological, integumentary, endocrine, and lymphatic
 - o Incorporate special exam techniques (e.g. Rovsing's sign) when indicated
 - o Adjust exam process according to the patient's condition, setting, and special needs
- Develop a Diagnostic Plan:
 - o Recognize normal from abnormal physical and behavioral findings
 - o Carefully consider indications and contraindications for every diagnostic study
 - o Order appropriate diagnostic test(s) with consideration for cost effectiveness, sensitivity, specificity, and relative patient risk
 - o Discuss diagnostic plan with patient (and/or family) and obtain an informed consent when appropriate
 - o Interpret diagnostic studies
 - o Establish a differential diagnosis to include a working diagnosis
 - o Consider use of physician consultation and/or referral
 - o Establish a problem-oriented medical list
 - Develop a Therapeutic Plan:
 - o Apply principles of pharmacology and pharmacotherapeutics
 - o Obtain input from other members of the health care team
 - o Consider the patient's overall medical condition, social circumstances, educational level, and ability to understand and carry-out the therapeutic plan
 - o Discuss the treatment plan using the appropriate language level with the patient (and/or family)
 - o Consider the use of non-pharmacological modalities as appropriate
 - o Confer with patient (and/or family) concerning the appropriate follow-up plan
 - o Adjust therapeutic management plan as appropriate
 - Provide Patient Education:
 - o Encourage patient participation concerning management plan and self-care
 - o Instruct patient on health promotion and disease prevention
 - o Educate patient on use of prescription and non-prescription medications and their potential side effects/interactions
 - o Provide language specific patient education materials
 - o Assist patient (and/or family) with available community services as well as access to tertiary medical centers
 - o Educate patient and family members concerning their medical condition and expected prognosis
 - o Provide crisis intervention when indicated
 - Document Medical Records:
 - o Record date and time of all medical encounters

- o Obtain accurate biographic data on each patient evaluation
 - o Organize data in appropriate system sections of the history
 - o Record patient history, physical examination, laboratory data, procedures, orders, etc.
 - o Document the location and description of physical findings
 - o Utilize the problem oriented medical record (POMR) and SOAP note formats
 - o Use both written and oral (dictation) communication methods
 - o Prepare summaries when indicated (discharge, surgical, etc.)
 - o Obtain physician signature when appropriate
 - o Utilize the electronic medical record
 - o Consider use of telemedicine when available
 - o Maintain strict confidentiality of patient's medical record
- Perform Medical and Surgical Techniques:
 - o Practice aseptic techniques and universal precautions
 - o Perform wound management to include: irrigation, removal of foreign bodies, suturing, and dressing
 - o Carry out first and/or second assist in surgery
 - o Perform designated surgical procedures (e.g. biopsy)
 - o Obtain specimens (blood, fluid, tissue)
 - o Perform venous and arterial punctures
 - o Apply and remove casts and immobilization splints
 - o Administer medications via multiple routes
 - o Perform basic and advanced cardiac life support
 - o Use diagnostic equipment when appropriate
- Administrative, management, and research skills:
 - o Comply with all practice/institutional, state, and federal laws and regulations
 - o Analyze practice experience and advocate practice-based improvement activities
 - o Use information technology (evidence based medicine) to support patient care decisions
 - o Practice cost effective health care and resource allocation without compromising quality of care
 - o Employ the appropriate system responsible for payment of services
 - o Participate in a formal peer review process
 - o Actively pursue scholarly research and teaching opportunities
 - o Accountable for insuring a safe environment for the patient
 - o Performs additional duties as directed by supervisory physician
- Demonstrated Professionalism:
 - o Prioritize needs of patient over self
 - o Project respect, compassion, and integrity
 - o Maintain a professional relationship with physician supervisors and other health care providers
 - o Recognize limitations and seek physician counsel
 - o Protect and uphold patient confidentiality

- o Use clear and effective oral and written communication skills
 - o Participate in service to the community and profession to include local, state, and national organizations
 - o Maintain accountability to patients, society, and the profession
 - o Conduct regular self-reflection activities and initiate self-improvement techniques and strategies
 - o Adheres to the AAPA "Guidelines for Ethical Conduct of the Physician Assistant Profession"
 - o Follows current "Standards of Care" in providing all patient care services
- Commitment to Life-long Learning:
- o Maintain requirements for NCCPA certification
 - o Participate in regular literature review and reading
 - o Remain current in evolving medical/surgical trends and technology
 - o Provide education to the community and/or profession
 - o Engage in journal clubs and CME examination opportunities
 - o Participate in standardized medical exams (e.g. PAKRAT) and seek improvement in areas of weakness

Mercer University Physician Assistant Program Curriculum

Didactic Phase

Spring	Summer	Fall
Human Anatomy & Lab (PA 520)	Clinical Medicine 1 & Lab (PA 531)	Clinical Medicine 2 & Lab (PA 582)
Physiology/ Pathophysiology (PA 521)	Pharmacotherapy 1 (PA 531)	Pharmacotherapy 2 (PA 532)
Physical Diagnosis & Lab (PA 580)	Concepts in Medical Science (PA 522)	Diagnostic Interpretation 2 (PA 542)
Principles of Pharmacology (PA 530)	<ul style="list-style-type: none"> ▪ Clinical Microbiology & Lab ▪ Immunology ▪ Genetics 	Surgical Medicine (PA 571)
Clinical Decision Making 1 (PA 511)	Diagnostic Interpretation 1 (PA 521)	Clinical Decision Making 3 (PA 513)
Medical Communication (PA 501)	Behavior Medicine (PA 550)	Modular Blocks: ECG (PA 543) (2 wks)
Medical Ethics (PA 502)	Clinical Decision Making 2 (PA 512)	Emergency Medicine (PA 570) (5 wks)
19	20	Evidence Based Med 1 (PA 561) (3 wks)
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Clinical / Professional Didactic Phase

Spring (6 Week Module)	Core Rotations (begin after Spring of 2nd year):	Elective Rotations:
ACLS (1 wk)	Family Practice (PA 601) (5 wks)	Elective 1 (PA 611) (5 wks)
Clinical Medicine 3 (PA 583) (5 wks)	Internal Med — Out (PA 602) (5 wks)	Elective 2 (PA 612) (5 wks)
Evid Based Med 2 (PA 562) (3 wks)	Internal Med — In (PA 603) (5 wks)	
Medical Nutrition (PA 572) (3 wks)	Women's Health (PA 604) (5 wks)	
	Pediatric Medicine (PA 605) (5 wks)	
Concepts in Health (PA 505) (3 wks)	Emergency Med (PA 606) (5 wks)	
Human Sexuality (PA 551) (2 wks)	Gen Surgery (PA 607) (5 wks)	Capstone Project (PA 650)
	Behavior Med (PA 608) (5 wks)	<ul style="list-style-type: none"> ▪ Capstone Project 1 (After 5th rotation) (1 wk) ▪ Capstone Project 2 (After 2nd Elective) (2 wks)
10	Summative Evaluation (After 8th Rotation) (1 wk)	

Course Descriptions

PA 501. Medical Communication (1 hour)

Course emphasizes interviewing techniques, interpersonal communication skills, and communicating with diverse populations, language barriers and difficult personalities. Objective Structured Clinical Examination (OSCE) patients will be utilized to enhance interviewing skills of the student.

PA 502. Medical Ethics (1 hour)

Introduction to ethical issues as they relate to the medical field. Topics address informed consent, confidentiality, nonmaleficence and beneficence, patient decision making capacity, futile intervention, advance directives, end of life issues, assisted suicide, abortion, disclosing provider errors, HIV, human research, and health care provider issues.

PA 505. Concepts in Health Care (2 hours)

Introduction to health care issues in the medical field and the physician assistant profession. Topics address history and current trends in the profession, Georgia practice and prescriptive laws, professional organizations, national and state political issues, insurance coverage, malpractice, certification and licensure reimbursement and coding issues. The course additionally includes health care delivery, public health concerns, health policy, health prevention, and HIAPPA guidelines.

PA 511. Clinical Decision Making 1 (1 hour)

Course fosters critical thinking through case discussions; problem-based learning; and formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision making skills. Case studies will correlate with topics presented in the Physical Diagnosis course.

PA 512. Clinical Decision Making 2 (1 hour)

Continuation of Clinical Decision Making 1 Course. The course fosters critical thinking through case discussions; problem-based learning; and formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision making skills. Case studies will correlate with topics presented in the Clinical Medicine 1 course and will increase in complexity each semester.

PA 513. Clinical Decision Making 3 (1 hour)

Continuation of Clinical Decision Making 1 Course. The course fosters critical thinking through case discussions; problem-based learning and formulating differentials, diagnoses, and management strategies of specific medical problems. Students work in small group settings with a faculty member to develop problem solving and decision making skills. Case studies will correlate with topics presented in the Clinical Medicine II course and will increase in complexity each semester.

PA 520. Human Anatomy (4 hours)

Study of basic histology, embryology, gross and functional anatomy in an organ-system approach. Course addresses cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument systems by lecture, laboratory and independent learning activities. The laboratory component of this course utilizes anatomical models, histology slides, prosected cadavers, plastinated

specimens, radiologic images, cross-sections and virtual anatomy software applications for the laboratory.

PA 521. Clinical Physiology and Pathophysiology (3 hours)

Study of the physiological function of the cell and organ systems and the basic pathological and pathophysiological concepts of disease conditions in those systems. Course covers the following systems: cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument. Course topics will integrate with the corresponding topics presented in Human Anatomy.

PA 522. Concepts of Medical Science (4 hours)

Study of clinical microbiology, immunology and medical genetics. The microbiology section addresses normal flora, organism identification, classification, transmission, and pathogenesis of infection of bacterial, mycobacterial, rickettsial, fungal, parasitic and viral pathogens. Course additionally covers mechanism of action and resistance to anti-microbial drugs. Included is a clinical microbial laboratory corresponding to topics presented in lecture. The immunology module involves topics covering host defense mechanisms, cell-mediated and humeral immunity, hypersensitivity reactions, and immune-mediated diseases. The medical genetics module includes topics in rules of inheritance, human pedigrees, chromosomal abnormalities, genetic disease and counseling and genetic pharmacotherapy.

PA 530. Principles of Pharmacology (3 hours)

This course provides an in depth survey of the physiologic and biochemical aspects of the major groups of pharmacological agents. Both the pharmacokinetic and pharmacodynamic principles of pharmacology will be covered. The students will learn the major concepts of drug classification, mechanism of action of different drug classes, absorption, distribution, metabolism, elimination, and dose-response relationships. In addition, major drug interactions and adverse effects will be addressed.

PA 531. Pharmacotherapy 1 (2 hours)

This is the first course in a two semester series of that will cover the pharmacotherapeutic treatment of medical diseases. Course involves drug identification, mechanism of action, indications, contraindications, adverse reactions, drug interactions, routes of administration, cost effectiveness, and patient education. The course follows a system approach correlating with topics presented in the Clinical Medicine 1 course.

PA 532. Pharmacotherapy 2 (2 hours)

This is the second course in a two semester series of that will cover the pharmacotherapeutic treatment of medical diseases. Course involves drug identification, mechanism of action, indications, contraindications, adverse reactions, drug interactions, routes of administration, cost effectiveness, and patient education. The course follows a system approach correlating with topics presented in the Clinical Medicine 2 course.

PA 541. Diagnostic Interpretation 1 (2 hours)

Study of laboratory, imaging and diagnostic tests utilized in current medical practice. Course covers indications, contraindications, precautions, complications, techniques, cost effectiveness and patient preparation. Emphasis will be placed on interpretation of medical diagnostic tests. Course will additionally provide an understanding of when and how to appropriately order a diagnostic test for specific clinical presentations. This course will correspond to medical topics presented in the Clinical Medicine 1 course.

PA 542. Diagnostic Interpretation 2 (2 hours)

Continuation of Diagnostic Interpretation 1 course. This course is the study of laboratory, imaging and diagnostic tests utilized in current medical practice. Course covers indications, contraindications, precautions, complications, techniques, cost effectiveness, and interpretation of medical diagnostic tests. Course will also provide an understanding of when and how to appropriately order a diagnostic test. This course will correspond to medical topics covered in the Clinical Medicine 2 course.

PA 543. Electrocardiography (1 hour)

This course is designed to instruct the physician assistant student how to interpret basic electrocardiography to include rhythm strips and 12-Lead ECG's. The course material is intended to augment prior lectures in anatomy, physiology / pathophysiology, emergency medicine, and clinical medicine. Additionally, this course will prepare the student to successfully understand and complete advanced cardiac life support (ACLS).

PA 550. Behavioral Medicine (3 hours)

Study of common behavioral medical conditions and techniques in conducting a psychiatric interview. Course evaluates the signs and symptoms, etiology, diagnosis, differential diagnosis, and treatment of behavioral disorders. Also includes classifying disorders, substance abuse, eating disorders, sleep disorders, abuse and neglect, death and dying, childhood disorders, psychological testing, psychological therapy and pharmacological agents.

PA 551. Human Sexuality (1 hour)

Introduction to human sexuality includes topics on sexual development, sexuality in aging, adolescent sexuality, gender identity, gender roles, living with HIV, prevention of STDs, sexual health issues in diverse populations, sexual abuse, sexual dysfunctions and atypical sexual behavior.

PA 561. Evidence Based Medicine 1 (2 hours)

This course is the first of a two part series that will introduce students to utilizing the best available evidence in current medicine along with clinical experience to more efficiently approach clinical challenges. This course will introduce the concepts of epidemiology, research design and biostatistics, and then teach students to apply them to the interpretation of medical literature. The goal of this course will be to produce clinically relevant answers to patient care questions.

PA 562. Evidence Based Medicine 2 (2 hours)

This course is the second of a two part series that will introduce students to utilizing the best available evidence in current medicine along with clinical experience to more efficiently approach clinical challenges. This course builds on the foundation established in EBM 1 and will utilize an interactive, case-based approach to develop a systematic and practical method for finding and utilizing the best evidence base for clinical decision making concerning clinical guidelines, diagnostic techniques and management strategies.

PA 570. Emergency Medicine (3 hours)

Study of the evaluation, diagnosis, and management of trauma and acute care conditions that present to the emergency department. Includes topics covering multiple trauma, shock, wound management, environmental injuries, toxicology, orthopedic injuries, acute abdomen, pain control, emergency procedures, bioterrorism, and disaster medicine. Additionally addresses presenting emergent conditions in cardiology, respiratory, pediatric, gynecology, obstetrics, endocrinology, hematology and oncology.

PA 571. Surgical Medicine (2 hours)

Study of the evaluation, diagnosis, management of surgical medical conditions. The course addresses pre and post-op management, indications & contraindications of surgical intervention, common surgical procedures and complications, surgical techniques and instruments, sterile technique, operating room protocol, anesthesia, and surgical subspecialties.

PA 572. Medical Nutrition (2 hours)

Study of the nutritional care of the typical patient and special populations including geriatric, pediatric, diabetic, renal and cardiac patients and pregnant and lactating patients. Course also addresses vitamin and mineral deficiencies, proper dieting, nutritional supplements, herbal supplements, nutritional medical disorders, enteral and parenteral nutrition, and patient nutritional assessment.

PA 580. Physical Diagnosis and History Taking (6 hours)

An introduction to clinical medicine through history taking and physical examination techniques. Course includes eliciting a medical history; performing physical examination skills; reviewing anatomy, physiology and pathophysiology; and differentiating between normal and abnormal physical exam findings. A physical examination skills laboratory will be held weekly to allow students to practice history and physical exam skills. Additionally, 3-4 patient encounters will be scheduled throughout the semester in which students will elicit a medical history on patients in a clinical or hospital setting and appropriately document and orally present the patient findings.

PA 581. Clinical Medicine 1 (8 hours)

Course presents an organ-systems approach to the principles of acute and chronic disease processes in clinical medicine. Course involves a review of basic anatomy, physiology, and pathophysiology. Emphasis is placed on etiology of disease, signs and symptoms, differential diagnosis, diagnosis, prognosis, management, patient education, indications for referral, and disease prevention. Course addresses medical conditions related to hematology, oncology, cardiology, pulmonology, gastroenterology, genitourinary, oral disease, and infectious disease. A clinical skills laboratory will be held weekly. Additionally, 3-4 patient encounters will be scheduled throughout the semester in which students will elicit a medical history and perform physical exams on patients in a clinical or hospital setting and appropriately document and orally present the patient findings.

PA 582. Clinical Medicine 2 (8 hours)

Continuation of Clinical Medicine 1 course. This course presents a systems approach to the principles of disease processes. Involves review of basic anatomy, physiology, and pathophysiology. Emphasis on etiology of disease, signs and symptoms, differential diagnosis, diagnosis, prognosis, treatment, patient education, disease prevention. Covers medical conditions in dermatology, endocrinology, neurology, orthopedics, rheumatology, obstetrics, gynecology, fluids and electrolytes, otolaryngology, and ophthalmology. A skills laboratory will be held weekly. Additionally, 3-4 patient encounters will be scheduled throughout the semester in which students will perform a problem-focused medical history and physical exam on patients in a clinical or hospital setting, and appropriately document and orally present the patient findings.

PA 583. Clinical Medicine 3 (3 hours)

Course addresses pediatric, geriatric and rehabilitative medicine. Pediatrics covers medical problems affecting the newborn through the adolescent patient. Both pediatric and

geriatric medicine modules emphasize etiology of disease, signs and symptoms, differential diagnosis, diagnosis, prognosis, treatment, patient education, and disease prevention of medical conditions. The Rehabilitative medicine component addresses goals and factors influencing rehab, assistive devices, and gait, stroke and cardiac rehab. A skills laboratory will be held weekly covering the following areas: infant evaluation, child evaluation, geriatric evaluation, functional assessment and the use of assistive devices.

PA 650. Capstone Project (3 hours)

The focus of this course is to design, write and submit a research paper for publication. Research paper may involve either a patient case study or original research. This is an independent study course with required written assignments due at scheduled intervals throughout the clinical curriculum phase of the program. An oral presentation of the project utilizing Power Point will be required for course completion.

Clinical Rotation Practicums

PA 601. Family Practice Practicum (5 hours)

This clinical practicum is an outpatient-based medical experience that focuses on the clinical aspects of family practice/ primary care. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans and documenting common medical conditions observed in the family practice setting. Students will be trained in a variety of primary care procedures. Emphasis will be placed on caring for the entire family ranging from the newborn to the geriatric patient.

PA 602. Internal Medicine Outpatient Practicum (5 hours)

This practicum introduces students to the clinical aspects of outpatient adult ambulatory and geriatric medicine. Students will build on their clinical skills in performing outpatient complete history and physical exams and problem-focused history and physical exams, creating problem lists, and identifying the clinical presentation of chronic and acute medical disorders. Students will also develop differential diagnoses, formulate diagnoses, interpret diagnostic tests and design management plans for chronic and complex medical problems.

PA 603. Internal Medicine Inpatient Practicum (5 hours)

This practicum focuses on the evaluation, diagnosis, and management of acute and chronic inpatient medical conditions. Students will perform inpatient complete history and physical exams, assist with consultations, and evaluate and management inpatients from admission to discharge. Students will be taught how to and interpret diagnostic tests commonly utilized in inpatient medicine and to perform clinical hospital procedures. Students will also be involved with inpatient hospital documentation to include the admission summary, history and physical examination, daily progress note, consultation note, and discharge summary.

PA 604. Women's Health Practicum (5 hours)

This practicum is designed to provide students with clinical experience in outpatient women's healthcare. Focus will be on eliciting and performing the gynecological history and physical examination, screening techniques, diagnostic procedures, management plans, and contraceptive counseling and management. The practicum will enable students to strengthen their knowledge of pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause and sexually transmitted diseases.

PA 605. Pediatric Medicine Practicum (5 hours)

This practicum permits students to gain experience in an outpatient and/or inpatient pediatric setting. Students will be taught to care for patients ranging from neonates to adolescents through well-child and sick-child office visits. The goal of the practicum is for students to recognize the clinical presentation of common pediatric medical problems and then develop differential diagnoses, formulate diagnoses and design management plans for these patients. This practicum will reinforce the knowledge and clinical application of drug dosing, immunizations, growth and developmental milestones, common diagnostic procedures, nutritional assessment, documentation and communication with parents and pediatric patients.

PA 606. Emergency Medicine Practicum (5 hours)

This practicum introduces students to the clinical evaluation, diagnosis and management of acute medical and trauma conditions that present to the emergency department. Students will be taught to triage patients, perform problem-focused history and physical examinations, develop differential diagnoses, formulate diagnoses, and design management plans for patients presenting to the emergency department. Students will also be trained in performing emergency procedures, recognizing life-threatening medical conditions, and assisting with resuscitation efforts. This practicum also focuses on utilizing diagnostic procedures essential to the emergency medicine setting.

PA 607. General Surgery Practicum (5 hours)

This practicum introduces students to the clinical evaluation, diagnosis and surgical management of patients in the general surgery setting. Students will be trained in pre-operative and post-operative patient care, outpatient evaluation of surgical candidates, surgical inpatient management, operating room protocol and surgical techniques, emergent surgical cases, and documentation specific to surgical patients. Students will learn common surgical procedures and the description, indications, contraindications, and complications of each. Additionally, students will gain experience in interpreting diagnostic tests utilized in the general surgical environment.

PA 608. Behavioral Medicine Practicum (5 hours)

This practicum introduces students to a variety of behavioral medicine problems in an outpatient and/or inpatient setting. Students will perform psychiatric interviews and physical examinations, assist with individual and group psychological counseling, perform psychological testing, and participate in management strategies for the psychiatric patient. This practicum is designed to train to students in recognizing psychiatric medical conditions through clinical presentation and the psychiatric interview.

PA 609. Orthopedic Medicine Practicum (5 hours)

This practicum focuses on chronic, acute, and emergent musculoskeletal conditions that present to the orthopedic setting. The practicum introduces the student to clinical, surgical outpatient, surgical inpatient, consultation, and operating room orthopedics. Students will learn to recognize the clinical presentation of common general orthopedic conditions, to utilize and interpret orthopedic diagnostic procedures, and to perform orthopedic procedures.

Elective Rotations

PA 611. Elective Practicum 1 (5 hours)

For this practicum the student will be permitted to select an area of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation set-

tings will be provided to the student including core general rotations and subspecialty areas of medicine. The student will be permitted to develop a new elective clinical rotation site only with the assistance and permission of the faculty Clinical Coordinator.

PA 612. Elective Practicum 2 (5 hours)

For this practicum the student will be permitted to select an area of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including core general rotations and subspecialty areas of medicine. The student will be permitted to develop a new elective clinical rotation site only with the assistance and permission of the faculty Clinical Coordinator.

Doctor of Pharmacy Degree Program

Program Description

Since 1981, the College has offered the Doctor of Pharmacy (Pharm.D.) as the sole professional degree in pharmacy. Mercer's Pharm.D. degree program is designed to provide the scholastic expertise and clinical acumen necessary to give high-quality pharmaceutical services to patients in a variety of settings. Career opportunities are many and varied – community practice, hospital pharmacy, and the pharmaceutical industry are just a few examples. Alternatives such as consulting pharmacy, nuclear pharmacy, drug information, managed care, geriatric, psychiatric or pediatric specialties and teaching offer flexibility and growth to the Pharm.D. graduate.

Unique to Mercer's Pharm.D. program are three exceptional opportunities during the fourth professional year experiential education. The International Pharmacy Program provides fourth professional year students with an elective five-week experience in one of our approved international sites (England, Scotland, Denmark, Australia, and Japan). The Indian Health Service Program allows the fourth professional year pharmacy student to work as a member of the health care team with IHS pharmacists, physicians and nurses on sites in Arizona or New Mexico.

The Advanced Clinical Track (ACT) Program is to provide a challenging combination of advanced pharmacy practice experiences that will aid in preparing students who plan on completing postgraduate residency training. Students who participate in the program will have the opportunity to have a more intensive APPE schedule, one-on-one faculty mentoring, and research experience that will focus on advancing fourth year students as future clinicians and clinical researchers.

Profile of the Graduate

The Pharm.D. graduate of the Mercer University College of Pharmacy and Health Sciences will be able to:

- Provide effective patient-centered care in multidisciplinary settings to a culturally diverse population.
- Demonstrate foundational knowledge in biomedical, pharmaceutical, social, behavioral, administrative and clinical sciences.
- Provide medication therapy management for optimal outcomes and to ensure patient safety.
- Evaluate biomedical literature to make evidence based clinical decisions and recommendations.
- Solve problems and think critically.
- Effectively counsel patients while addressing health literacy.
- Educate the public and health care professionals.

- Contribute to the elimination of health disparities to benefit individual patients and society.
- Effectively manage human, financial, material and informational resources.
- Adhere to laws and guidelines regulating the practice of pharmacy.
- Adhere to professional and ethical standards of conduct.
- Actively participate in professional organizations and advance the profession of pharmacy and its contributions to society.
- Proactively address changes in the health care delivery system.
- Pursue life-long professional development.

Admission

The College of Pharmacy and Health Sciences follows a “rolling” admissions policy. Qualified applicants are accepted to the Doctor of Pharmacy program on a continual basis until the class has been filled, after which they are placed on an alternate list. An application deadline will be set during the recruitment year. Students are encouraged to apply as early as possible. Classes commence in August of each year. Students may request information through our e-mail address: PharmD@mercer.edu.

Requirements

Admission requirements and standards are designed to ensure scholastic success in the professional Doctor of Pharmacy curriculum. Selecting a candidate for the future practice of pharmacy involves many important factors, including academic background, PCAT scores, evaluation forms and pharmacy experience. Applicants judged to be qualified after evaluation of these criteria are invited for a required personal interview. The Admissions Committee will then review the applicant’s entire record and interview results. Acceptance is competitive.

Grades for all coursework attempted are included in this calculation. The competitive grade point average in order to qualify for a personal interview will be determined by the overall strength of the applicant pool. Due to the large number of applicants and limited number of positions available, acceptance is selective.

Admission to the four-year Doctor of Pharmacy Program requires two years of pre-professional education at an accredited college or university in the United States. Each applicant must complete a minimum of 60 semester hours of college credit; grades below C cannot be accepted. The specific pre-pharmacy course requirements are as follows:

	Semester Hours
General Chemistry	8
Organic Chemistry	8
General Biology or Zoology	8
Physics	4
Calculus	3-4
English Composition	6
Speech	3
Humanities Electives	6
Economics	3

Social/Behavioral Sciences Electives	6
Other Electives to total	60

All pre-pharmacy requirements must be satisfied prior to matriculation.

All science courses (Chemistry, Biology, Physics) must include a laboratory with each lecture. Biology courses must be either General Biology or Zoology to fulfill pre-pharmacy requirements. Anatomy/Physiology or Microbiology are not accepted.

The speech requirement should be fulfilled with a public speaking class. The economics requirement may be fulfilled with either a microeconomics or macro-economics course.

Humanities electives may be chosen from one or more of these areas: art, foreign languages, history, literature, music, philosophy, or religion.

Social/Behavioral Sciences courses can be selected from one or more of the following: accounting, anthropology, business, computer science, economics, geography, health, history, management, political science, psychology, sociology, or statistics.

No credit will be accepted for military science or physical education courses.

All applicants are required to take the Pharmacy College Admissions Test (PCAT). All applicants must have their PCAT scores sent to the Office of Student Affairs and Admissions. A composite percentile score above 80 is preferred.

Experience in the pharmacy setting is strongly encouraged. Over 90 percent of entering students in recent years have had work experience.

Application Procedure

Application may be made at any time after the completion of 30 semester hours of college coursework. A centralized online application is available on the PharmCAS website (<http://www.pharmcas.org>). Applicants will need to go to this website, complete the online application and submit the appropriate fees, transcripts from each college previously attended, PCAT scores, and contact information for references to PharmCAS. A minimum of two letters of reference must be sent via the Electronic Letters of Reference (eLOR) Service of PharmCAS. In addition to a PharmCAS application and electronic letters of reference, the applicant will need to obtain a Supplemental Application from the Office of Student Affairs and Admissions, complete and submit it along with a non-refundable \$25 supplemental application fee and a recent photograph. A qualified applicant will be invited to visit the College of Pharmacy and Health Sciences for a required personal interview. Within two weeks of acceptance, a tuition deposit of \$250 must be forwarded to the Office of Student Affairs and Admissions to confirm the position. The deposit is non-refundable. Upon enrollment, \$225 will be applied toward the first semester's tuition, while the remaining \$25 will satisfy the matriculation fee. A second, non-refundable deposit of \$250 will be due by June 1st. This deposit will also be applied toward the first semester's tuition.

Guaranteed Admission Plus Degree (GAPD) Program

The Guaranteed Admission Plus Degree (GAPD) program is especially designed for students who have expressed an interest in pursuing a career in pharmacy. The GAPD program offers a smooth transition for students enrolled at Mercer University's College of Liberal Arts (CLA) in Macon to be granted admission to the Doctor of Pharmacy (Pharm.D.) degree program at the College of Pharmacy and Health Sciences (COPHS) in Atlanta. The GAPD student, upon graduation from high school, will enroll and complete three years and a minimum of 90 semester hours at CLA and then enroll in the four-year

Pharm.D. curriculum at the College of Pharmacy and Health Sciences. Upon successful completion of the first professional year at the College of Pharmacy and Health Sciences, the College of Liberal Arts will award the Bachelor of Science in Health Science degree.

The following requirements must be met by a GAPD program student:

1. All undergraduate coursework must be completed at CLA.
2. An overall grade point average of 3.0 and a math/science grade point average of 3.0 must be maintained to continued GAPD status.
3. A minimum PCAT score is required to maintain GAPD status.
4. Documentation of a minimum of 500 hours of experience in a pharmacy setting (or multiple settings).
5. One of the two required letters of reference must be from a pharmacist.
6. Successful completion of an interview with Pharm.D. program faculty during the junior year.

Students enrolled in the GAPD program are required to submit an application, appropriate fees, and two letters of reference to PharmCAS (www.pharmacas.org). GAPD students must also complete a supplemental application. GAPD students are not required to submit a tuition deposit / matriculation fee to secure a position in the Pharm.D. degree program. The \$25 matriculation fee will be waived and full tuition will be due upon enrollment in the Pharm.D. degree program.

Any CLA student who does not qualify for the GAPD program may apply to the Pharm.D. degree program following the normal admissions procedure.

Transfer Students

A transfer student is any person who has ever been enrolled in the professional level at another college or school of pharmacy. Attrition rates are low; therefore, the number of transfer students accepted is extremely limited and at times not available.

An individual who wishes to transfer into the four-year Doctor of Pharmacy degree program from an Accreditation Council for Pharmacy Education (ACPE) accredited college or school of pharmacy must send to the Office of Student Affairs and Admissions a letter of intent to transfer. If availability exists, the transfer applicant must submit all transcripts and PCAT scores to the Office of Student Affairs and Admissions. In addition, the Associate Dean for Student Affairs and Admissions must receive a letter from the Dean's Office at the other school granting approval of the transfer to Mercer and stating that the student is in good standing and eligible to continue or return. Transfer students must satisfy Mercer's pre-pharmacy course requirements and meet current admission standards in order to be considered.

If qualified, the applicant must meet personally with the Associate Dean for Student Affairs and Admissions. After the interview, the Associate Dean for Student Affairs and Admissions will make a recommendation regarding admission to the Dean's Office for final action. The number of transfer students accepted will depend upon space availability. The Associate Dean for Student Affairs and Admissions will inform the Dean's Office at the school of transfer of the decision reached. All correspondence will be handled by the Office of Student Affairs and Admissions.

Due to differences in curricula of various pharmacy schools, some or all credit may not transfer at the same professional level. Students may not be eligible for professional year advancement at Mercer equivalent to that of their current institution.

Advanced Standing

A transfer applicant who desires advanced professional standing must comply with the appropriate policy and procedure outlined above. Ordinarily credits from an ACPE-accredited college or school of pharmacy, for which grades of C or better have been earned shall be accepted. All course requirements in the current four-year Doctor of Pharmacy curriculum must be satisfied prior to graduation. A minimum of eighteen months in residence at the College of Pharmacy and Health Sciences is required.

In determining advanced standing, the Associate Dean for Student Affairs and Admissions will consult with the appropriate Department Chairperson(s) to determine course equivalence. Based upon this evaluation, the Associate Dean for Student Affairs and Admissions will make a recommendation regarding transfer credit for advanced standing to the Dean's Office for final action. All correspondence will be handled by the Office of Student Affairs and Admissions.

International Students

An applicant who is not a citizen of the United States must follow the normal admissions procedure. This includes completing all pre-pharmacy course requirements in an American college or university.

The College of Pharmacy and Health Sciences Student Affairs and Admissions Office does not evaluate transcripts from outside the United States. If coursework has been earned in a foreign country, the following procedure is required: in order for the College of Pharmacy and Health Sciences Student Affairs and Admissions Office to determine whether the courses taken in a foreign country can be transferred for credit, foreign transcripts must be reviewed or evaluated by an undergraduate American institution. All of the credit accepted for transfer must appear on the transcript of an American college or university. Transfer credit must be identified as courses equivalent to those in the American college or university. In order to receive a transcript including the evaluation of transfer credit, the international student must be enrolled at the undergraduate American institution. Until this procedure has been accomplished, an application for admission cannot be accepted.

Financial resources of the College of Pharmacy and Health Sciences are limited, and therefore financial assistance is not available for international students on an F-1 Visa. Federally funded financial aid is restricted for students who are citizens or permanent residents of the United States. It is important that the student have pre-determined financial support sufficient to meet educational and living expenses.

Retention

Larger applicant pools have allowed the Admissions Committee to be increasingly selective; higher quality has also resulted in excellent retention. The average retention rate for the Doctor of Pharmacy degree program for the past five years is 97 percent.

Doctor of Pharmacy Curriculum Outcomes

- I. **PATIENT CARE** Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, sociobehavioral, and clinical sciences that may impact therapeutic outcomes.
 - A. Provide patient-centered care.
 - B. Provide population-based care.

- II. **SYSTEMS MANAGEMENT** Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
 - A. Manage human, physical, medical, informational, and technological resources.
 - B. Manage medication use systems.

- III. **PUBLIC HEALTH** Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.
 - A. Assure the availability of effective, quality health and disease prevention services.
 - B. Develop public health policy.

Student Portfolios

Throughout the professional curriculum, students create portfolios documenting expectations, achievement of outcomes related to both experiential and didactic education, and self-reflection.

First Professional Year

Fall	Spring		
Introduction to Pharmacy I 306	2	Introduction to Pharmacy II 307	2
Biostatistics, Research Design, and Literature Evaluation 302	3	Anatomy/Physiology 322	3
Communication Skills for Pharmacists 303	3	Microbiology/Immunology 323	3
Biochemistry 320	5	Pharmacy Management 305	4
Principles of Pharmaceutical Sciences 325	3	Pharmaceutics 326	4
Practice of Pharmacy I 371	<u>2</u>	Practice of Pharmacy II 372	<u>2</u>
	18		18

- Satisfactory completion of all P1 coursework is necessary for progression to P2. -

Second Professional Year

Fall	Spring		
General Principles of Pharmacotherapy 440	4	Cardiovascular/Renal I 452	4
Nervous System Disorders I 450	5	Cardiovascular/Renal II 453	4
Nervous System Disorders II 451	4	Cardiovascular/Renal III 454	5
Pharmaceutics Laboratory 401	1	Elective	2
Elective	2	Practice of Pharmacy IV 474	<u>3</u>
Practice of Pharmacy III 473	<u>2</u>		18
	18		

- Satisfactory completion of all P2 coursework is necessary for progression to P3. -

Third Professional Year

Fall	Spring		
Musculoskeletal Disorders and Pain Management 550	4	Infectious Diseases I 554	3
Endocrine Disorders 551	4	Infectious Diseases II 555	3
Gastrointestinal Disorders 552	4	Integument and Special Senses 556	3
Pulmonary Disorders 553	3	Hematology and Oncology Disorders 557	3
Elective	2	Pharmacy Law and Ethics 502	2
Practice of Pharmacy V 575	<u>2</u>	Elective	2
	18	Practice of Pharmacy VI 576	<u>2</u>
			18

- Satisfactory completion of all P3 coursework is necessary for progression to P4. -

Fourth Professional Year

Advanced Practice Experiences 36

Course Descriptions

Required Didactic Courses

PHA 302. Biostatistics, Research Design and Literature Evaluation (3 hours)

This course is designed to enable the student to develop an understanding of basic statistics and research design procedures and terms such that clinical studies in the medical and pharmaceutical literature may be objectively evaluated. The course will also provide the student with the necessary tools such that he or she will be able to effectively describe, summarize, analyze and make valid conclusions from data collected through his or her own research endeavors.

PHA 303. Communication Skills for Pharmacists (3 hours)

This course is designed to develop foundational communication skills necessary for effective pharmacy practice. The skills and techniques mastered in this foundational course will be applied throughout the curriculum within the framework of complex patient scenarios and multiple disease states.

PHA 305. Pharmacy Management (4 hours)

This course is designed to provide the pharmacy student with an understanding of those topics relevant to the management and administration of a pharmacy in community and institutional settings.

PHA 306. Introduction to Pharmacy I (2 hours)

The first of a two-course sequence, this course is designed to introduce the first-professional year pharmacy student to the system of health care delivery in the United States and the roles that pharmacy and pharmacists play in it. The social aspects of health and illness are also explored. An introduction to pharmacy law will be included. Students, working in small groups, and guided by a faculty facilitator, will learn how to analyze a problem, identify and evaluate self-discovered resources needed to solve the problem, and discuss the solution of the problem with peers. The concept and classroom application of Problem-Based Learning (PBL) will be introduced. Students will also acquire the skills of self-directed learning, critical reasoning, self evaluation, interpersonal communication, and the ability to retrieve, access, synthesize, and present information. The course is designed to provide the student with what to expect from pharmacy and, most important, what pharmacy expects from them.

PHA 307. Introduction to Pharmacy II (2 hours)

The second of a two-course sequence, this course is designed to continue the introduction of the system of health care delivery in the United States and the roles that pharmacy and pharmacists play in it.

PHA 320. Biochemistry (5 hours)

An introduction to the chemistry of living organisms with emphasis on the human system. The course is designed to introduce students to the major metabolic processes that are essential for human life, including biochemical energetics; electron transport system; the Krebs cycle; the metabolism of carbohydrates, lipids and amino acids; and the biosynthesis of purines, pyrimidines, nucleic acids and proteins.

PHA 322. Anatomy and Physiology (3 hours)

Anatomy and physiology examines the structural and functional organization of the human body at the tissue, organ, organ system and organismic levels. Essential aspects of histology, anatomy, physiology, and development are integrated in order to provide a fundamental overview of the major systems of the body and their interactions.

PHA 323. Microbiology and Immunology (3 hours)

This course is an introduction to microbiology and immunology with emphasis on biomedical principles and pharmaceutical applications. Microbes as agents of health and disease are discussed with respect to structure, metabolism, genetics, life cycle, and host-microbe interactions. The molecular, cellular, and systemic bases for effective immune function are presented and typical immune responses to various disease states are described. Mechanisms of infectious disease and immunological response are emphasized as foundations for pharmaceutical applications.

PHA 325. Principles of Pharmaceutical Sciences (3 hours)

This course is intended to provide a foundation of the principles that are fundamental to the study of the pharmacy and pharmaceutical sciences. This basic knowledge will allow the student to integrate physical, chemical and biological concepts into various practice functions. The course will incorporate various active learning activities to assist the student with the development of integrative competency.

PHA 326. Pharmaceutics (4 hours)

Pharmaceutics is intended to give the student a basic knowledge of the pharmaceutical principles involved in formulation, design, compounding and evaluation of dosage forms and drug delivery systems. This course will cover solution dosage forms (oral, nasal, ophthalmic, topical), parenteral delivery systems, solid dosage forms (capsules, tablets, oral controlled-release products), dosage forms applied to skin, and radiopharmaceuticals. An introduction to biotechnology preparations will also be provided. The course will also familiarize the student with the concepts of drug standards, good manufacturing practice and quality control. The student will gain background knowledge and skills necessary to apply biopharmaceutic principles to the selection and evaluation of drug products for use in patients. Emphasis will be placed on the various formulation and physiologic factors that affect drug response and absorption.

PHA 401. Pharmaceutics Laboratory (1 hour)

This course is designed to acquaint the student with basic compounding skills and techniques related to pharmaceutical dosage forms. The course also involves the study of the mathematics encountered in pharmacy practice and the application of calculations in laboratory exercises. The laboratory is planned around a student-centered, problem-based approach to learning.

PHA 440. General Principles of Pharmacotherapy (4 hours)

This course examines those topics that provide the foundation for the rational use of therapeutic agents. Pharmacology and its two primary subdisciplines, pharmacokinetics and pharmacodynamics, are examined extensively. The drug development and approval process, pharmacogenomics, laboratory monitoring to assess a pharmacotherapeutic response and special populations are also examined.

PHA 450. Nervous System Disorders I (5 hours)

A course designed to familiarize the pharmacy student with the anatomy and physiology of the nervous system including the central and peripheral nervous systems. The anat-

my and physiology of the brain will be discussed as well as the somatic and autonomic nervous systems. In addition, the pharmacology and medicinal chemistry of drugs that affect the autonomic nervous system as well as drugs used to treat various disease states involving the nervous system will be discussed. These drug classes include general and local anesthetics, sedative-hypnotic agents, antidepressants, antipsychotic agents, drugs used to treat CNS degenerative disorders, ADHD, narcolepsy and eating disorders.

PHA 451. Nervous System Disorders II (4 hours)

This course will include discussion of the pathophysiology of selected nervous system diseases and therapeutic use of drugs used to treat these disorders. Medicinal chemistry and pharmacology concepts of medications learned in PHA 450 will be applied to clinical situations in this class. At the conclusion of this course, students will be able to explain the rationale for use of specific drug categories in the treatment of nervous system disorders. In addition to information related to the pathophysiology and treatment of nervous system disorders, course content will emphasize: mechanisms of action; drug mechanisms related to the occurrence of adverse effects; recognition and management of medication-related problems; and decision-making processes including utilization of laboratory tests to monitor drug efficacy and toxicity. Case studies will be used to assist students in developing and monitoring medication therapy management (MTM) plans for patients with various disease states.

PHA 452. Cardiovascular/Renal Disorders I (4 hours)

This course is designed to familiarize the pharmacy student with the anatomy and physiology of the cardiovascular and renal systems and begin a discussion of the pathophysiology of major cardiovascular diseases.

PHA 453. Cardiovascular/Renal Disorders II (4 hours)

A course designed to familiarize the pharmacy student with the medicinal chemistry and pharmacology of those drugs used to treat disorders of the cardiovascular and renal systems. The pathophysiology of diseases of the cardiovascular system will also be discussed. This information will prepare the student for discussions of the pharmacotherapy of cardiovascular diseases that will be discussed in PHA 454.

PHA 454. Cardiovascular/Renal Disorders III (5 hours)

This course is designed to apply the principles of pathophysiology, medicinal chemistry, pharmacology, pharmacotherapy, patient assessment, clinical pharmacokinetics, social and behavioral aspects of medical management, and OTC products related to the treatment of cardiovascular and renal disorders. The specific disorders covered in this module include hypertension, dyslipidemia, ischemic heart disease, stroke, peripheral arterial disease, venous thromboembolic disorders, heart failure, arrhythmias, fluid and electrolyte therapy, acid-base disorders, acute and chronic renal failure, end stage renal disease, dialysis, renal transplant, and urinary incontinence. The clinical and problem-solving skills obtained through completion of this module will prepare the student to properly identify, assess, and resolve complex, medication-related problems and other patient issues relating to cardiovascular and renal disorders.

PHA 502. Pharmacy Law and Ethics (2 hours)

This course is designed to impart to students the legal and ethical basis of pharmacy practice. The course emphasizes the pharmacist's responsibility to care for patients and to respect patients as autonomous individuals. It also queries how far the government and

licensed health care professionals should go to protect people from the consequences of their own potentially risky choices in drug use.

PHA 550. Disorders of the Musculoskeletal System and Pain Management (4 hours)

This is an integrated course describing the anatomy and physiology of bones, skeletal muscles and joints, and pathways for pain and inflammation throughout the body. The pathophysiology of diseases affecting the musculoskeletal system to cause pain, inflammation, and musculoskeletal deterioration will be discussed. The medicinal chemistry, pharmacology, pharmacotherapy, and therapeutics of medications used to treat disorders of this system and to appropriately treat pain and inflammation will be thoroughly described. Therapy to alter the course of diseases and appropriately manage pain and inflammation will be emphasized.

PHA 551. Pharmacotherapy of Disorders of the Endocrine System (4 hours)

This course is designed to introduce the student to the physiology, pathophysiology, and pharmacotherapy of diseases of the endocrine and reproductive systems. Students should be able to explain why drugs are effective in specific disorders of these systems. Emphasis will be placed on structure activity relationships, mechanisms of drug action, pharmacological effects, adverse effects, and clinical use of these drugs. Other areas that the course will focus on include: recognition and management of medication-related problems, social and behavioral aspects of different disease states, decision-making processes in drug selection and utilization of laboratory tests to monitor drug efficacy and toxicity. The case study approach will be utilized to assist the student in monitoring a pharmaceutical care plan for the patient.

PHA 552. Gastrointestinal Disorders (3 hours)

This course is designed to familiarize the student with the anatomy and physiology of the gastrointestinal tract and accessory organs, the pathophysiology of the major diseases affecting these organs, the pharmacology of drugs used to treat these diseases and the therapeutics associated with the pharmaceutical care of patients with these diseases.

PHA 553. Pulmonary Disorders (3 hours)

This course is designed to apply the principles of anatomy, physiology, pathophysiology, patient assessment, social and behavioral aspects of pulmonary disorders with the medicinal chemistry, pharmacology, pharmacotherapy and clinical pharmacokinetics of the prescription and non-prescription medications used to treat and prevent these disorders. The specific disorders covered in this module include asthma, chronic obstructive pulmonary disease (COPD), allergic rhinitis, cough and cold, acute respiratory distress syndrome, neonatal respiratory distress syndrome and the pulmonary component of cystic fibrosis. The clinical and problem-solving skills obtained through completion of this module will prepare the student to properly identify, assess, and resolve complex, medication-related problems and other patient issues relating to pulmonary disorders.

PHA 554. Infectious Diseases I (3 hours)

This course is designed to provide the pharmacy student with solid background in the pharmacology and medicinal chemistry of chemotherapeutic agents used in the treatment of bacterial, parasitic, fungal, and viral-mediated infectious diseases. Additionally, the course will encompass individual microbes and the mechanisms of diseases they cause. Topics of emphasis in regards to microbial pathophysiology will be pharmacology-

ical effects of agents, mechanism of action, structure-activity relationships, mechanisms of resistance, and the pharmacological/chemical basis for drug considerations/untoward effects. Knowledge gained by the completion of this course will prepare the student for clinical and pharmacotherapeutic considerations and decision making with regards to drug efficacy, drug of choice, adverse drug reactions, and other medication-related problems which are discussed in Infectious Disease II (PHA 555).

PHA 555. Infectious Diseases II (3 hours)

An integrated course, will discuss the epidemiology, pathophysiology, patient assessment, social and behavioral aspects, and therapeutics of infectious diseases as it relates to the organisms that cause these diseases. Students will be expected to know the medicinal chemistry and pharmacology of chemotherapeutic agents from Infectious Diseases I (PHA 554) used to treat microbial and viral infections and apply this information to the clinical treatment of diseases. Emphasis will be placed on structure activity relationships, mechanisms of action, overall pharmacological effects and mechanisms of adverse effects produced by drugs used to treat infectious diseases. Interpretation of the clinical literature will be required in making decisions regarding drug efficacy, drug of choice, adverse drug reactions, and other medication-related problems. Knowledge gained by the completion of this module will prepare the student to properly identify, assess, and resolved complex, medication-related problems and other patient issues related to infectious diseases.

PHA 556. Integument and Special Senses (3 hours)

This course is designed to integrate the anatomy, physiology, pathophysiology, and patient assessment aspects of dermatological and eye/ear/oral disorders with the relevant medicinal chemistry, pharmacology, and pharmacotherapy of the prescription and non-prescription medications used to treat and prevent these disorders.

PHA 557. Hematology and Oncology Disorders (3 hours)

This course is designed to integrate the anatomy, physiology, pathophysiology, and patient assessment of hematologic disorders (anemia, thrombocytopenia, hematologic malignancies) and oncology disorders (solid malignancies) with the medicinal chemistry, pharmacology, pharmacotherapy, and relevant pharmaceuticals of prescription and non-prescription medications, and non-chemotherapeutic strategies used to manage and prevent the disorders. Relevant diagnostic procedures used in wellness care, diagnosis, and treatment follow-up will be presented along with aspects of supportive care for the oncology patient and management of oncologic emergencies.

Elective Didactic Courses

PHA 505. Community Pharmacy Ownership (2 hours)

A course designed to provide the student with the information necessary to become a community pharmacy owner either through the establishment of a new pharmacy or the purchase of an existing pharmacy practice. The knowledge necessary for efficient and profitable management in layout and design, location analysis, evaluation of third party plans, and promotion are emphasized as well as the financial aspects of the development and implementation of innovative clinical services in the community setting. The course includes case studies and group projects in addition to didactic classes.

PHA 509. Introduction to Teaching (2 hours)

A course designed to stimulate interest of pharmacy students in a career in teaching.

Through facilitating small groups of students, discussing readings from the literature, and assisting faculty in a variety of teaching activities, the student is better able to evaluate the possibility of a career in teaching.

PHA 511. Basic Management Principles (1 hour)

A course designed to provide students with the basic principles, theories and terminology in management, essential to pursuing subsequent courses in management.

PHA 512. Basic Marketing Principles (1 hour)

A course designed to provide students with the basic principles, theories and terminology in marketing, essential to pursuing subsequent courses in marketing.

PHA 526. Toxicology (2 hours)

This course is intended to introduce students to the discipline of toxicology. Course content will include basic principles of toxicology as well as specific organ toxicities.

PHA 527. Pharmaceutical Biotechnology (2 hours)

This course is intended to provide the student with a working knowledge of the preparation, stability and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics and gene therapy. Current FDA approved biotechnology drugs such as human insulin, growth hormones and interferons will be discussed.

PHA 528. Pharmacognosy (2 hours)

This course outlines the importance of natural products in the health regimens of the American populace. Major topics include the more commonly used natural products, and the naturally occurring drugs of abuse and homeopathy.

PHA 529. Contemporary Compounding (2 hours)

This course involves learning the concepts of contemporary compounding practice. This course will include a discussion of the regulations governing compounding, USP and scientific/professional organization recommendations for compounding, and mechanisms for evaluation and analysis of the quality of a compounded formulation. The course will use discussions, problem-solving cases and skill-building laboratories to help the student learn the contemporary compounding process.

PHA 530. Pharmacological Mechanisms of Drugs in the Treatment of Disease and the Process of Obtaining, Evaluating and Presenting this Information (2 hours)

This course is designed to teach not only detailed pharmacological mechanisms of drugs used to treat a variety of disease states, but also to teach the processes of obtaining, evaluating and presenting an oral presentation of this information.

PHA 531. Medical Ethics for Health Care Professionals (2 hours)

Advancing medical knowledge and technology present individuals and society with unprecedented choices which often raise ethical dilemmas. This course prepares students in the health professions for dealing with ethical dilemmas through an analysis of classic and current cases, identification of ethical issues involved, application of ethical principles, development of a personal position and consideration of counter-arguments.

PHA 548. Project Development (2 hours)

Prerequisites: consent of instructor and a GPA of 2.5 or better is required.

This course is designed to acquaint the student with the techniques involved in the development of a project in either the basic or clinical sciences. A project will be assigned to

the student and the student will be expected to perform literature reviews and other work deemed necessary by the faculty instructor to produce an acceptable final written report. (This course may be taken up to two times for credit.)

PHA 549. Introduction to Research (2 hours)

Prerequisites: consent of instructor and a GPA of 2.5 or better is required.

This course is designed to acquaint the student with current techniques utilized in basic and clinical research. A problem will be assigned by the instructor and the student will be expected to do the library and laboratory or clinical work required to prepare a report. (This course may be taken up to three times for credit.)

PHA 560. Substance Abuse (2 hours)

This course is designed to give the student an introduction to the area of substance abuse and dependency. It is intended that upon completion of this course the student will have an appreciation for the terminology and diagnostic criteria appropriate to this specialty, a clear understanding of the drugs involved, their effects, and be able to explain pharmacological and non-pharmacological-interventions.

PHA 562. Self-Care and Self-Medication (2 hours)

This course is designed to give the interested student additional knowledge and skills on health promotion in order to be a better educated pharmacist and consumer. The primary focus will be on the scientific basis of alternative medicine therapies in the prevention and treatment of acute and chronic illness. A secondary focus will be on the prevention and detection of heart disease, cancer, and mental illness, including the impact of lifestyle changes on disease management. The use of diagnostic tests, utilized to screen disease and monitor patient response to selected drug therapy, will also be discussed.

PHA 564. Geriatric Pharmacy (2 hours)

This course will allow opportunity for discovery of the importance of drug-related problems in the geriatric patient. Major topics include the psychosocial aspects of aging; the impact of physiologic changes on pharmacotherapy problems in the aging patient; issues and strategies for managing medication therapy in geriatric patients; and roles of the pharmacist in providing pharmaceutical care to geriatric patients at various levels of care.

PHA 565. Drug Misadventures (2 hours)

This course is designed to provide a deeper understanding of serious drug misadventures including: adverse drug reactions, medication errors, drug interactions, and drug allergies. Emphasis is on problem solving and the identification of preventative measures.

PHA 566. Women's Health (2 hours)

This course is designed to enable the student to develop an understanding of issues of importance in women's health, including health promotion and prevention, health problems with a higher prevalence or a different presentation in women than men, and women's health policy and research. Problems unique to women's health and therapy important in the pharmacist's provision of pharmaceutical care to female patients will be emphasized. The topics discussed will be those relevant to women's health that are not covered in required courses or those that are not covered in detail in required courses. Student participation is an integral part of the course.

PHA 567. Fundamentals of Neonatology (2 hours)

This course is intended to develop an appreciation for the unique aspects of the neonatal patient. This course will involve active classroom participation utilizing problem assist-

ed based learning directed in a systematic pattern of interpreting patient assessment, laboratory and radiographic information, therapeutic rationale and pharmacokinetics adjustments if warranted. The principles of each case will be directed by the instructor so that key concepts can be fully appreciated in a timely fashion. This method will be called: Problem Assisted Based Learning Utilizing Multifactorial Methods or PABLUMM. Third professional year standing is required to take this course.

PHA 568. Special Topics in Pharmacotherapy (2 hours)

This course is intended to develop the student's critical thinking and appreciation of various controversial pharmacotherapeutic topics. Students will be initially provided with clinical case studies related to the controversial pharmacotherapeutic topics that will form the foundation of the critical thinking process. Students will work together in small groups. Students will be evaluating the clinical cases using the Problem-Based Learning Method and the ASHP Clinical Skills format. During the class, a group will select a controversial topic for presentation either supporting or questioning the current pharmacotherapeutic approach to treatment.

PHA 569. Diabetes Care (2 hours)

This course is designed to provide students with additional education in the care of patients with diabetes. The course's primary objective is to increase students' aptitude and confidence in providing medication therapy management to patients with diabetes while reinforcing the knowledge of drug therapy that was taught in the endocrine curriculum.

PHA 571. Pediatric Pharmacotherapy (2 hours)

This elective course will provide students with an understanding of the health care needs of the pediatric patient. In addition, the students will develop the knowledge and skills to provide pharmaceutical care to pediatric patients in both ambulatory and inpatient settings. The course will focus on developmental stages of growth, common pediatric disease states, and specific pharmacotherapeutic considerations unique to the pediatric patients. The course will be taught through a combination of lectures, case discussions, presentations, and active learning components.

PHA 572. Spanish for Pharmacists (2 hours)

This course is designed to give the student, who is a non-Spanish speaker, a solid basis in verbal communication in a pharmacy setting with patients who speak mostly or all Spanish. By speaking Spanish, students will be better equipped to provide pharmaceutical care to their Spanish-speaking patients. The primary focus of the course will be pharmacy specific terms, phrases and communication skills with a secondary emphasis on elementary and practical Spanish. In addition, the course will educate students about health beliefs and practices in Hispanic cultures.

Pharmacy Practice Experiences

Required Introductory Pharmacy Practice Experiences

Students are required to complete the following introductory pharmacy practice experiences during the first, second, and third professional years. Portfolios are a required component for successful completion of the Practice of Pharmacy courses.

These courses incorporate required Introductory Pharmacy Practice Experiences (IPPEs) which are composed of Shadowing, Service-Learning, Patient Caring Experiences, Introductory Pharmacy Practice Outcomes: Community-Based (P1), Specialty-Based (P2), Institution-Based (P3) Outcomes, and a Capstone component.

PHA 371. Practice of Pharmacy I (2 hours)

This course is a combination of lectures, activities, assignments, laboratories, and skills development that are intended to be the didactic counterpart to those IPPEs performed in the first year of pharmacy school. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care including drug information.

PHA 372. Practice of Pharmacy II (2 hours)

This course is a combination of lectures, activities, assignments, and skills development that are intended to be the didactic counterpart to those IPPEs performed in the first year of pharmacy school. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care including drug information.

PHA 473. Practice of Pharmacy III (2 hours)

This course is a continuation of the Practice of Pharmacy series of courses and is a combination of lectures, activities, assignments, laboratories, skills development, and assessments that are intended to provide reinforcement of concepts taught in the didactic portion of the curriculum. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care.

PHA 474. Practice of Pharmacy IV (3 hours)

This course is a continuation of the Practice of Pharmacy series of courses and is a combination of lectures, activities, laboratories, skills development, and assessments that are intended to reinforce concepts taught in the didactic portion of the curriculum. A specific topic and skill focus unique to this course is immunization training. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care.

PHA 575. Practice of Pharmacy V (2 hours)

This course is a continuation of the Practice of Pharmacy series of courses and is a combination of lectures, activities, assignments, laboratories, skills development, and assessments that are intended to provide reinforcement of concepts taught in the didactic portion of the curriculum. Continual assessment of basic knowledge and skills important to pharmacy practice and patient care will occur, as well as the application of skills necessary to provide pharmacy care.

PHA 576. Practice of Pharmacy VI (2 hours)

Patient Care Experience VI is a continuation of the courses consisting of activities designed to bring relevance to concepts presented in the classroom at the P3 level. The experience should continue the transition from didactic instruction to the application or practice phase of pharmacy to better prepare the student pharmacist as a provider of patient care.

Advanced Pharmacy Practice Experiences

Students are required to complete seven advanced practice experiences during the fourth professional year. Students must have satisfactorily completed all required and elective courses in the professional curriculum to be eligible for fourth year standing and to start the advanced experience sequence. Advanced pharmacy practice experiences are preferentially assigned to students on normal academic progression. Students who interrupt their normal academic progression will be assigned to experiential sites as they become available. Exceptions may be made at the discretion of the Chairperson of the Pharmacy Practice Department.

Five (5) Advanced Pharmacy Practice Experiences (APPE) are required in the areas of Community Pharmacy, Institutional Pharmacy, Acute Care (2), and Primary Care. Two (2) practice experiences are electives. Each APPE is five (5) weeks in length. A one week Case Conference course is also required.

During Advanced Pharmacy Practice Experiences, students will gain competency in the following areas: problem-oriented drug monitoring; therapeutic drug monitoring; medication histories; managing a patient's drug therapy; identification, resolution and prevention of drug-related problems; drug information/ retrieval skills; application of knowledge of diseases and drug therapy to pharmaceutical care; consulting and counseling with health care professionals and patients; education of health care professionals; communication and presentation skills; and professional conduct.

Students are surveyed during the third professional year to determine elective preferences and eligibility for assignment. Assignments are made through an Internet based program which randomly assigns students based on site availability. College policy requires that all students have proper records of immunization and proof of current health insurance on file with Campus Health Care Services prior to any assignment to a patient care setting.

Students are assigned to fourth year practice experiences primarily within the Metropolitan Atlanta area. Mercer pharmacy students, however, may be required to complete all or part of their fourth year practice experiences at other locations in the Southeast. Examples of practice sites currently available include Albany, Augusta, Columbus, Dublin, Macon, Savannah, and Valdosta, Georgia; Chattanooga, Knoxville, Nashville, and TriCities area, Tennessee; Lexington and Louisville, Kentucky; and Ft. Lauderdale/Miami, Jacksonville, Orlando, Pensacola, Sarasota, and Tampa/St. Petersburg, Florida. A complete list of sites available in the Experiential Education Office. Site availability is subject to change.

Four unique programs are available for practice experience outside the Southeast. Current sites for the Indian Health Service (IHS) Program are Gallup, New Mexico, San Carlos, Keams Canyon and Parker, Arizona. Students going to Parker, Keams Canyon and Gallup work as members of the health care team in a primary care clinic with IHS pharmacists, physicians, and nurses. This program is considered an Ambulatory

Medicine practice experience. The program in San Carlos is primarily working with the pharmacy team and is considered an Advanced Community Experience.

The International Pharmacy Program offers students an opportunity to gain insight into the health care system, practice of pharmacy, and pharmaceutical education in other countries. Approved practice sites are Australia, Japan, England, Denmark, and Scotland. Students interested in participating in the International Pharmacy Program must have a GPA of 3.0 or better.

The Advanced Clinical Track (ACT) Program provides a challenging combination of advanced pharmacy practice experiences (APPEs) that aid in preparing students who plan on completing postgraduate residency training. Students who participate in the program have the opportunity to have a more intensive APPE schedule, one-on-one faculty mentoring, and research experience that focuses on advancing fourth-year students as future clinicians and clinical researchers. Practice sites for the ACT Program include Grady Health System, Northside Hospital, Dekalb Medical Center, Emory University Hospital, and Piedmont Hospital.

PHA 650. Pharmacotherapy Case Conferences (1 hour)

This course is designed to incorporate and integrate the concepts and information from the Pharmacotherapy Disease State Modules, General Principles of Pharmacotherapy, and Practice of Pharmacy courses in a case study-based format. Didactic lectures with case examples will be emphasized. The students will be working on small group activities to evaluate medical therapy management in patients with a variety of disease states that the student will most likely encounter during their Advanced Pharmacy Practice Experiences (APPEs).

PHA 681. Advanced Community (5 hours)

This required experience is designed to expose the student to a variety of patient-oriented services in community pharmacy practice. These services may include: (1) patient counseling on appropriate drug use, home diagnostic test kits, durable medical equipment; (2) monitoring drug therapy for safety and efficacy; and (3) providing drug information to healthcare professionals and preceptors. This experience is designed to give the student further experience in documenting pharmaceutical care interventions in community pharmacy practice.

PHA 699. Advanced Institutional (5 hours)

This required experience will expose the student to the broad-based daily duties often required of an institutional-based pharmacist. The student will gain experience in the dispensatory functions of a pharmacist in the hospital setting.

Acute Care

PHA 602. Anticoagulation (5 hours)

This experience is designed to give the student the opportunity to provide patient care services related to the use of various anticoagulation therapies in the inpatient setting. During this experience, the student will develop a pharmacotherapeutic care plan for patients receiving anticoagulant therapies, develop the skills necessary to provide monitoring and counseling for patients receiving anticoagulation therapies, and learn to participate in a multidisciplinary healthcare team.

PHA 669. Pain Management/Palliative Care (5 hours)

This practice experience will enable to student to develop proficiency in the knowledge of

pain management and other targeted symptoms commonly seen during end-of-life situations.

PHA 670. Medicine (5 hours)

This required practice experience is designed to give the student a basic understanding of disease states encountered in internal medicine. This course will stress the application of therapeutics in patient care and require the student to develop skill in taking medication histories, monitoring patients, providing drug information, and patient education. This pharmacy practice experience is also designed to expose the student to the team concept of health care.

PHA 671. Cardiology (5 hours)

A practice experience designed to enable the student to acquire skills in the knowledge regarding basic principles of specific cardiovascular disorders, their treatment and care.

PHA 672. Critical Care (5 hours)

This hospital-based experience is designed to enable the student to acquire skills and knowledge regarding basic principles of specific critical care disease states and their treatment.

PHA 673. Inpatient Geriatrics (5 hours)

This practice experience is designed to give the student a basic understanding of disease states encountered in geriatric internal medicine. This course will stress the application of therapeutics in patient care and require the student to develop skill in taking medication histories, monitoring patients, providing drug information, and patient education. This pharmacy practice experience is also designed to expose the student to the team concept of health care.

PHA 674. Hematology/Oncology (5 hours)

This experience will enable the student to develop proficiency in the knowledge of neoplastic disease and rational therapy with oncological agents.

PHA 675. Infectious Diseases (5 hours)

This practice experience is designed to enable the student to acquire skills and knowledge regarding basic pharmacotherapy of specific infectious diseases.

PHA 676. Neonatology (5 hours)

This hospital-based practice experience is designed to enable the student to acquire proficiency and knowledge regarding basic principles of drug therapy in neonates.

PHA 677. Pediatrics (5 hours)

This practice experience is designed to enable the student to acquire skills and knowledge regarding basic principles of pharmacotherapy for common childhood diseases.

PHA 678. Psychiatry (5 hours)

This pharmacy practice experience is designed to give the student in-depth exposure to the area of mental health. The student will work with other members of the health care team to monitor drug therapy of patients with psychiatric diseases or drug abuse problems.

PHA 679. Surgery (5 hours)

A hospital-based experience is designed to enable the student to acquire proficiency in the basic principles of surgery and drugs used in surgical procedures.

PHA 684. General Clinical (5 hours)

This practice experience will expose the student to the broad-based daily duties often required of a clinical pharmacy coordinator in a hospital. The student will gain experience in at least four of the following six areas: Drug Information, Drug Usage Evaluation, Quality Assurance, Formulary Management, Pharmacokinetics, and Metabolic Support. Due to the nature of the above practice areas, the student will also gain experience in general internal medicine.

PHA 691. Nutritional Support (5 hours)

This practice experience is designed to provide the student with the opportunity to gain knowledge, skills, and practical experience in basic nutritional principles, nutritional assessment, and management of the patient requiring enteral and/or total parenteral nutrition.

PHA 692. Pharmacokinetics (5 hours)

This practice experience is designed to give the student hands-on experience in the functioning of an established clinical pharmacokinetics practice and information on methods for establishing such a service. The student will assess the utility of population averages in predicting drug concentration and dosages as well as learn to base therapeutic recommendation on measured drug concentration. This clinical application learning experience is directed toward monitoring drug therapy based on patient response rather than the mere manipulation of numbers. Expertise in calculations is expected from previous coursework. The student may also have the opportunity to be involved in evaluating and monitoring patients for pharmacokinetic research.

PHA 698. Emergency Medicine (5 hours)

This practice experience is designed to give the student exposure to managing and monitoring emergency department patients.

Primary Care

PHA 680. Ambulatory Care (5 hours)

This required practice experience will provide the student with the necessary assessment skills to implement and monitor cost effective drug therapy for safety and efficacy in the primary care and/or specialty clinic patient care environment.

PHA 685. Geriatric–Long Term Care (5 hours)

The practice experience in Geriatrics is designed to provide the student with an in-depth experience in the provision of pharmaceutical care to older patients and those requiring long term care services. The student will also be exposed to additional aspects of consultant pharmacy practice for institutionalized long term care and subacute patients.

PHA 687. Home Health Care (5 hours)

This practice experience specializes in home infusion therapy. The student will gain experience working with pharmacists and nurses to care for the home patient. The student will be involved in preparation and monitoring of parenteral and enteral nutrition, antibiotics, cancer chemotherapy, specialty compounded drugs, and home health aids.

Electives

PHA 603. Compounding (5 hours)

This practice experience is designed to give the student a general understanding of the rationale for and the various techniques used in the extemporaneous compounding of pharmaceutical products.

PHA 604. Medication Reconciliation (5 hours)

Medication reconciliation is the process of comparing a patient's medication orders to all of the medications that the patient has been taking. This practice experience is designed to give the student an understanding of the importance of medication reconciliation across all healthcare settings. Through this experience, the student will develop skills necessary to participate in and provide leadership for the medication reconciliation process, enhance written and verbal communication skills, and learn to participate within a multidisciplinary healthcare team.

PHA 605. Pharmacy Informatics and Technology (5 hours)

This practice experience is designed to introduce the student to the use of healthcare information technology as a means to improve medication use, enhance patient safety, and advance patient care. Through this experience, students will gain insight into the important role pharmacists play in integrating medication use with various levels of technology.

PHA 606. Regulatory Pharmacy (5 hours)

This practice experience will give the student a general understanding of the duties and responsibilities of a regulatory agency within the profession of pharmacy.

PHA 609. Faith-Based Pharmacy Missions (5 hours)

This practice experience will introduce the student to the practice of pharmacy within a faith-based missions-related setting. Through this experience, the student will participate in pharmacy-related activities as a means for faith-based outreach, evangelism, and growth.

PHA 651. Leadership in Pharmacy Management (5 hours)

This experience exposes the students to the duties and responsibilities associated with upper-management executives within a pharmacy corporation or business entity. This experience is designed for students interested in pursuing a pharmacy career in upper-management and enhancing their leadership skills. The student will interact with executives in both clinical and business aspects of a company or healthcare system. This experience is specifically designed to give the student experience in practice issues, employee management, human resource services, recruiting, staffing and employee development needs, policy and advocacy, public relations, and in understanding the importance of professionalism and operational standards. Preference given to students enrolled in the Pharm.D./MBA program.

PHA 652. Medication Safety (5 hours)

This practice experience is designed to expose the student to the duties and responsibilities associated with the recognition, prevention and reporting of medication errors. This APPE is designed to provide students with both direct and indirect patient care. Students will work to provide improved medication safety throughout the health care facility.

PHA 653. Obstetrics/Gynecology (5 hours)

This practice experience is designed to expose students to the duties and responsibilities of a pharmacist practicing on a high risk perinatal and labor/delivery service.

PHA 660. Medication Therapy Management (5 hours)

This course will be an experience-based rotation to help the student become an active participant in the management and provision of a managed care Medication Therapy Management (MTM) program. Emphasis will be placed on learning basic MTM principles while the student learns how to provide these services to patients.

PHA 661. Industrial Pharmacy Clinical Research (5 hours)

This experience is designed to provide those students interested in pursuing a career in the pharmaceutical industry with general knowledge and a high level of exposure to a variety of areas within the pharmaceutical industry. This practice experience is specifically designed to give the student experience in conducting clinical research and is designed for those students who believe they may want to pursue a career in this area.

PHA 662. Industrial Pharmacy Medical and Professional Services (5 hours)

This practice experience is specifically designed to give the student experience in conducting medical and professional services activities and is designed for those students who believe they may want to pursue a career in this area.

PHA 663. Industrial Pharmacy Marketing (5 hours)

During this practice experience, the student will become a member of the Product Management Team to obtain a working knowledge of pharmaceutical marketing, involved in an array of activities from marketing plans to tactical tools to field communication. The student will in addition gain industry knowledge by learning about the pharmaceutical industry from a corporate perspective and interacting with or visiting various departments within the organization.

PHA 664. Industrial Pharmacy Sales (5 hours)

This practice experience is specifically designed to give the student experience in conducting sales activities and is designed for those students who believe they may want to pursue a career in this area.

PHA 665. United States Public Health Service Centers for Disease Control and Prevention Drug Service (5 hours)

This experience will give the student a general understanding of public health issues and the many career opportunities available for pharmacists in the USPHS, the CDC, specifically the Drug Service Division.

PHA 666. The Agency for Toxic Substances and Disease Register (ATSDR) - Division of Toxicology (5 hours)

During this experience, the student will be introduced to ATSDR, a public health agency, whose mission is to prevent or mitigate adverse human health effects and diminished quality of life resulting from exposure to hazardous substances in the environment. The experience will also provide the student with a comprehensive overview of the impact and significance of toxicology and risk assessment principles and practices and how they influence the agency program areas and products.

PHA 668. Pharmacy Association Management (5 hours)

This experience is designed to broaden the student's knowledge and understanding of Pharmacy Association Management. It is structured to provide experiences in national and state practice issues, education, member services, student development, policy and advocacy, and public relations. This experience can be completed at one of several sites.

PHA 682. Academic Administration (5 hours)

This practice experience is designed to stimulate the interest of pharmacy students in academia and provide the student with an understanding of the function and process of the academy. Through interviews with faculty, readings in the literature, participation in academic and administrative meetings, development of teaching materials with pharmacy faculty chosen as preceptors in the students' area of interest, the exploration of teach-

ing methodologies and several “hands on” projects, the student is better able to evaluate the possibility of a career in academia as well as assume a position in academia. Students interested in participating in the Academic Administration practice experience must have a GPA of 3.0 or better.

PHA 683. Drug Information (5 hours)

This practice experience will expose the student to various drug information activities such as: researching drug information questions, developing patient education materials and preparing pharmacy newsletters. Students may utilize Internet resources, abstracting services, professional journals, online bulletin boards, subscription disk, and online information retrieval services, and textbooks during this experience to enhance their verbal and written communication skills.

PHA 686. Health Outcomes Management (5 hours)

This practice experience is designed to provide the student with a basic understanding of health outcomes (clinical, economic, humanistic) focusing on pharmacoconomics and health care quality assessment. Didactic and practical experience in these core areas will expose the student to a variety of competencies utilized in a health outcomes research and consulting firm. The practice environment involves working directly with a number of managed care organizations, pharmaceutical manufacturers, pharmaceutical providers, pharmacy benefit managers and various other health care providers. The student will be exposed to and/or directly involved with the many steps in conducting quality focused, outcomes-based research — from proposal development to analysis and manuscript preparation.

PHA 689. International Pharmacy (5 hours)

This practice experience is designed to broaden the student’s knowledge about health care, pharmacy practice, and education specifically in another health care system. The students will spend five weeks in one of the approved sites for the international program. The practice will vary as the specialty (hospital, community, industry, or government). Assignment is competitive.

PHA 690. Nuclear Pharmacy (5 hours)

This experience introduces the student to the practice of Nuclear Pharmacy and Nuclear Medicine. The nuclear pharmacy experience will concentrate on pharmaceutical care and radiopharmaceutical compounding, quality assurance, health physics and regulatory compliance. This experience will offer the student the opportunity to communicate with the nuclear medicine personnel and participate in the clinical use of diagnostic and therapeutic radiopharmaceuticals. The student will also gain experience in the area of health physics as it is practiced in the nuclear pharmacy and hospital.

PHA 693. Poison Control (5 hours)

This practice experience will allow the student to gain practical experience in the regional Poison Control Center (PCC) at Grady Memorial Hospital. The student will respond to questions on intentional and accidental poisonings of drugs, exposures to chemicals, and snake/insect bites from all over the Southeastern United States. The student will recommend antidotes, treatments, and referrals under the supervision of the PCC staff. The clinical experience also consists of weekly work units which concentrate on a particular area of interest related to toxicology and/or poisoning.

PHA 694. Prescription Benefit Management (5 hours)

This practice experience is designed to give the student general knowledge and a high level of exposure to a variety of activities conducted by a Prescription Benefit Manager. A

Prescription Benefits Manager is responsible for managing the drug benefits for a health care plan. Specific activities include Formulary Management and Drug Utilization Review activities.

PHA 695. Advanced Psychiatry (5 hours)

This practice experience is designed to expose the student to a focused area of psychiatry in the inpatient or outpatient environment and to develop their skills in conducting standardized evaluations of psychiatric patients using clinical rating scales.

PHA 696. Research (5 hours)

The research experience will provide the student with the opportunity to participate in an ongoing research project and develop skills necessary for pursuit of graduate education, fellowship, or research-oriented career.

PHA 697. Substance Abuse (5 hours)

This experience is designed to expose the student to aspects of drug and alcohol abuse and the treatment most often used in a clinical setting. This experience will enable the student to learn more about the diagnosis, complications, and the management of addictive disease with drug therapy in today's health care environment.

Certificate Programs

Because of the explosion of knowledge in health care and specialty pharmacy practice, more concentrated in-depth continuing education is beneficial for pharmacists practicing in specialized areas or interested in moving to new practice settings. Certificate programs are intended to educate and teach new skills that enable practitioners to develop predetermined practice competencies. Upon meeting the predetermined requirements, a certificate of achievement is issued to the participant. A certificate program meets the following criteria:

1. The program is curriculum-based.
2. The program is academically rigorous.
3. Satisfactory completion of lessons and/or examinations is required.
4. Both didactic and experiential elements are contained in the program.
5. The program has an outcome-focus oriented on new practice competencies rather than providing information to assist practitioners to keep up in their practice areas.

The College of Pharmacy and Health Sciences offers several certificate programs. The National Community Pharmacists Association (NCPA) and the Center for Pharmacy Management at the College of Pharmacy and Health Sciences have established a certificate program in community pharmacy ownership. The certificate is awarded to Mercer graduates who have participated in over 60 hours of didactic work in the area of community pharmacy ownership and management. This is accomplished through participation in PHA 305 Pharmacy Management and PHA 505 Community Pharmacy Ownership and in PHA 681 Advanced Community Advanced Practice Experience. Students receive experiential training in the distributive aspects of community pharmacy, as well as involvement in the application of pharmaceutical care in the community practice setting.

The Certificate in Contemporary Compounding is awarded to Mercer graduates who have successfully completed the PHA 529 Contemporary Compounding elective and an Advanced Community APPE at a site that concentrates on compounding in the fourth professional year.

The Certificate in Diabetes Care is awarded to Mercer graduates who have successfully completed the following three items: the PHA 569 Diabetes Care elective in the third professional year; either an ambulatory care advanced practice experience or an advanced community practice experience at a site with special emphasis in diabetes care; and a diabetes care practicum taken at the end of the fourth professional year.

The Certificate in Geriatrics is awarded to Mercer graduates who have successfully completed the PHA 564 Geriatric Pharmacy elective in the third professional year and either an in-patient geriatric advanced practice experience or a geriatric long-term care advanced practice experience in the fourth professional year.

Requirements for Internship and Licensure

All state boards of pharmacy require that, in addition to a degree in pharmacy, specified hours of supervised working experience are necessary to become a licensed pharmacist. Regulations vary among the states. Applicants who reside in states other than Georgia should consult their board of pharmacy for instructions.

In Georgia, you may register with the state board as a pharmacy intern after enrollment in the College of Pharmacy and Health Sciences. You must apply for and receive an internship license. Georgia interns are required to work a minimum of 20 hours per week in order to receive credit. Interns may work a maximum of 50 hours per week. The State Board of Pharmacy will not grant credit for hours worked while you are enrolled in pharmacy school and the University is in session. Keeping proper records and following procedures for accurate reporting of hours worked is the responsibility of the intern.

All Mercer students are required to obtain a Georgia internship license prior to participating in any on-site pharmacy practice experience. Students may contact the Georgia State Board of Pharmacy (<http://www.sos.state.ga.us/plb/pharmacy/>) for internship license information.

The Georgia State Board of Pharmacy requires that an applicant for licensure as a pharmacist must be at least 18 years of age, must be a graduate of an accredited school of pharmacy, and must have completed 1,500 hours of internship under the supervision of a registered pharmacist. Mercer graduates currently receive 1,000 hours of internship credit from the Georgia Board of Pharmacy for the pharmacy practice experiences at the College of Pharmacy and Health Sciences, to be applied toward the total of 1,500 hours. The remaining 500 hours must be earned through employment in a pharmacy. Graduates who plan to become a licensed pharmacist in a state other than Georgia should contact their respective state boards of pharmacy for details.

Application for the licensure examination may be made near the time of graduation. Mercer graduates score consistently higher than the national average on the licensure exam. Over the past five years, the average first-attempt pass rate is 95 percent.

Doctor of Philosophy Degree Program

Program Description

The Doctor of Philosophy degree program in Pharmaceutical Sciences uses an interdisciplinary approach to prepare students for careers in teaching and research in academic institutions, and for employment in industry, government and other agencies and institutions involved in health-science oriented research and development. The program of study may be individualized according to the academic background and area of research interest of the student, and includes: required and elective course work, participation in departmental activities such as seminars and teaching assignments, and in-depth research involving a topic of interest to the student and major professor.

Program Objectives

The objectives of the program are that students will be able to:

- demonstrate a comprehensive knowledge of the core areas of the pharmaceutical sciences.
- Core areas: pharmacokinetics, statistics, pharmacology, medicinal chemistry,/structure activity relationship, dosage forms, delivery systems, formulation, pharmacodynamics, analytical methods/ instrumentation, scientific literacy, bioethics, biotechnology, and drug metabolism)
- demonstrate knowledge of research methodology in their selected field of the pharmaceutical sciences.
- demonstrate knowledge of the literature in their selected field of the pharmaceutical sciences.
- formulate appropriate solutions to research and development problems
- appropriately gather and analyze data using current informatics.
- communicate effectively in both written and oral forms.
- demonstrate self-improvement and continuing professional development.
- demonstrate the ability to collaborate with peers and faculty to meet an objective.
- adhere to professional and ethical responsibilities.
- demonstrate teaching skills

Admission Requirements

Minimum expectations for consideration for admission into the Ph.D. program include the following:

1. a Bachelor of Science in Pharmacy, Chemistry, Biology or an equivalent degree in a related area, or a Pharm D degree;
2. a minimum GPA of 3.0 based on a 4.0 scale;
3. a minimum GRE score of 1000 (composite of verbal and quantitative sections);

4. for an applicant from a country where the primary language is other than English, a minimum TOEFL score of 90 (IBT).

Application for admission must be made on forms that may be obtained from the Department of Pharmaceutical Sciences or the department web page. An application cannot be given final consideration until all required components have been received. A complete application consists of the following:

1. A nonrefundable \$25 application fee, the application form, and additional information requested on the application form.
2. Official transcripts. An official transcript is one that has been issued by an institution and received by the department in an envelope sealed by the issuing institution. The transcript will contain the official school seal or stamp and the signature of the registrar. You are required to submit one separate official transcript from each college or university you have previously attended or are currently attending. Faxed documents are not accepted as official.
3. Official report of GRE scores. Please use institution code 5623.
4. Official report of TOEFL scores, if required. Please use institution code 5623.
5. International students with degrees that have not been earned at an accredited United States institution are required to provide a report by a professional evaluation service, for foreign course evaluations. The evaluation should name and describe all diplomas, certificates, degrees, periods of education or training and give U.S. equivalencies for each. Mercer University accepts evaluations from the following three services: • World Education Services [www.wes.org] • Josef Silney & Associates, Inc. [www.jsilny.com/html/foreign.htm] • American Association of Collegiate Registrars and Admissions Officers [www.aacrao.org/international/foreignEdCred.cfm].
6. Recommendations on the supplied forms from three persons who are able to judge the applicant's accomplishments and academic ability. Recommendation forms should be sent directly to the Ph.D. Program Director.

For more information, contact the Director of Graduate Programs, Department of Pharmaceutical Sciences, Mercer University, College of Pharmacy and Health Sciences, 3001 Mercer University Drive, Atlanta, GA 30341-4155, or email: oder_vb@mercer.edu, telephone (678) 547-6237.

Special Student Classification

Certain individuals may apply as special students in the Ph.D. program. This classification allows students to enroll upon submission of an application and official transcripts and approval of the program director.

Applicants must have completed a minimum of a bachelor's degree from an accredited college and must possess appropriate credentials for admission to the graduate program with the exclusion of the GRE. Special student classification does not assure admission to the graduate program, and these students must reapply for admission to the graduate program and satisfy all admission requirements to be considered. A special student may apply a maximum of nine credit hours as transfer credit toward the Ph.D. degree if the program of study can be completed within the stated time in residence. Special students must submit applications no later than thirty days before the beginning of the semester in which special student classification is sought.

Financial Support

Financial support for graduate students in the department is available through teaching assistantships and tuition waivers. Stipends will be provided on a competitive basis for participation in undergraduate laboratories and other College activities. Additional financial aid may be available through grants and/or contracts as well as guaranteed student loans.

Course Requirements

The Doctor of Philosophy Degree is awarded to students of exceptional scholarly achievement who demonstrate the ability to conduct original research. A minimum of 70 semester hours including 35 hours of dissertation research is required for graduation. Requirements for the degree, however, are not determined solely in terms of a fixed number of courses, credits, and years of residence. Graduate programs are highly individualized and are tailored to the characteristics and interests of the individual student.

Students entering the Ph.D. program in the Pharmaceutical Sciences are expected to have a background that includes the following minimum prerequisites: integral and differential calculus, statistics, expertise in at least one computer programming language, one year of biochemistry, and one semester of mammalian physiology.

The program of study will be determined by the major professor in consultation with the student and the Student Advisory Committee (SAC).

Courses in addition to those in the core will be selected to develop strengths in the student's areas of interest and research. These courses may be chosen from those offered by the College of Pharmacy and Health Sciences faculty or may be completed at another university through cross registration via the Atlanta Regional Consortium for Higher Education. Any course deemed appropriate by the SAC may be included on the Program of Study. Non-pharmacy courses are most commonly selected from disciplines such as chemistry, engineering, mathematics, physiology, statistics, or related areas. In some instances, the SAC may determine that certain undergraduate pharmacy courses are essential components of the program of study. No graduate credit will be given for such courses.

The core curriculum for the Ph.D. degree, as well as elective courses taught within the department, is listed below:

Core Curriculum

PHA 802	Foundations in Pharmaceutical Sciences	3 semester hours
PHA 814	Analytical Methods and Instrumentation	3 semester hours
PHA 815	Methods in Cell and Molecular Biology	3 semester hours
PHA 816	Dosage Forms and Drug Delivery Systems	2 semester hours
PHA 807	Pharmaceutical Biotechnology	3 semester hours
PHA 833	Pharmacokinetics	3 semester hours
PHA 818	Principles of Drug Action	3 semester hours
PHA 897	Graduate Seminar	3 semester hours
PHA 899	Doctoral Research	35 semester hours

Departmental Elective Courses

PHA 817	Advanced Pharmacokinetics	3 semester hours
PHA 835	Advanced Physical Pharmacy	3 semester hours
PHA 837	Advanced Biopharmaceutics	3 semester hours
PHA 840	Industrial Pharmacy and Advanced Drug Delivery Systems	4 semester hours
PHA 849	Special Topics in Pharmaceutical Sciences	3 semester hours

Transfer Credit

Upon approval by the Program Director, up to 15 semester hours of graduate-level credit may be transferred from other approved institutions. The student must supply a transcript and the necessary descriptive materials from each course to the Program Director. The Program Director will determine the equivalent course and the number of credit hours accepted. Courses cannot be transferred for credit if: a) they have been taken more than six years before admission into the Ph.D. Program; or b) a grade below B (or the equivalent) was earned.

Seminar Requirements

Throughout the course of study, the student is expected to read the current literature and attend and actively participate in the seminar programs offered by the department and the College of Pharmacy and Health Sciences. The student will register for seminar during the summer semester of each year.

Graduate Student Teaching Program (GSTP)

Each student in the Ph.D. program is required to complete the GSTP. The goal of the program is to introduce graduate students in the department to the necessary skills should they decide to pursue a career in academics. These skills include, writing, presentation, curriculum development and teaching.

Student Probation and/or Dismissal

A cumulative grade point of at least 3.0 is required for graduation from the Ph.D. program. Semester and cumulative grade point averages are indications of a student's academic performance. A student whose grade point average for a single semester drops below 3.0 or whose cumulative grade point average falls below 3.0 or who does not provide regular, documented evidence of progress in their research program is making unsatisfactory academic progress.

1. Academic Warning—An academic warning is issued the first time that a student's single semester and/or cumulative GPA falls below 3.0 or the first time a student receives a grade of less than B or S in any graduate level course, or in an undergraduate course offered by the Department of Pharmaceutical Sciences.
2. Academic Exclusion—Students may be permanently excluded from the program for:
 - a. failing to maintain a cumulative GPA of 3.0 following a previous academic warning.

- b. receiving a grade lower than B in more than two graduate-level courses or in two undergraduate courses taught within the Department of Pharmaceutical Sciences.
- c. two unsatisfactory performances on the Ph.D. preliminary examination.

Residence Requirements

Graduate students must complete all degree requirements within six years of the initial date of matriculation. Two years must be completed in residence at Mercer University. A student must be in residence at the time of completion of the dissertation.

Student Advisory Committee (SAC)

This committee shall consist of five voting members. At least one must be from outside of the department. In addition to the major professor, at least one of the Mercer graduate faculty members must be from within the student's discipline. Because of special knowledge and distinction in the area of the student's work, additional individuals from outside the University may be appointed to the SAC with nonvoting status. To appoint an individual outside of the University to a SAC, the major professor will submit a request with justification to the program director for approval.

The major responsibilities of the SAC are: to suggest and review courses in the program of study; to monitor the progress of the student through semiannual meetings in December and June, or more frequently if required; to solicit questions, develop the scope and format, and grade the preliminary examination; to approve the preliminary research protocol; to provide advice during the conduct of the research; and to critically evaluate and approve the dissertation and final oral defense.

Preliminary Examination

The purpose of the preliminary examination is to determine whether the student has been adequately prepared through course work and other activities to undertake an original research project. The breadth and depth of knowledge in the student's chosen discipline will also be examined. This examination will be timed and closed-book, and it will be related to the student's selected discipline and course work. The examination will be administered after completion of all course work and other requirements listed on the Program of Study form. Approval for the student to undertake this examination must be granted by the program director at the recommendation of the major professor.

The examination will be composed of questions solicited by the SAC.

Preliminary Research Protocol

A protocol describing the student's dissertation project must be submitted to the SAC written in the format of an NIH grant proposal. The student will defend the proposal orally before the SAC. Approval of the protocol by the SAC is required before the student can proceed formally with research activities.

Admission to Candidacy

A student must apply for admission to candidacy following the successful completion of both the preliminary examination and the preliminary research protocol. The student must receive admission to candidacy at least 2 semesters prior to the date of expected graduation.

Progress Reports

Progress reports will be prepared by each student in conjunction with the major professor and submitted to the program director and the graduate coordinator by June 30 of each year.

Manuscript Requirements

All candidates for the Ph.D. degree must demonstrate competence in scientific writing by preparing and submitting at least one manuscript for publication. The manuscript must be submitted for publication before the candidate's final oral defense can be scheduled.

Dissertation and Final Oral Defense

An essential component of the Ph.D. degree program is the student's successful completion of an original research project under the supervision of the major professor and in consultation with the SAC. The work is expected to lead to one or more publications in refereed scientific journals.

The student must prepare a written dissertation based on his/her research work. The format of the dissertation must comply with the regulations contained in the [Guide to the Preparation of Theses and Dissertations](#). After the dissertation has been approved by the SAC, a final oral defense is scheduled during which the candidate's understanding of the completed research project and knowledge of the major discipline are evaluated.

Course Descriptions

PHA 802. Foundations in Pharmaceutical Sciences **3 hours**

This course is designed to introduce the student to the foundations in pharmaceutical sciences, including experimental design and other aspects related to good laboratory research practices

PHA 814. Analytical Methods and Instrumentation **3 hours**

This course is designed to provide the student a background in modern analytical chemistry and instrumental methods of analysis. Application will be on the use in the pharmaceutical sciences.

PHA 815. Methods in Cell and Molecular Biology **3 hours**

A course designed to introduce students to a variety of biochemical, immunochemical and molecular biology theories and techniques used in the laboratory.

PHA 816. Dosage Forms and Drug Delivery Systems **2 hours**

A course designed to study the various dosage forms and drug delivery systems.

PHA 807. Pharmaceutical Biotechnology **3 hours**

Pharmaceutical Biotechnology is intended to provide the student with a working knowledge of the preparation, stability, and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics, and gene therapy. Current FDA approved biotechnology drugs such as human insulin; growth hormones and interferons will be discussed.

PHA 817. Pharmacokinetics **3 hours**

This course is designed to provide the student with the advanced knowledge and skills

necessary for employing pharmacokinetic principles in the selection and evaluation of drug therapy. Emphasis will be placed upon a complete understanding of the basic and clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use. Aspects specifically related to multiple dosing and accumulation, drug protein binding, and non-linear pharmacokinetics will be addressed.

PHA 818. Principles of Drug Action **3 hours**

A didactic course that examines the area of pharmacodynamics from both qualitative and quantitative perspectives. Emphasis is placed on receptor-mediated systems, and the methods used to classify these systems, and to describe their behavior in quantitative terms.

PHA 833. Advanced Pharmacokinetics **3 hours**

This course is designed to provide the student with the advanced knowledge and skills necessary for problem solving techniques related to the relationship between plasma concentration and effect, and clearance concepts as it relates to drug therapy. Emphasis will be placed upon a complete understanding of advanced, clinically applicable pharmacokinetic formulas and the assumptions that are involved with their use. This course will also utilize computer simulation programs to fit pharmacokinetic parameters using different models.

PHA 835. Advanced Physical Pharmacy **3 hours**

A course designed for the study of advanced physical concepts and methods as they apply to pharmaceutical systems and problems. Emphasis will be on chemical kinetics, solubility and dissolution, complexation, and interfacial phenomena.

PHA 837. Advanced Biopharmaceutics **3 hours**

A course to provide advanced study of the relationship between physicochemical properties of a drug in a dosage form and the pharmacologic, toxicologic or clinical response observed. Emphasis will be on design and evaluation of bioavailability studies.

PHA 840. Industrial Pharmacy and Advanced Drug Delivery Systems **4 hours**

This course is designed to study methods used to formulate, manufacture and test various dosage forms and delivery systems. There also is discussion of regulations and the role of the FDA and other regulatory agencies whose actions impact the pharmaceutical industry.

PHA 849. Special Topics in Pharmaceutical Sciences **1-5 hours**

A course to provide an in-depth coverage of a variety of current topics in the pharmaceutical sciences.

PHA 897. Graduate Seminar **1 hour**

Weekly to bi-weekly presentations and discussions of research and other miscellaneous topics. Students are expected to present a minimum of one seminar annually while in residence. A minimum of 3 seminars by each doctoral student are required before graduation. The course is taught on a satisfactory/unsatisfactory grade basis.

PHA 899. Doctoral Research **1 - 12 Hours**

Research for doctoral students. This course is taught on a satisfactory/unsatisfactory grade basis.

Doctor of Pharmacy/Master of Business Administration Program

Program Description

For qualified students at the College of Pharmacy and Health Sciences, Mercer University provides an opportunity to pursue a Master of Business Administration degree concurrently with a pharmacy degree. The MBA degree is earned through the Stetson School of Business and Economics (SSBE).

Program Outcomes/Objectives

The outcomes of the Pharm.D. degree program also apply to the Pharm.D./ MBA program. The objectives of the MBA program are published in the Cecil B. Day Graduate and Professional Campus catalog.

Pharm.D. /MBA Program

The Master of Business Administration (MBA) degree is a professional degree for qualified students interested in the management of human, material, and/or financial resources in business, government, or non-profit institutions. The degree is designed to complement the Doctor of Pharmacy degree in a manner that will broaden the occupational and professional opportunities of the prospective graduate in community, industry, or institutional practice. The program has been carefully designed to permit concurrent pursuit of both the pharmacy and the MBA curriculum.

While completing the requirements for the Doctor of Pharmacy degree, students may take courses at the School of Business and Economics toward the MBA degree. The prerequisite and core courses for the MBA degree are listed below:

Foundation Courses (12 Hours)

BAA 505.	Micro and Macro Economics	(3 hours)
BAA 510.	Accounting and Finance	(3 hours)
BAA 515.	Management and Marketing	(3 hours)

MBA Core Program (21Hours)

BAA 601.	Managerial Economics	(3 hours)
BAA 603.	Managerial Accounting	(3 hours)
BAA 604.	Issues in Business Law and Corporate Responsibility	(3 hours)
BAA 605.	Marketing Concepts and Practices	(3 hours)
BAA 607.	Management Information Systems	(3 hours)
BAA 609.	Corporate Finance	(3 hours)
BAA 611.	Operations Management Science	(3 hours)
BAA 613.	Ethical Leadership	(3 hours)

MBA Personal Portfolio of Study (Electives) (12 Hours)

Four courses, one of which is international.

MBA Capstone (3 Hours)

BA 699. MBA Capstone (3 hours)

The following foundation courses in the MBA program are fulfilled through coursework in the College of Pharmacy and Health Sciences (COPHS).

BAA 510 is fulfilled by completing Pharmacy Management 305 (a COPHS required course taken during the first professional year).

BAA 515 is fulfilled by taking Basic Management Principles 511 (a COPHS elective), Pharmacy Management 305 (a COPHS required course), and Basic Marketing Principles 512 (a COPHS elective).

For detailed information on the program, contact the Director of the Pharm.D./MBA Program.

Doctor of Pharmacy/Doctor of Philosophy Program

Doctor of Pharmacy/Doctor of Philosophy Program Description

The Doctor of Pharmacy (Pharm.D.)/Doctor of Philosophy (Ph.D.) Degree Program enables highly qualified students to obtain both degrees in a shortened period. This Pharm.D./Ph.D. Degree program is designed primarily for students who are strongly motivated toward an academic/ research career in the pharmaceutical sciences. The Program is flexible enough to accommodate individuals of varied educational backgrounds. The actual time required for completion of the Program depends on the individual qualifications and interests of the student.

Admission Requirements

In order to enroll in the Pharm.D./Ph.D. program, a student must separately apply for and gain admission to both the Pharm.D. and the Ph.D. programs. It is recommended that application to the Ph.D. program be made at the same time of application to the Pharm.D. program. A Pharm.D. student may join the Pharm.D./Ph.D. program by gaining admission to the Ph.D. program. However, this should be done by spring semester of the first year to gain full potential benefits of the program. Application forms for admission to the Ph.D. degree program may be obtained from the Director of Graduate Programs in the Department of Pharmaceutical Sciences.

All applicants to the Pharm.D./Ph.D. program must have an earned Bachelor of Arts or Bachelor of Science degree. In addition, applicants are expected to satisfy the following requirements for admission to the Ph.D. program:

1. Submit a completed application form along with a non-refundable \$25 application fee.
2. Have a minimum grade point average of 3.0 based on a 4.0 scale.
3. Score a minimum of 1000 (composite of verbal and quantitative sections) on the Graduate Record Examination (GRE).
4. Score at least 90 (IBT) on the Test of English as a Foreign Language (TOEFL), if the applicant is from a country where English is not the primary language.
5. Submit official transcripts from each college or university attended.
6. Submit three letters of reference (on specific forms provided by the department) from persons able to evaluate the applicant's academic abilities.
7. International students with degrees that have not been earned at an accredited United States institution are required to provide a report by a professional evaluation service, for foreign course evaluations. The evaluation should name and describe all diplomas, certificates, degrees, periods of education or training and give U.S. equivalencies for each. Mercer University accepts evaluations from the following three services: • World Education Services [www.wes.org] • Josef Silney & Associates, Inc. [www.jsilny.com/html/foreign.htm] • American Association of Collegiate Registrars and Admissions Officers [www.aacrao.org/international/foreignEdCred.cfm].

- Schedule an interview with the chair of Pharmaceutical Sciences and/or the Director of Graduate Programs.

Program Requirements

Upon acceptance into the Pharm.D./Ph.D. Degree Program, an advisor from the faculty of the Department of Pharmaceutical Sciences will be assigned to the student. The advisor will schedule the program of study until the student selects a major professor. The specific program selected will be determined by the student's previous academic history as well as by the Departmental requirements of the Ph.D. program. The structure of the Pharm.D./Ph.D. Degree Program differs from that of the Pharm.D. program in several respects.

- During the first year, the student's research capability and commitment will be assessed through documented evaluation by the research advisor after the end of the 1st semester, 2nd semester, and again at the end of the 1st summer, with oversight of the Student Advisory Committee as well as the Director of Graduate Studies and Department Chair. Additionally, Pharm.D./Ph.D. students will complete a self assessment of their first year and present their first year research results at the end of the first summer as a requirement for progression. At the end of the first year, if progress is determined to be unsatisfactory, the student has the option of changing dissertation advisors, if one is willing to take them.
- The following Pharm.D. courses are not taken by the Dual Degree students. Two elective Advanced Pharmacy Practice Experiences - 10 hrs.
- Ph.D. core courses are taken in place of professional electives.
- Pharm.D./Ph.D. students are exempt from the following Ph.D. core courses: PHA 808 (Pharmacokinetics), PHA 816 (Dosage Forms and Drug Delivery Systems), and PHA818 (Principles of Drug Action).
- Required Advanced Pharmacy Practice Experiences (APPE) are completed following completion of the didactic coursework according to the schedule: 1-2 in year four, 1 or 2 (if needed) in year 5, and 1 or 2 (if needed) in year 6. The APPE schedule is to be set in the program of study and verified by the APPE director. All changes to the APPE schedule must be made with the APPE director one year in advance. The final APPE rotation must be followed by completion of the PHA650 capstone at the first availability.
- The student is expected to participate in Graduate Seminar throughout their matriculation and to enroll for credit in the Summer Semester beginning with Year 3.

Following completion of the third year, the student focuses on the research component of the curriculum. With the exception of the Advanced Pharmacy Practice Experiences, the student should have completed all prerequisite and core courses by this time.

Students admitted to the Pharm.D./Ph.D. degree program are expected to complete all program requirements. Should a student decide to withdraw from the dual degree program at any point, they must reapply for admission to either program separately, and if accepted, they must fulfill all requirements of either program individually.

Financial Arrangements

Students who are enrolled in the Pharm.D./Ph.D. Degree Program will pay full tuition for the first three years. Tuition waiver will be granted for the remainder of the program, normally the fourth through seventh years. Students will be encouraged to apply for extramural funding of their educational program. Departmental stipends will be awarded on a competitive basis for years 4-7, subject to availability. Stipend support beyond this time will be based on extramural funding. Financial support through tuition waiver or stipends is provided based on contribution to the teaching program as described in departmental policies.

Post-Graduate Training Programs

Residencies

The College of Pharmacy and Health Sciences offers a limited number of post-doctoral residencies to qualified individuals each year. Although not required for entry into pharmacy practice, a one-year residency affords the Pharm.D. graduate an opportunity to develop expertise in clinical pharmacy practice and specialty areas. Some of the objectives of Mercer residency programs are:

1. To provide challenging postgraduate opportunities for highly motivated Pharm.D. graduates to specialize in the delivery of pharmaceutical care services, to improve their teaching abilities, and to develop research skills.
2. To serve as a catalyst for a change to more patient-oriented services in health systems, nursing homes, and the community pharmacy environment.
3. To assist the College and the Pharmacy Practice faculty in:
 - a. Meeting ACPE accreditation guidelines for experiential and didactic teaching.
 - b. Providing backup support for ongoing patient services offered by Mercer faculty.
 - c. Generating quality publishable practice-oriented research.

Residency positions are currently available in community pharmacy and drug information.

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- Oliver M. Littlejohn** (1953) *Dean Emeritus*. B.S., University of South Carolina; B.S., Pharmacy, University of South Carolina, M.S., Ph.D., University of Florida.
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- Phillip S. Owen** (2007) *Clinical Assistant Professor of Pharmacy Practice*. B.S., Biology, University of Tennessee, Knoxville; Pharm.D., University of Tennessee, Memphis; Pharmacy Practice and Critical Care Specialty Residency, University of Colorado Health Sciences Center.
- Ravi Palaniappan** (2004) *Assistant Professor of Pharmaceutical Sciences*. B.S., Pharmacy, University of Madras; M.S., Pharmaceutics, The Tamilnadu Dr. M.G.R. Medical University; Ph.D., Pharmaceutics, University of Madras.
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- Gina J. Ryan** (1996) *Clinical Associate Professor of Pharmacy Practice and Director of Continuing Education*. Pharm.D., University of California at San Francisco; Pharmacy Practice Residency, University of California at San Francisco; Board Certified Pharmacotherapy Specialist.
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Telephone Directory

Cecil B. Day Campus

Area Code (678)

Admissions:

College of Pharmacy and Health Sciences

- Master of Medical Science (MMSc) Physician Assistant Program
(Pharmacy Administration/Cafeteria Building)547-6232
- Doctor of Pharmacy (Pharm.D.)
(Pharmacy Administration/Cafeteria Building)547-6232
- Doctor of Philosophy (Ph.D.) in Pharmaceutical Sciences
(DuVall Science Building)547-6237

Stetson School of Business and Economics

- Undergraduate and Graduate Programs
(School of Business and Economics - Davis Building)547-6417

Tift College of Education

- Graduate Education Programs
(Business and Education Building)547-6330

McAfee School of Theology

- Graduate Program
(Theology Building)547-6473

Georgia Baptist College of Nursing

- Undergraduate and Graduate Programs
(Nursing Building)547-6700

College of Continuing and Professional Studies

- (Davis Building, Douglas County, and Henry County)547-6030

Bookstore

- (Pharmacy Administration/Cafeteria Building)547-6350

Campus Health Care Services

- (Sheffield Center)547-6130

Campus Student Life and Housing

- (Sheffield Center)547-6823/6104

Career Services

- (Business/Education Building)547-6023

Counseling Services

- (Sheffield Center)547-6060

Educational Media Services

- (Swilley Building)547-6231

English Language Institute

- (Davis Building)547-6375

Employment

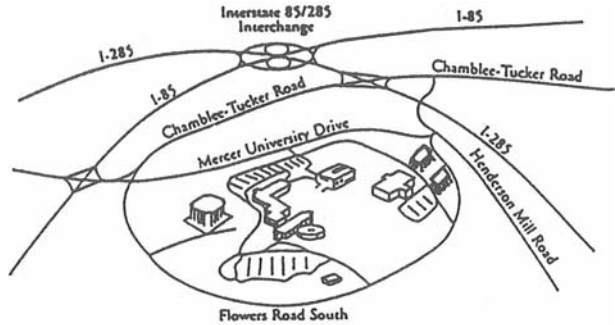
- Part-time Student Employment (On-Campus)

(Student Financial Planning Office - Davis Building)	547-6400
University Personnel Office	
(Cecil B. Day Building)	547-6155
Financial Assistance (Student Financial Planning)	
(Davis Building)	547-6400
Information Technology Services	
(Swilley Building)	547-6310
Library	
(Swilley Building)	547-6280
Office of the President	
(Davis Building)	547-6395
Parking Decals	
(Campus Police; Pharmacy Administration/Cafeteria Building, Lower Level)	547-6395
Photocopies	
(Mailroom; Pharmacy Administration/Cafeteria Building, Lower Level)	547-6154
Physical Plant	
(Physical Plant Building)	547-6355
Police Department, Campus	
(Pharmacy Administration/Cafeteria Building, Lower Level)	547-6358
Registration	
(Registrar's Office - Davis Building)	547-6263
College of Pharmacy	
Dean's Office	
(Pharmacy Administration/Cafeteria Building)	547-6304
Office of Student Affairs and Admissions	
(Pharmacy Administration/Cafeteria Building)	547-6232
Continuing Education	
(DuVall Science Building)	547-6174
Department of Health Professions	
(Davis Building)	547-6214
Department of Pharmacy Practice	
(DuVall Science Building)	547-6225/6224
Department of Pharmaceutical Sciences	
(DuVall Science Building)	547-6237
Transcripts	
(Registrar's Office - Davis Building)	547-6263
Tuition and Fees	
(Bursar's Office - Davis Building)	547-6121
University Advancement	
(Davis Building)	547-6400

For offices not listed above, dial the University operator at 678-547-6000.

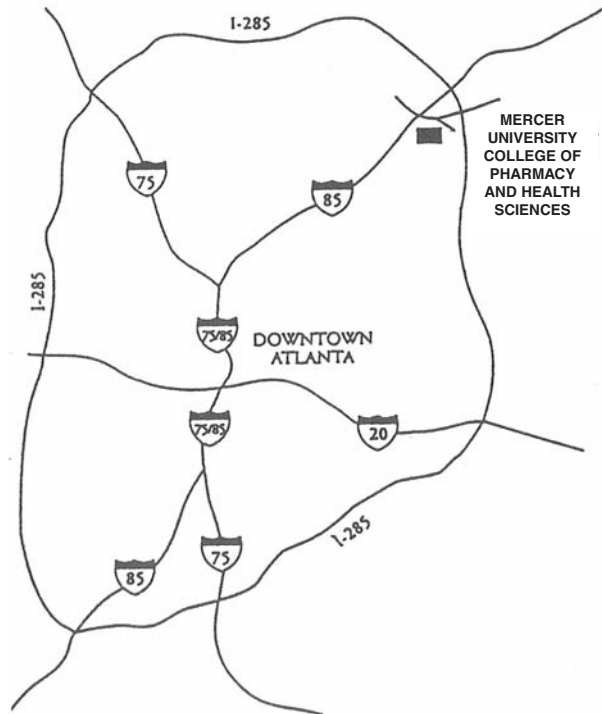
Campus Location/Map

If you are traveling north on I-85 from downtown Atlanta, take Exit 94 (Chamblee-Tucker Road) and turn right at the traffic light. Stay in the right line. Proceed straight through the first traffic light. At the second traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the third traffic light. The campus entrance will be the first right turn.



If you are traveling south on I-85 from outside the perimeter, take Exit 94 (Chamblee-Tucker Road) and turn left. Stay in the right lane. Proceed straight ahead through 2 traffic lights for .7 mile. After the second light, move over to the right one lane. At the third traffic light, turn right; you will be on Mercer University Drive. Proceed straight through the fourth traffic light. The campus entrance will be the first right turn.

If you are traveling on I-285 north, take Exit 34 (Chamblee-Tucker Road); from I-285 east, take Exit 33-A (Chamblee-Tucker Road). Go INSIDE the perimeter. Proceed for 1.2 miles on Chamblee-Tucker Road until you reach the intersection of Chamblee-Tucker Road and Mercer University Drive. Turn left onto Mercer University Drive; proceed straight through the next traffic light. The campus entrance will be the first right turn.



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Federal Disclosure Requirements

Mercer University's Federal Disclosure Requirements are available from the University web site at <http://www.mercer.edu/disclosure>. This report contains the following information:

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

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

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