



Office of Academic and Advising Services

2009-2010
Student Handbook
for the
Pre-Medical
Tracks



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

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Health Vocations Advising and Resources

1. THE PRE-MEDICAL TRACKS

The field of medicine requires that an individual be highly motivated, curious, imaginative, and caring, and to have integrity, good problem-solving abilities, and strong leadership and interpersonal skills. Mercer University undergraduate students who plan to pursue a career in **allopathic medicine, osteopathic medicine, podiatric medicine, or optometry** are considered to be on a “**pre-medicine**” or “**pre-medical**” track. This designation is made to ensure that these students receive specific advising about the requirements and protocols for their respective career paths.

Pre-medicine is NOT an academic major; pre-medical students must choose an academic major and minor offered by one of Mercer’s colleges or schools and work to fulfill their degree requirements. Students on a pre-medical track must investigate the different medical schools available and make themselves aware of the particular requirements for the programs in which they are interested. Pre-medical students must plan to complete the specific courses required by their preferred professional school(s) **in addition to** completing their major and minor programs of study (see section 5).

Due to the fundamental importance of mathematics to success in the sciences, readiness to begin study at or above the pre-calculus level (MAT 133) as a first-year student must be viewed as prerequisite to considering a pre-medical track.

2. THE MERCER UNIVERSITY HEALTH VOCATIONS ADVISORS

Like all Mercer University students, each pre-health student has an assigned academic advisor (a first-year advisor, a transfer advisor, or an advisor in the department of the student’s major). The assigned academic advisor is the **first stop for all advising**. This handbook provides the answers to common health vocations advising questions, and familiarity with this information is part of the training for advisors at Mercer University. In addition, specific advice about the pre-medical tracks can be obtained from the personnel in the campus offices listed below.

- **The Pre-Professional Advisor** in the **Office of Academic and Advising Services** provides support for pre-health vocations students and their advisors throughout the students’ undergraduate studies. This office also coordinates initial academic advising for all pre-health students. Contact the Office of Academic and Advising Services for more information: Dr. Carol Bokros; 478-301-2250; bokros_c@mercer.edu. **New students on pre-medical tracks should attend a general orientation meeting in the fall of their first year before making any individual appointments with the pre-health advisor.**
- **The Health Vocations Advisement Committee (HVAC)** is a group of Mercer science faculty that prepares letters of evaluation (LOE’s) for students applying to medical schools (including dental, veterinary, podiatry, and optometry schools). See sections 24 and 25 for information about this committee and for instruction about requesting a letter of evaluation from the HVAC.
- **The Office of Career Services** offers advising for students who desire more information about careers in the various medical professions, students who are preparing for interviews with professional schools or potential employers, and students requiring alternative career advising (<http://www.mercer.edu/career/macon/>). See also the document in Appendix D, *Resources for Exploring Your Options in Health Care Careers*.

3. OFFICIAL UNIVERSITY COMMUNICATION WITH STUDENTS ON THE PRE-HEALTH TRACKS

Healthvoc-L: The health vocations advising e-mail list, Healthvoc-L, provides an electronic forum for communication between Mercer University’s pre-health students and advisors. This mailing list is used to announce general pre-health vocations events and opportunities.

Individuals may subscribe to this list by sending an e-mail message to maillserv@mercer.edu with the following text: *subscribe healthvoc-L; end*. The mail server will send an automated response indicating that the individual has subscribed to Healthvoc-L. To unsubscribe from Healthvoc-L, send an e-mail to maillserv@mercer.edu with the following text: *unsubscribe healthvoc-L; end*.

Track-Specific Email Lists: Each fall, the pre-professional advisor obtains reports from the University which include lists of students whose academic records show that they are on one of the pre-professional tracks. These lists are used to generate track-specific email lists for communicating with specific subsets of students. **Students should note that official Mercer business is always conducted on Mercer University webmail, and so should make plans to check their MU email account regularly.**

Social Network News Groups: Students who subscribe to the social networking sites *Twitter* (<http://twitter.com/>) and *Facebook* (<http://www.facebook.com/>) are encouraged to join the group “MercerPreHealth” to receive electronic reminders about events and deadlines.

4. THE PRE-HEALTH RESOURCE LIBRARY

The Pre-Health Resource Library is a set of literature kept in the Academic Resource Center (ARC) for all Mercer pre-health professions students to use and share. Students are free to use them any time, but may not remove them from the ARC. Appendix E is a listing of Pre-Health Resource Library current holdings.

Academic Preparation for Medical School

5. ACADEMIC MAJORS AND MINORS FOR PRE-MEDICAL STUDENTS

Medical schools look for individuals who come from various backgrounds and possess a variety of skills and interests. Most medical schools in the U.S. prefer applicants who complete a bachelor's degree before they matriculate, but most schools do not express a preference for any particular academic major when reviewing applications. Therefore, pre-medical students may major in any academic discipline that they are interested in, as long as these students also complete the required courses for admission to their preferred medical programs as well.

Because medical schools do not prefer students with degrees in a particular major, students should choose a major based *solely* upon personal enthusiasm for the area of study. Because a successful pre-medical student must demonstrate a superior level of motivation and exceptional academic performance, the chosen academic major should interest the student sufficiently to catalyze such performance.

Medical schools also look for students with academic records that reflect their commitment to **life-long learning**; highly motivated pre-medical students might demonstrate this learning commitment through **independent study or independent research** in their majors, as well as through participation in Mercer's Honors Program (please refer to the *Mercer University Bulletin* for a description of the Honors Program; see section 16 of this handbook for information about independent research projects).

Chemistry Minor: While pre-medicine is NOT an academic major or minor, those students who complete the four courses in chemistry required by most medical schools *do* fulfill the Mercer University requirements for a minor in chemistry.

6. MINIMUM REQUIRED COURSEWORK FOR THE PRE-MEDICAL TRACKS

Most medical schools in the U.S. require a minimum of one year of general chemistry, one year of organic chemistry, one year of general biology, and one year of physics. Some require up to a year of college level mathematics; others require additional upper division biology courses. The *Pre-Medical Advising Checklist* found in Appendix A lists the minimum coursework that the majority of medical schools in the United States expect of their applicants. Because the admission requirements for the different medical schools in the U.S. vary, **students on a pre-medical track must investigate the different medical schools available and make themselves aware of the particular requirements for the programs in which they are interested.**

7. WHERE TO FIND INFORMATION ABOUT MEDICAL SCHOOLS

Online resources offer the most accessible and up-to-date information about medically-related professional schools and medically-related careers.

Medical - The Web site of the Association of American Medical Colleges (<http://www.aamc.org>) is the best starting point for researching allopathic medical schools, while that of the American Association of Colleges of Osteopathic Medicine (<http://www.aacom.org/>) serves the same purpose for students researching osteopathic medical schools. Both sites offer general advice for pre-medical students. Pre-medical students should also explore on-line information specific to and available from the professional schools to which they plan to apply.

For a hard-copy source of application-related information, pre-medical students can turn to various medical school guidebooks; these references are available from bookstores and on-line retailers. The **Medical School Admission Requirements (MSAR)** from the AAMC is available for order through their Web site; this comprehensive guide contains admission data from member allopathic medical schools as well as advice for applicants. **The Osteopathic Medical College Information Book** published by the AACOM is available for order through their Web site; this guide contains admission data from member osteopathic medical schools as well as advice for applicants. **Current copies of both of these texts are kept in the Pre-Health Resource Library in the Academic Resource Center.**

Optometry - The Association of Schools and Colleges of Optometry Web site (<http://www.opted.org>) is an excellent starting point for students researching schools of optometry and also offers general advice for applicants. Pre-optometry students should also explore on-line information specific to and available from the professional schools to which they plan to apply.

Podiatry - The American Association of Colleges of Podiatric Medicine Web site (<http://www.aacpm.org/>) offers general advice for pre-podiatry students and links to the different member podiatric medical schools. Pre-podiatry students should also explore on-line information specific to and available from the professional schools to which they plan to apply.

8. SCHEDULING OF PRE-MEDICAL COURSEWORK

Suggested scheduling of the minimum required pre-medical courses (along with a biochemistry course, which is not required by all medical schools but is strongly recommended by most) is outlined in the *Four-Year Plans* found in Appendix B. The *Four-Year Plans* for pre-medical students chart the **minimum science coursework** for students on a pre-medical track over the four years that students are expected to be at Mercer University. (Remember, students must check the admission requirements of the medical schools to which they are likely to apply so as not to overlook any admission requirements specific for those schools!)

It is recommended that pre-medical students complete the core requirements on the *Pre-Medical Advising Checklist* before taking the Medical College Admissions Test (MCAT); pre-medical students are therefore advised to complete these courses by the spring of their third year of undergraduate study. This recommendation assumes that a student remains on track to graduate at the completion of the fourth year of undergraduate study and that s/he will be applying to start professional school in the fall after graduation.

A student's actual scheduling of these courses depends on factors such as a student's initial mathematics placement and the availability of required courses for the student's academic major. When arranging their course schedules, pre-medical students are advised to plan ahead and review the printed lists of Mercer University course offerings; **this is important because not all of the required courses for a student's major and/or the pre-medical track will be offered every semester**, and a one-semester delay along the pre-medical track could turn into a one-year delay due to complications involving prerequisites.

Mathematics Placement: Note that to enroll in the first courses in both the chemistry and physics sequences, a student must demonstrate a minimum mathematics competency that is equivalent to pre-calculus (MAT 133) or above; this competency may be demonstrated through credit (college or AP) for MAT 133 or its equivalent, or through a minimum score on the math placement test. In the case of the first chemistry course (CHM 111), students may enroll in the class without demonstrating pre-calculus competency if they also enroll in CHM 099 and MAT 133 that same semester.

9. ADDITIONAL ADVICE ABOUT COURSEWORK FOR PRE-MEDICAL STUDENTS

A successful pre-medical student is expected to complete a breadth of studies, not just courses in the sciences. The development of strong **communication skills**—writing, critical reading, and oral communication—in the context of natural science, humanities, and social science courses is of particular importance; this process begins at Mercer University in the *First-Year Seminars* (FYS 101 and FYS 102) and in *Scientific Inquiry* (SCI 105). It is recommended that pre-medical students select additional courses that emphasize reading, discussion, and writing so that they may further develop their communication skills. Participation in the Great Books Program is one way in which students may complete Mercer's general education requirements while also achieving the dual goals of completing a breadth of studies and sharpening communication and critical thinking skills.

One of the most important skills for a pre-medical student to develop is the ability to use **critical thinking to solve problems**. Undergraduate students develop this skill through practice in the science courses that form the foundation of the pre-medical curriculum and by participating in independent research projects.

Students should note that the pre-medical track is very challenging. All pre-medical students should develop an **alternative plan to implement in the event that adequate progress is not made on their pre-medical track** (i.e., GPAs below 3.3) or acceptance to medical school is not achieved. Such plans may include strengthening the application portfolio followed by re-application or a complete change of career goals. Students are advised to consult the Offices of Academic and Advising Services and Career Services for guidance in this regard.

10. THE FOUR-YEAR PLEDGE AND PRE-HEALTH PROFESSIONS TRACKS

The Mercer University Four-Year Pledge promises that "Students who do their work, pass their classes, and follow the advice of our academic advisors will graduate within four years." Students on a pre-medical track must recognize that the coursework required for admission to his/her preferred professional school may not be required for the student's chosen degree plan; pre-medical students participating in the Pledge program must consult their advisors (both primary and secondary) before choosing a major and minor to meet their Pledge obligations.

11. THE BACHELOR OF SCIENCE DEGREE IN MEDICINE

Although most medical schools prefer college graduates, many medical schools do not actually require applicants to complete their undergraduate degree programs before matriculation. On rare occasions, an outstanding Mercer University student will begin medical school without completing an undergraduate degree. If such a student has completed specific requirements in the College of Liberal Arts, then that student can be awarded the Bachelor of Science in Medicine after successful completion of 32 semester hours in an accredited medical school. Please refer to the *Mercer University Bulletin* for the official description of this degree.

12. EXPECTATIONS ABOUT GRADE POINT AVERAGES (GPA's) FOR PRE-MEDICAL STUDENTS

Medical schools will assess an applicant's learning ability and work ethic by looking at his/her cumulative grade point average and at his/her GPA in mathematics and science courses (Biology-Chemistry-Physics-Mathematics, or BCPM GPA).

The Association of American Medical Colleges (www.aamc.org) provided the following GPA statistics and advice in their publication, *Medical School Admission Requirements* (2008):

- The mean undergraduate cumulative GPA for medical school entrants in the fall of 2008 was **3.66**.
- Medical school acceptance rates are significantly lower for applicants with GPA's below **3.3** than they are for applicants whose GPA's are above this level.
- Applicants admitted with GPA's below **3.00** represent **very unusual** cases in which the applicants have demonstrated truly exceptional qualifications outside of the classroom.

The American Association of Colleges of Osteopathic Medicine (www.aacom.org) reports in their publication, *The 2010 Osteopathic Medical College Book*, that the mean undergraduate GPA for matriculants of osteopathic medical schools was **3.45** in 2007.

The Association of Schools and Colleges of Optometry's Web site (<http://www.opted.org>) reports that the cumulative GPA of the entering class of 2008 ranged from **3.05-3.70**.

The American Association of Colleges of Podiatric Medicine's Web site (<http://www.aacpm.org>) lists the mean cumulative GPA of the class of 2008 as **3.30**.

The Health Vocations Advisement Committee (HVAC) strongly recommends that pre-medical students strive to balance their studies and extracurricular activities so that the students may achieve the goal of maintaining a high GPA. According to the HVAC, a medical school applicant should have an overall GPA of **3.50** or above to have the best chance of acceptance to medical school. **Consider that, of Mercer University graduates applying to medical schools between 2002 and 2009, 85% of students with GPA's (both cumulative and BCPM) of at least 3.5 and an MCAT score of at least 27 were accepted by at least one medical school.** Applicants with GPA's below **3.00** have a much lower acceptance rate and will not usually receive a positive academic recommendation from the HVAC (see Appendix C).

Repeated Coursework. As a general rule, most professional schools and their associated centralized application services will calculate the *mean* of all grades earned for any course that has been repeated. (See sections 19 and 20 for information on the centralized application services.) However, the centralized application service for optometry schools (OptomCAS) reports that it will count the *last* grade earned for a course in their calculations of grade point average rather than taking the mean of all attempts. Note that it is the students' responsibility to familiarize themselves with the grade calculation policies of each centralized application service.

Pass/ Fail Coursework. Pre-medical students need to be aware that, as of the 2009-2010 application cycle, the AAMC's Centralized Application Service (AMCAS) excludes courses graded on a "pass-fail" ("satisfactory/ unsatisfactory") basis from their grade point average calculations. As of July 1, 2009, policies regarding P/F classes had not been published by the centralized application services for the schools of optometry, osteopathic medicine, and podiatric medicine.

13. WITHDRAWING FROM COURSES

Professional school admissions committees review applicants' transcripts carefully to help them assess the students' academic abilities and levels of commitment and motivation. While withdrawing from a course is unquestionably preferable to earning a D or F, students should be aware that multiple withdrawals on a transcript can signal that the student has difficulty with either commitment or with time management. Pre-medical students should therefore withdraw from courses only on rare occasions and in extreme circumstances. Pre-medical students are urged to seek the advice of the pre-professional advisor if they are unsure about their most prudent course of action.

Students should keep in mind that earning one or two C's might be acceptable in the long run if the rest of the application portfolio is strong. However, it is important for students who earn more than one C to show definite improvement in their academic performance over time, and to keep in mind that earning many C's and/ or grades lower than a C - especially in core science prerequisites - may be a warning sign that pre-medicine is not the right career path for them. In such cases, mature evaluation of career goals is the appropriate response to such a warning; career counseling is available from the Career Services Office.

14. PRE-MEDICAL COURSEWORK FOR ENGINEERING STUDENTS

The pre-medical course requirements fit most closely with the requirements for the Bachelor of Science in Engineering (BSE) with a Specialization in Biomedical Engineering offered by Mercer's School of Engineering. The *Mercer University Bulletin*

contains a model course schedule for a student desiring to complete the requirements for both pre-medical and the BSE with a Specialization in Biomedical Engineering.

Also of Interest to Pre-Medical Engineering Students: The Dual Biomedical Engineering Medical School Admission Program (DBemSAP) is a program intended for highly motivated and talented students. Engineering students who are accepted into the program must meet high academic standards on a consistent basis while also complying with the mission of the Mercer University School of Medicine (MUSM). Students who meet the program's requirements are automatically accepted at the MUSM upon completion of their Bachelor of Science in Engineering with a Specialization in Biomedical Engineering. Details are available from the Department of Biomedical Engineering in the School of Engineering.

15. THE MERCER UNIVERSITY SCHOOL OF MEDICINE GUARANTEED ACCEPTANCE PROGRAM

Through a partnership with the College of Liberal Arts, the Mercer University School of Medicine (MUSM) offers a Guaranteed Acceptance Program (GAP) for their Doctor of Medicine degree. **High school students must apply in the fall of their senior year in order to complete the admission process by February or March of their senior year. Incoming freshmen who have not gone through the application process before registering for freshman year are no longer eligible for this program.** Requirements for acceptance into this program include, but are not limited to:

1. Applicant must be a Georgia resident and a U.S. citizen.
2. Applicant must earn a score of at least 1350 (math, verbal) on the SAT or a score of at least 30 on the ACT, and have a high school grade point average (GPA) of 3.7 or higher on a 4-point scale;
2. Applicant must provide letters of recommendation (two letters of character reference, plus letters of recommendation from the student's high school science and mathematics teachers and from his/her high school guidance counselor); and
3. Applicant must have a successful interview at the medical school.

More information can be obtained from the Mercer University Office of Undergraduate Admissions (478-301-2650).

Recommended Extracurricular and Summer Activities

16. APPROPRIATE EXTRACURRICULAR ACTIVITIES FOR PRE-MEDICAL STUDENTS

When evaluating applicants, medical schools look for students with integrity who are highly motivated, curious, imaginative, and good at solving complex problems. They look to the candidate's academic record for evidence of a strong work ethic and the ability to master specific sets of knowledge, and to a candidate's record of extracurricular activities for evidence that:

- s/he has taken the appropriate steps to prepare him/herself for a career in medicine;
- s/he is compassionate and caring;
- s/he has excellent interpersonal skills and can "connect" with many different types of people;
- s/he is an effective communicator in both written and oral formats; and
- s/he is an effective leader.

Pre-medical students should therefore participate in extracurricular activities that help them develop the aforementioned qualities, but should remain cognizant that **a balance between extracurricular activities and academic progress must be maintained.** Students are advised to be wary of overextending themselves; pre-medical students should recognize that **genuine commitment to a few activities will result in a more positive outcome than maintaining a large number of short-term commitments to numerous activities.** The following extracurricular activities are appropriate:

Relevant Medical Experience. Pre-medical students must seek medically-related experiences: shadowing (observing) a physician or other medical professional, working in a healthcare facility, or volunteering at a medical office or clinic are all opportunities to gain first-hand knowledge about health careers. These types of experience give students confidence in their career decisions and give medical schools confidence that the applicants have verified and invested in those decisions.

Independent Research Projects. Pre-medical students are also advised to participate in at least one independent research project as an undergraduate. Such projects help students develop critical thinking skills and independence, and can be a very positive addition to a student's application portfolio. Many academic departments have faculty members who are willing to supervise independent research projects; students are advised to speak with faculty members who specialize in the students' disciplines of interest regarding suitable projects and space availability. **This is especially important for pre-medical students that are interested in becoming physician-scientists (MD/ PhDs); participation in multiple semesters of independent research projects is expected of these applicants.** See also "Summer Activities" below.

Citizenship/ Community Service. Pre-medical students should bear in mind their status as citizens of their communities and should strive to participate in service projects regularly. Students can maximize the benefits of their service by selecting projects or causes that they truly care about and by sustaining their efforts towards those projects over time. Students should keep in mind that both interpersonal and leadership skills can be developed through their service activities.

Summer Activities. Pre-medical students are advised to use their summers to participate in a variety of activities that will help them prepare for medical school:

1. Many opportunities exist for students to engage in **independent learning and research** to enhance their academic backgrounds. For opportunities in the sciences, investigate the opportunities available at Mercer through the Mercer Undergraduate Biomedical Scholars program (<http://www2.mercer.edu/MUBS/>) or across the nation at the National Science Foundation's Research Experiences for Undergraduates programs (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5517&from=fund).
2. Students may participate in a summer program for medical school preparation. Interested students should speak with Mercer's pre-professional advisor about these programs or research these opportunities via the Internet; application deadlines are usually in the spring, so students must begin searching for an appropriate program during the fall preceding the summer program they are interested in.

One helpful resource is the Web site for Summer Medical and Dental Education Programs (<http://www.smddep.org/>). Also, Georgia residents should visit the Medical College of Georgia's Web site (www.mcg.edu) for information about their summer programs for pre-medical students.

3. Students may gain valuable citizenship and patient care experience by working at a summer camp designed for children or adults with special medical needs. Students may search for such opportunities online (e.g., <http://www.mysummerecamps.com/camps/georgia-special-needs-camps.html>) or speak with Mercer's pre-professional advisor about local programs.
4. For those students who find it difficult to stay on schedule to complete a degree and the medical school prerequisites by the semester s/he intends to do so, summer coursework offers an opportunity to catch up or get ahead. Pre-medical students should pay close attention to their course schedules each semester, as well as their long-term schedules and plans, in order to determine whether or not summer classes are necessary (see Appendix B for scheduling suggestions).

Pre-health vocations students are encouraged to attend the seminar on summer programs conducted every January by the pre-professional advisor.

Advising Notes About Summer Coursework: Pre-medical students should remain cognizant of the importance of retaining the skills and concepts learned in the required pre-medical courses. Since they will be tested specifically on these courses when taking the Medical College Admissions Test (MCAT), they should **minimize their reliance on summer coursework** to complete core science requirements; summer courses cover material more quickly, and sometimes with much less depth, than classes during the regular academic year, and pre-medical students need to learn this material thoroughly.

Also, pre-medical students are advised to **avoid taking core science courses or courses within their majors at non-Mercer institutions during summers.** Because most medical schools expect their applicants to provide letters of evaluation from their science professors, it is to the student's advantage to get to know their science professors early in their college careers. The most complete - and therefore influential - letters of evaluation are those written by faculty who have formed relationships with students through their classroom and laboratory interactions.

17. STUDENT ORGANIZATIONS AT MERCER FOR PRE-MEDICAL STUDENTS

Mercer University's pre-health student organization, "MerPMed", arranges lectures by locally- and nationally-known medical professionals, as well as other learning and experiential activities for pre-health students. This group is entirely student-run, giving ownership of pre-health extracurricular activities at Mercer University to the students. Students interested in joining MerPMed should send an e-mail to merpmed@yahoo.com for more information.

Students are also encouraged to join academic honor societies for which they qualify. Mercer University has chapters of several national honor societies, including Phi Kappa Phi National Honor Society, Phi Eta Sigma National Freshman Honor Society, Beta Beta Beta National Biological Honor Society, Gamma Sigma Epsilon Chemistry Honor Society, and, in the fall of 2009, students at Mercer University will be petitioning for a new chapter of Alpha Epsilon Delta, the National Pre-Health Honor Society.

Applying to Professional Schools

18. OVERVIEW OF THE APPLICATION PROCESS

There are three basic steps to the professional school application process: 1. the primary application, which is usually completed through a centralized application service; 2. the secondary application, which involves submission of supplemental materials (additional essays, letters of recommendation, etc.) directly to the professional schools to which the students are applying; and 3. the interview, which is by invitation.

19. WHEN TO BEGIN PREPARING MEDICAL SCHOOL APPLICATIONS

Pre-medical students should begin preparing their medical school applications during the fall of their third (junior) year and have them completed by the summer following their third year.

Students must make themselves aware of the specific application procedures followed by the medical school(s) they plan to apply to, and of the supplemental materials required by the specific schools to which they are applying. Most medically-related professional schools in the U.S. participate in one of the centralized application services listed in the table below.

Professional School	Centralized Application Service	Web site Address
Allopathic medicine	American Medical College Application Service (AMCAS)	http://www.aamc.org/students/amcas/start.htm
Osteopathic medicine	American Association of Colleges of Osteopathic Medicine Centralized Application Service (AACOMAS)	https://aacomas.aacom.org/
Optometry	Association of Schools and Colleges of Optometry C.A.S. (OptomCAS)	http://www.opted.org/i4a/pages/Index.cfm?pageID=3499
Podiatry	American Association of Colleges of Podiatric Medicine C.A.S. (AACPMAS)	http://www.e-aacpmas.org/

Many medical schools have an **Early Decision Program (EDP)** in which students apply only to that school by late summer of their third year and have a decision (acceptance or rejection) by October 1st. The EDP deadline for most schools is August 1 of the year preceding the students' matriculation into medical school; students applying with this deadline should begin the application process in the late fall preceding the summer that their applications are due (refer to section 22 for more information about the EDP).

“Regular decision” deadlines vary from school to school but are generally in the mid- to late-fall of the year preceding enrollment in medical school; students applying with these deadlines should begin the application process in the spring preceding the fall in which their applications are due.

Some medical schools use a **“rolling admissions”** system. This means that the medical schools admit qualified students as *they receive applications* rather than waiting until the application deadline to compare all applicants in that cycle's applicant pool. Thus, it is advantageous for a student to **submit applications as early as possible** to schools that use a rolling admissions system. Students should check which, if any, of the schools they are applying to have rolling admissions, and then they should identify the earliest dates on which these schools will accept applications.

A Note About Deadlines: Applicants should note that many of the published deadlines for applications are **receipt** deadlines. Therefore, students should plan to complete their application materials (both for application services and for individual schools) **well in advance of the published deadlines to maximize their chances of acceptance.**

20. ADVICE FOR PREPARATION OF PROFESSIONAL SCHOOL APPLICATIONS

Applicants should print out and read through the official instructions for each Centralized Application Service they will use before they begin to fill out the actual application (see table above). Applicants should refer to the instructions and use their best judgment as they complete the application; students should **contact the application service directly if they encounter problems or have specific questions.**

The Identifying Information, Schools Attended, Biographic Information, and Work/Activities Sections: These sections are self-explanatory. In the “Post-Secondary Experiences” section, an applicant should provide succinct but descriptive names to identify his/her activities. Applicants should not leave any activities out; it is especially important that all health-related experiences are described in this section, including volunteer, observational, workshop, and/or work-for-pay experiences.

The Coursework Section: Applicants are required to copy the information from their transcripts into the online application; applicants should refer to unofficial copies of their transcripts (available on BearPort) to complete this section so that their application coursework summaries will be as accurate as possible. **Any discrepancies between a student's transcripts and the CAS application will create unnecessary delays in processing the application!**

The Personal Comments Section: The “Personal Comments” section requires more thought than the other sections of the AMCAS application. In this section, the applicant's goal should be to provide a very clear description of one aspect of his/her personality, with emphasis on how this aspect fits with the career goal of becoming a physician. This essay should be well-organized and read smoothly, and it should contain the following:

- a brief introductory paragraph in which the essay's theme is clearly stated (e.g., the aspect of his/her personality the applicant is writing about and how it relates to being a physician);

- a two- to three-paragraph “body” providing detailed, specific information that develops and illustrates the central theme; and
- a brief concluding paragraph that connects the theme with the career goal of being a physician.

Avoid describing many experiences broadly in your essay; do that in the list of “Post-Secondary Experiences.” Students are encouraged to attend the *Writing the Personal Statement* workshop presented by the pre-professional advisor every semester.

21. DECIDING WHICH MEDICAL SCHOOLS TO APPLY TO

Acceptance rates are highest, by far, for pre-medical students applying to medical schools located in the same state in which they reside; this is true for both state schools and private schools. **Some medical schools – Mercer University School of Medicine included - accept NO out-of-state applicants.** Therefore, a pre-medical student should “target” medical schools primarily in their home state, and/or check the admissions requirements of each school they are interested in very carefully for residency requirements.

Students should apply to schools for which there is some special attraction for the applicant. Students should investigate each medical school’s *educational mission, the curriculum and structure of their program, and any special programs they may offer.* These factors might translate into a viable reason for applying to a particular medical school, even outside of a pre-medical student’s home state. Students should also check a school’s Web site for “student profile” information. Matriculant statistics can help a student decide if his/ her own academic record fits reasonably well with the records of that school’s average matriculant and can therefore help the student gauge his/ her chances of acceptance by that school. Students should note that sending applications randomly to very selective schools rarely yields positive results.

22. THE EARLY DECISION PROGRAM (EDP)

The Early Decision Program (EDP) is a special admission program offered by some medical schools. EDP applicants may apply to **only one** U.S. medical school by the specified deadline (August 1 for schools that participate in the American Medical College Application Service, also known as AMCAS); provide the school with all required supplemental information by the stated deadline (August 1 for schools that participate in AMCAS); and attend only this school if offered admission under the Early Decision Program.

If a student completes an EDP application, s/he will be notified of the school's admission decision by October 1. If s/he is not accepted under the Early Decision Program, an applicant will automatically be placed in the regular applicant pool by the school and may then apply to additional medical schools. See also sections 24 and 25 about the HVAC.

Advantages: With the medical school application completed, an EDP applicant can devote his/her senior year to other details related to medical school and pre-graduation preparations (financial planning, etc.).

Disadvantages: An EDP applicant must have AMCAS and/or other application materials completed by August 1 and must commit to one medical school.

Note: Some schools will only consider in-state residents through the EDP; others will consider out-of-state residents only if they apply as early-decision applicants. It is an applicant’s responsibility to be familiar with the admission requirements/restrictions of each school and each EDP in which the applicant is interested.

More information about Early Decision Programs can be found on the Web sites of the centralized application services listed in the table included in 19.

Note: *Students needing letters of recommendation from Mercer’s Health Vocations Advisement Committee (HVAC) for EDP applications must request their letters in January of their third (junior) year.*

23. WHEN AND HOW TO PREPARE FOR PROFESSIONAL SCHOOL ADMISSIONS TESTS

Many professional programs require applicants to take specific standardized test(s) and submit their test scores as part of the application process. The standardized test required by most medical and podiatry schools is the Medical College Admission Test (MCAT), and most optometry schools require the Optometry Admission Test (OAT). Pre-medical students should familiarize themselves with which test(s), if any, are required by the schools to which they intend to apply. A pre-health student who intends to enroll at a professional school immediately following the completion of a bachelor’s degree should take the appropriate test at the end of his/her junior year; a student who plans to enroll in a professional program before earning a bachelor’s degree should plan to take the proper test at the appropriate time.

MCAT. The MCAT is a computerized examination that tests students’ knowledge of physical science and biological science and

their writing and verbal reasoning abilities. Students begin preparing to take the MCAT by completing the core science courses of the pre-medical track, as well as writing and discussion-intensive courses; however, it is recommended that pre-medical students commit to intensive MCAT preparation throughout the spring semester of their junior year. The MCAT is administered twenty-two times annually, but an individual may only take the test three times in one year. For more information on the MCAT, visit the following Web site: <http://www.aamc.org/students/mcat/>.

OAT. The OAT is administered by computer, and it tests students' knowledge in four areas: the natural sciences, physics, reading comprehension, and quantitative reasoning. Similarly to the MCAT, a student's preparation for the OAT begins with taking the required pre-medical courses, but the student should also plan to study intensively and specifically for the OAT in the months leading up to the date the student will take the test. The OAT is administered by appointment. Students should see the following Web site for more information on the OAT: <https://www.ada.org/oat/index.html#updates>.

It is recommended that preparation for any of the standardized tests listed above include the completion of several full-length practice tests; while taking each practice test, a student should observe the time limits of the actual test. This type of practice prepares students for the format and timing of a particular test. There is no substitute for full-length practice test sessions, and failure to make this commitment will result in a significant disadvantage when taking one of the admission tests required for professional programs/schools.

A student's self-evaluation of his/her practice test performance should include development of a test-taking strategy and the review of specific content areas in which the practice test results indicate more studying is necessary. Preparation materials are available at the Web sites listed above, as well as at bookstores (in the form of admission test study guides). Students may also choose to take classes that are designed specifically to prepare students for standardized tests (Kaplan offers an MCAT preparatory course on the Mercer campus for students who choose to prepare in this manner).

The Health Vocations Advising Committee (HVAC) Student Evaluation Letter

24. THE MERCER UNIVERSITY HEALTH VOCATIONS ADVISEMENT COMMITTEE (HVAC)

Mercer University's Health Vocations Advisement Committee is a group of faculty and staff members who work with pre-medical, pre-dentistry, pre-podiatry, pre-optometry, and pre-veterinary students to help them prepare their applications for professional schools.

The HVAC's primary function is to write letters of evaluation for students who are applying to professional schools; however, they do so only after a thorough review of each student's academic records and extracurricular activities. An HVAC letter of evaluation is required by some medical schools and preferred by most, so it may be considered to be an essential part of any student's successful application to medical school.

The HVAC conducts two letter-writing cycles each year (fall semester and spring semester). The HVAC meets to prepare a student evaluation letter for each student who submits the required materials by the appropriate deadline for each cycle (see next section). At this meeting, the HVAC assembles a candid evaluation of the student's qualifications in each of the following areas: **general scholastic ability, written and oral communication skills, general motivation, general maturity, interpersonal skills, and relevant medical experience.** These areas are evaluated on the basis of the evidence available from a student's academic records, the materials submitted to the HVAC by the student, and the committee members' personal observations of the student. The HVAC also consults with Mercer University faculty and/or staff members who know the applicant from classes or extra-curricular activities.

Once the HVAC provides a student with the date and time of the student's HVAC meeting, the student is encouraged to invite up to two "advocates" to speak on his/her behalf at the meeting. Advocates can be Mercer University faculty or staff members, physicians, or other community members with whom the student has worked. Advocates supply specific anecdotal accounts to bolster the substantive content of the HVAC's evaluation letter.

25. HOW AND WHEN TO REQUEST STUDENT EVALUATION LETTERS FROM MERCER'S HVAC

To request a student letter of evaluation from the Health Vocations Advisement Committee (HVAC), students should print out the forms and follow the instructions found on the Office of Academic and Advising Services' Web site (<http://www2.mercer.edu/AAS/Pre-professional+Information/Directions+for+Requesting+a+Letter+from+the+HVAC.htm>).

The deadline for applying for an HVAC letter depends on which application cycle the student plans to participate in:

- For students applying to a medical school's EDP, the deadline is typically on or around the first day of spring semester classes (about a year-and-a-half before the student will enroll in medical school).
- For students applying to a medical school through a "regular decision" process with late fall application deadlines, the deadline is on or around the first day of fall semester classes (about a year before the student will enroll in medical school).

- For students applying to medical schools with rolling admissions, students must choose which letter-writing cycle to participate in based on the acceptance dates for the schools to which they plan to apply.

Students are encouraged to attend one of the information sessions offered by Mercer's pre-professional advisor each semester about the HVAC and the request process.

Information for Post-Baccalaureate Students and Students Re-Applying to Medical Schools

26. POST-BACCALAUREATE PREPARATION FOR MEDICAL SCHOOLS

Post-baccalaureate pre-medical students are those students who have earned bachelor's degrees but continue to work toward preparing successful medical school applications. These students include:

- those who have already applied unsuccessfully to professional schools;
- those who have delayed applying to professional schools until after finishing their bachelor's degrees *and* who have already completed the required pre-medical courses; and
- those who have completed bachelor's degrees but have not yet completed the required pre-medical courses.

A post-baccalaureate pre-medical student who has previously applied to professional schools but has not been accepted **should seek and follow the recommendations of an admissions official from one of his/her target schools**. The student should solicit feedback from the appropriate admissions official regarding which specific areas of his/her application portfolio need to be strengthened in order to improve his/her chances of being accepted by a professional school.

A post-baccalaureate pre-medical student who has completed the required pre-medical courses but has not yet applied to professional schools should remain conscious of the guidelines presented in this document. Professional schools look for evidence of an applicant's academic ability, personal characteristics and activities related to "citizenship," and experience appropriate to the career goals of the applicant. Students should use an appropriate strategy for improving their standing in one or more of these areas when making post-graduation plans. Possible options for post-graduation activities include post-baccalaureate study programs or graduate study programs, as well as working or volunteering in a medical facility. Please note that professional schools will NOT consider applications from applicants whose plans do not include completing graduate programs in which they are currently enrolled. In other words, **students should not enroll in academic programs that they are not planning on completing**.

Post-baccalaureate pre-medical students who have not completed some or all of the required pre-medical courses should take the following steps:

1. Complete the courses required for applying to professional schools (see the schedule on the following page, which is intended for students who have **not** taken any of the pre-medical courses);
2. Acquire citizenship and medical experiences (see section 16);
3. Prepare for and take the appropriate admissions test (see section 23); and
4. Prepare and submit the appropriate application materials for the schools in which they are interested (see sections 18-23).

Students who hold bachelor's degrees but have not completed most or any of the pre-medical courses should be aware that there is an absolute minimum **three-year** time period for the completion of all pre-medical courses and the application process. Please refer to the schedule on the next page for the timing of coursework and applications.

Year	Semester	Course Title	Course ID	Credit Hr
One	Fall	General Chemistry I	CHM 111	4
		Mathematics (req. for CHM 111)	MAT 133	3
		Physics	PHY 141 or 161 and PHY 121L	4
	Spring	General Chemistry II	CHM 112	4
		General Biology I	BIO 211	5
		Physics	PHY 142 or 162 and PHY 142L/ 162L	4
<i>Summer – Gain medical experience (shadowing, etc.); Begin working on application</i>				
Two	Fall	Organic Chemistry I	CHM 221	4
		General Biology II	BIO 212	5
	Spring	Organic Chemistry II	CHM 222	4
		<i>(BIO 310 and other upper division Bio courses Recommended)</i>		
		Prepare for DAT		
Take MCAT no later than summer				
<i>Summer to early fall – Finish and submit application (Consider taking a course in Biochemistry)</i>				
Three	Gain medical experience while awaiting a decision			

APPENDIX A: PRE- MEDICAL TRACK ADVISING CHECKLIST

COURSE REQUIREMENTS:

1. **General Chemistry** (universal requirement)
CHM 111 and CHM 112 First year
- **The courses below should be completed by the end of the third year so that the student is prepared to take the MCAT.**
2. **Introductory Physics** (universal requirement)
PHY 141 and 121L and PHY 142 and 142L
or PHY 161 and 121L and PHY 162 and 162L Varies
3. **Introductory Biology** (universal requirement)
BIO 211 and BIO 212 First and second year
Note: BIO 211 is offered in the spring; BIO 212 is offered in the fall.
4. **Organic Chemistry** (universal requirement)
CHM 221 and CHM 222 Second year
5. **Mathematics** (refer to the requirements for your academic major)
First year students should review the requirements for their potential major carefully. Varies
6. **Biochemistry** (strongly recommended by many medical schools)
BIO/CHM 465 Third year
7. **Additional Coursework** Varies
Review admission requirements for six medical schools to which you are likely to apply. Include any additional course requirements/recommendations when scheduling your courses.

ADDITIONAL PRE-MEDICAL PREPARATION:

8. **Health Care Experiences** Initiated (1st, 2nd, &/or 3rd yr)
Recommendation: Volunteer at a hospital; shadow a medical care professional; investigate internship or other employment opportunities in a medical care facility (part-time or summer).
9. **Citizenship Experiences** Initiated (1st, 2nd, &/or 3rd yr)
Recommendation: Make appropriate contributions to the campus and community through activities and organizations. Volunteer experience is important.
10. **Committee Recommendation Letter** Initiated (3rd year)
Recommendation: Initiate the Health Vocations Advisement Committee (HVAC) letter of recommendation request process
11. **Admission Test Preparation (MCAT)** Initiated (3rd year)
Recommendation: Complete at least four full-length practice examinations during the spring semester of the third year.
12. **Admissions Test Completion (MCAT)** Complete (3rd year)
Recommendation: Take the appropriate admissions test at the end of your third year. *Note: look into registration requirements and deadlines several months before you wish to take a test.*
13. **Primary Application** Initiated (3rd or 4th years)
Familiarize yourself with the appropriate application service for the type of school to which you are applying (AMCAS or other). Confirm that all of the schools to which you intend to apply participate in the centralized application service. Set a target date for submission of your application that is ONE MONTH prior to the published deadline(s). Confirm that the application service has received all of your application materials, including transcripts.
14. **Secondary Applications** Initiated (4th year)
Recommendation: Complete secondary applications, confirm that the HVAC has submitted your letter of recommendation, and confirm that the schools to which you've applied have received all of your secondary application materials.

APPENDIX B: FOUR-YEAR PLANS FOR PRE-MEDICAL TRACKS

Suggested Four-Year Plan for Students on the Pre-Medical Track *Regular Decision Medical School Applicants*

Year	Semester	Course Title	Course ID	Credit Hr	
One	Fall	First Year Seminar I	FYS 101	4	
		First Year Student Experience	UNV 101	1	
		General Chemistry I	CHM 111	4	
		Mathematics or Elective	MAT 133, 191, or ?	3-4	
		Optional: College Study Skills or P.E.	LSK 185 or PED	1	
		Semester Total		13-14 hr	
	Spring	First Year Seminar II	FYS 102	4	
		General Chemistry II	CHM 112	4	
		Mathematics or Elective	MAT 191 or ?	3-4	
		General Biology I	BIO 211	5	
		Semester Total		16-17 hr	
	Ideal Sub-Total				30 hr
	<i>Summer – Shadowing and/or independent research</i>				
Two	Fall	Organic Chemistry I	CHM 221	4	
		General Biology II	BIO 212	5	
		Electives		to total 6-8 hr	
		DECLARE A MAJOR!	Semester Total	15-17 hr	
	Spring	Organic Chemistry II	CHM 222	4	
		Electives (<i>BIO 310 Recommended</i>)		to total 11-13 hr	
		Semester Total		15-17 hr	
	Ideal Sub-Total				60 hr
	<i>Summer – Shadowing and/or independent research</i>				
	Three	Fall	Biochemistry	CHM 465 or BIO 465	4
Introductory Physics I			PHY 141 (or 161) & 121L	4	
Electives (<i>BIO 310 Recommended</i>)				to total 6-9 hr	
Semester Total				14-17 hr	
Spring		Introductory Physics II	PHY 142 (or 162) & 142L (or 162L)	4	
		Electives		to total 10-13 hr	
		<i>Begin preparing AMCAS application; Prepare for and take MCAT</i>			
		Semester Total		14-17 hr	
Ideal Sub-Total				90 hr	
Summer <i>Take MCAT; Complete AMCAS application for medical schools; Research and/or shadowing</i>					
Four	Fall	Electives		to total 14-17 hr	
		Request LOE from HVAC; Apply to medical schools			
		Semester Total		14-17 hr	
	Spring	Electives		to total 14-17 hr	
		Semester Total		14-17 hr	
Four-Year Total				120-130 hr	

Suggested Four-Year Plan for Students on the Pre-Medical Track Early Decision Medical School Applicants

Year	Semester	Course Title	Course ID	Credit Hr	
One	Fall	First Year Seminar I	FYS 101	4	
		First Year Student Experience	UNV 101	1	
		General Chemistry I	CHM 111	4	
		Mathematics or Elective	MAT 133, 191, or ?	3-4	
		Optional: College Study Skills or P.E.	LSK 185 or PED	1	
	Semester Total			13-14 hr	
	Spring	First Year Seminar II	FYS 102	4	
		General Chemistry II	CHM 112	4	
		Mathematics or Elective	MAT 191 or ?	3-4	
		General Biology I	BIO 211	5	
	Semester Total			16-17 hr	
Ideal Sub-Total			30 hr		
<i>Summer – Shadowing and/or independent research</i>					
Two	Fall	Organic Chemistry I	CHM 221	4	
		General Biology II	BIO 212	5	
		Electives		to total 6-8 hr	
		DECLARE A MAJOR!			Semester Total
				15-17 hr	
	Spring	Organic Chemistry II	CHM 222	4	
		Electives (<i>BIO 310 Recommended</i>)		to total 11-13 hr	
		Semester Total			15-17 hr
Ideal Sub-Total			60 hr		
<i>Summer – Shadowing and/or independent research</i>					
Three	Fall	Biochemistry	CHM 465 or BIO 465	4	
		Introductory Physics I	PHY 141 (or 161) & 121L	4	
		Electives (<i>BIO 310 Recommended</i>)		to total 6-9 hr	
		Semester Total			14-17 hr
	Spring	Introductory Physics II	PHY 142 (or 162) & 142L (or 162L)	4	
		Electives		to total 10-13 hr	
		<i>Begin preparing AMCAS application; Prepare for and take MCAT Request an LOE from the HVAC</i>			
		Semester Total			14-17 hr
Ideal Sub-Total			90 hr		
Summer <i>Take MCAT; Complete AMCAS application; Apply to medical schools; Research and/or shadowing</i>					
Four	Fall	Electives		to total 14-17 hr	
		Semester Total			14-17 hr
	Spring	Electives		to total 14-17 hr	
		Semester Total			14-17 hr
Four-Year Total			120-130 hr		

Suggested Four-Year Plan for Students on the Pre-Medical Track MD/ PhD Program Applicants

Year	Semester	Course Title	Course ID	Credit Hr
One	Fall	First Year Seminar I	FYS 101	4
		First Year Student Experience	UNV 101	1
		General Chemistry I	CHM 111	4
		Mathematics or Elective	MAT 133, 191, or ?	3-4
		Optional: College Study Skills or P.E.	LSK 185 or PED	1
	Semester Total			13-14 hr
	Spring	First Year Seminar II	FYS 102	4
		General Chemistry II	CHM 112	4
		Mathematics or Elective	MAT 191 or ?	3-4
		General Biology I	BIO 211	5
Semester Total			16-17 hr	
Ideal Sub-Total			30 hr	
<i>Summer – Independent research and/or shadowing</i>				
Two	Fall	Organic Chemistry I	CHM 221	4
		General Biology II	BIO 212	5
		Electives		to total 6-8 hr
		DECLARE A MAJOR!		
				15-17 hr
	Spring	Organic Chemistry II	CHM 222	4
		Electives (<i>BIO 310 Recommended</i>)		to total 11-13 hr
Semester Total			15-17 hr	
Ideal Sub-Total			60 hr	
<i>Summer – Independent research and/or shadowing</i>				
Three	Fall	Biochemistry	CHM 465 or BIO 465	4
		Introductory Physics I	PHY 141 (or 161) & 121L	4
		Electives (<i>BIO 310 Recommended</i>)		to total 6-9 hr
		Semester Total		
	Spring	Introductory Physics II	PHY 142 (or 162) & 142L (or 162L)	4
		Electives		to total 10-13 hr
		<i>Begin preparing AMCAS application; Prepare for and take MCAT Request an LOE from the HVAC</i>		
Semester Total			14-17 hr	
Ideal Sub-Total			90 hr	
<i>Summer Take MCAT; Complete AMCAS application; Research and/or shadowing</i>				
Four	Fall	Electives		to total 14-17 hr
		Apply to MD/PhD Programs		
	Semester Total			14-17 hr
	Spring	Electives		to total 14-17 hr
Semester Total			14-17 hr	
Four-Year Total			120-130	

**APPENDIX C:
ACCEPTANCE STATISTICS FOR MERCER GRADUATES 2002-2009**

Basic Facts for Mercer Pre-Medical Students

What majors do most Mercer pre-med students pursue?

Of the 97 Mercer graduates that have been accepted to medical schools since 2002, 75 of them (77.4%) earned a bachelor's degree in one of the sciences. Specifically, 42 of them (43%) earned a degree in Biology, 15 (15.5%) earned a degree in Biomedical Engineering, 12 (12%) earned a degree in Chemistry, and 4 (4 %) earned a degree in Psychology. Non-science degrees held by successful medical school applicants from Mercer include Christianity, History, Business/ Economics, Sociology, Music, Political Science, and International Affairs.*

What is the rate of acceptance to medical schools for Mercer graduates?

*Between 2002 and 2009, 213 Mercer graduates have applied to medical schools, and 97 have gained acceptance to at least one medical school (45.5%). However, for students who follow the advice of their advisors and build a strong application portfolio, the acceptance rate is much higher: **students earning grade point averages (GPAs; both cumulative and math/ science) of 3.5 or higher and who score at least a 27 on the Medical College Admission Test (MCAT), 85.4% have been accepted to at least one medical school.***

What were the GPAs and MCAT scores of Mercer graduates accepted by medical schools?

*The average cumulative GPA of Mercer students accepted to at least one medical school between 2002 and 2009 was **3.679**, while the average math/ science (biology-chemistry-physics-math, or BCPM, GPA) was **3.566**. Their average MCAT score was **27.9**.*

*These statistics are comparable to those for the United States as a whole¹: The average cumulative GPA of all applicants accepted to at least one medical school in 2008 was **3.66**, while their average BCPM GPA was **3.6**. Their average MCAT score was **30.9**.*

¹ <http://www.aamc.org/data/facts/2008/2008mcatgpa.htm>

What medical schools do Mercer graduates gain acceptance to?

Mercer University graduates have been accepted by many medical colleges. Of the 97 students accepted to medical schools between 2002 and 2009, 40 were accepted by Mercer University School of Medicine, 24 by the Medical College of Georgia, 4 by Morehouse School of Medicine, 3 by the Medical University of South Carolina, 2 each by the University of North Carolina School of Medicine (Chapel Hill), the Leonard. M. Miller School of Medicine at the University of Miami, the State University of New York Upstate Medical University, the College of Medicine at Howard University, Meharry Medical College, and Philadelphia College of Osteopathic Medicine, and 1 each by Washington University in St. Louis School of Medicine, Emory University School of Medicine, Drexel University College of Medicine, Tulane University School of Medicine, the Medical College of Wisconsin, Marshall University School of Medicine, Case Western Reserve University School of Medicine, Wake Forest University School of Medicine, University of Tennessee Health Sciences Center College of Medicine, the University of Texas Southwestern Medical School, the University of Kentucky College of Medicine, the University of Florida College of Medicine, the University of South Florida College of Medicine, the University of Arkansas for Medical Sciences College of Medicine, Stony Brook University School of Medicine, the University of Alabama School of Medicine, the University of Vermont College of Medicine, Brody School of Medicine at East Carolina University, and the University of Iowa Carver College of Medicine.

What were the GPAs and MCAT scores of recent matriculants of medical schools in Georgia?

Medical School	Cum GPA	BCPM GPA	MCAT
MUSM [#]	3.6	3.5	27O
MCG [#]	3.8	3.7	31P
Morehouse [#]	3.5	3.3	27O
Emory [#]	3.8	3.8	35Q
Philadelphia COM ^{###}	3.43	3.32	26 ^{####}

[#] Median scores for matriculants in 2008; from AAMC's bulletin, Medical School Admission Requirements (MSAR), 2009-2010
^{###} Mean scores for matriculants in 2008
^{####} Not available

APPENDIX D: RESOURCES FOR EXPLORING CAREERS IN HEALTH CARE

Mercer's Pre-Professional Web site

- <http://www2.mercer.edu/AAS/Pre-professional+Information/default.htm>
Contains information for students interested in applying to medical schools, dental schools, optometry schools, veterinary schools, physical therapy programs, physician assistant programs, nursing schools, and pharmacy schools

Mercer's Career Services Web site

- <http://www.mercer.edu/career/macon/>
Information about TypeFocus, SuccessTrak, Career Day, and other services for students

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

- <http://www.bls.gov/oco/cg/cgs035.htm> (Bureau of Labor Statistics site, find information about the nature of the industry, working conditions, training and other required qualifications, employment statistics and job outlook, earnings, and links to other sources of additional information)
- <http://www.careervoyages.gov/healthcare-alliedhealth.cfm>

For More Information About Careers in Healthcare

- <http://www.explorehealthcareers.org/en/index.aspx>
- <http://www.sowega-ahec.org/2007HealthCareerGuide/> (information about specific jobs; includes career videos)

Links for Medically-Related Professional Organizations

- American Academy of Anesthesiologist Assistants: www.anesthetist.org
- American Academy of Nurse Practitioners: <http://www.aanp.org/default.asp>
- American Academy of Physician Assistants: <http://www.aapa.org/>
- American Association of Colleges of Osteopathic Medicine : <http://www.aacom.org/Pages/default.aspx>
- American Association of Colleges of Pharmacy: <http://www.aacp.org/>; <http://www.pharmacas.org/>
- American Association of Colleges of Podiatric Medicine: <http://www.aacpm.org/default.asp>
- American Dental Education Association: <http://www.adea.org/>
- American Dental Association: <http://www.ada.org/>
- American Medical Association: <http://www.ama-assn.org/>
- American Medical Student Association: <http://www.amsa.org/about/>
- American Nursing Association: <http://www.nursingworld.org/>
- American Occupational Therapy Association: <http://www.aota.org>
- American Optometric Association: <http://www.aoa.org/>
- American Osteopathic Association: <http://www.aacom.org/Pages/default.aspx>
- American Pharmacists Association: <http://www.aphanet.org//AM/Template.cfm?Section=Home>
- American Physical Therapy Association: <http://www.apta.org//AM/Template.cfm?Section=Home>
- American Public Health Association: <http://www.apha.org/>
- American Veterinary Medical Association: <http://www.avma.org/>
- Association of American Medical Colleges: <http://www.aamc.org/>
- Association of American Veterinary Medical Colleges: <http://www.aavmc.org/>
- Association of Schools and Colleges of Optometry: <http://www.opted.org>
- Association of Schools of Allied Health Professions: www.asahp.org
- Association of Schools of Public Health: www.asph.org
- Georgia Public Health Association: <http://www.gapha.org/>
- National Accrediting Agency for Clinical Laboratory Sciences: <http://www.naacls.org/accreditation/cls-mt/links.asp>
(Information about Medical Technology and links to accredited programs)

Link for General Information About Graduate and Professional Programs

- BrainTrack: <http://www.braintrack.com/>

Selected Links for Professional and Graduate Schools in the Southeast

- Mercer University College of Pharmacy and Health Sciences: <http://cophs.mercer.edu/>
- Mercer University Georgia Baptist College of Nursing: <http://www2.mercer.edu/Nursing/default.htm>
- Mercer University School of Medicine: <http://medicine.mercer.edu/>
- Medical College of Georgia: <http://www.mcg.edu/> (Schools of Medicine, Dentistry, Allied Health Sciences)
- South University School of Pharmacy: <http://www.southuniversity.edu/campus/Pharmacy/>
- University of Georgia: <http://www.uga.edu> (College of Pharmacy, College of Veterinary Medicine)

Pre-Professional/ Professional Student Forums:

- www.studentdoctor.net

APPENDIX E:

Pre-Health Professions Resource Library Inventory – June 2009

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- Kaplan Staff. (2007) *Kaplan's MCAT Practice Tests, 6e*. New York, NY: Kaplan Books.
- Kaplan Staff. (2007) *Kaplan's PCAT, 2008-2009 ed*. New York, NY: Kaplan Books.
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- Kaufman, Dan. (1998) *Essays That Will Get You Into Medical School, 2e*. Hauppauge, NY: Barron's Educational Series.
- Kelman, Eugenia and Kathleen C. Straker (2000) *Study Without Stress: Mastering Medical Sciences*. Thousand Oaks, CA: Sage Publications, Inc.
- Kesselman-Turkel, Judi and Farnklynn Peterson. (2004) *Test Taking Strategies*. Lincolnwood, IL: Contemporary Books.
- Lightfoot, Shaba, ed. (2009) *The Association of American Veterinary Medical Colleges' Veterinary Medical School Admission Requirements, 2010 Matriculation.*, West Lafayette, IN: Purdue University Press.
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