2017-2018
Pre-Pharmacy
Track Fundamentals
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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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**MERCER UNIVERSITY**

...to teach, to learn, to create, to discover, to inspire, to empower, and to serve.

iv
Pharmacy Professional Oath

“I pledge to perform the following duties with honesty and dedication:
I will hold as my primary responsibility, the health, safety, welfare and dignity of all human beings.
I will uphold the tenets of patient autonomy, “The principal goal of pharmaceutical care is to achieve definite outcomes from medication use that improve patients’ quality of life.”

From the AACP’s publication, “Pharmacy School Admission Requirements 2011-2012”

OATH OF A PHARMACIST

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association.

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

http://www.aacp.org

Introduction

1. THE PRE-PHARMACY TRACK

Mercer University undergraduate students who plan to pursue a career as a pharmacist are considered to be on the “pre-pharmacy” track. This designation is made to ensure that these students receive specific advising about the requirements and protocols for their respective career path.

According to the American Association of Colleges of Pharmacy (AACP), students who wish to become a pharmacist in the U.S. must first earn a Doctor of Pharmacy (Pharm.D.) degree from an accredited college or school of pharmacy and pass the North American Pharmacist Licensure Examination (NAPLEX; http://www.nabp.net/programs/examination/naplex). Pharmacy schools have specific minimum requirements for admission that include two to four years of specific pre-professional coursework.

According to the U.S. Bureau of Labor Statistics, the mean income of a pharmacist in 2016 was over $102,000 and there is a fairly positive outlook for the field: http://www.bls.gov/oes/current/oes291071.htm.
Pre-pharmacy is NOT an academic major; pre-pharmacy students must investigate the different pharmacy schools available and make themselves aware of the particular requirements for the programs in which they are interested. Because admission requirements vary, pre-pharmacy students at Mercer University may choose one of three paths as they prepare themselves for pharmacy school:

1) Students entering Mercer University as first-year students may participate in one of Mercer’s Special Consideration Program for the MU College of Pharmacy (options and details in section 13);

2) Students may earn a bachelor’s degree concurrently with the fulfillment of the prerequisites for the pharmacy school(s) of their choice; or

3) Students may fulfill only the minimum requirements for the pharmacy school of their choice before matriculation into that pharmacy program.

Students should recognize that an increasing number of pharmacy schools prefer applicants who have earned a bachelor’s degree before matriculation, so students attempting early admission should consider track 2 to be their “back-up” plan.

Pre-pharmacy students need to complete the specific courses required by their preferred professional school(s) in addition to completing the requirements for their major and minor programs of study (see also sections 7, 8, and 11).


2. BUILDING A STRONG PHARMACY SCHOOL APPLICATION

Pre-pharmacy students must plan ahead carefully in order to create a competitive application “portfolio” during their undergraduate years. This means taking the appropriate coursework, performing well academically, and participating in appropriate extracurricular activities that will develop the skills and characteristics required of a successful pharmacy school applicant.

Students should bear in mind that pharmacy schools are looking for individuals with the following characteristics:

- a strong academic background with a firm foundation in the sciences (high GPAs in rigorous coursework);
- good reasoning ability and strong critical thinking skills;
- strong interpersonal skills, able to connect well with people from various backgrounds;
- compassion and a commitment to service;
- excellent communication skills (both written and oral);
- strong leadership skills but with the ability to work well on a team;
- a good base of knowledge about pharmacy and the health care field in general;
- integrity and high ethical standards;
- a positive attitude, able to function effectively under stress; and
- competitive Pharmacy College Admission Test (PCAT) scores.

3. DEVELOPING A BACK-UP PLAN

Because the pre-pharmacy track is challenging and pharmacy schools are so selective, all pre-pharmacy students should develop an alternative plan to implement in the event that adequate progress is not made on their pre-pharmacy track (i.e., GPAs below 3.3) or acceptance to pharmacy school is not achieved.

An effective back-up plan is one that addresses any perceived “weak spots” in an applicant’s portfolio. For example, it would be appropriate for a student with GPA’s below 3.0 to take more classes and earn high grades before applying again to pharmacy school, while a student with high grades and very little health care experience should spend more time working or volunteering in a clinical setting before applying again. Students without a
Pre-Professional Advising and Resources

4. ACADEMIC & PRE-PROFESSIONAL ADVISING AT MERCER UNIVERSITY

Academic Advising for the Degree Plan. Like all Mercer University students, each pre-health professions student at Mercer-Macon has an assigned primary academic advisor who should be the first stop for most advising questions (first-year students have their UNV 101 instructor advising them during their first year, and all students who have declared their major have a major advisor). This handbook provides the answers to common health professions advising questions, and familiarity with this information is part of the training for advisors at Mercer University.

Pre-Health Professions Track Advising. Pre-health professions students enrolled in one of the traditional undergraduate programs on the Macon campus also have access to a secondary advisor for all questions pertaining to their pre-professional tracks, Dr. Carol Bokros, who is the Assistant Director of Pre-Health Professions Programs. Her office is in the Office of Academic and Advising Services in the Penfield Hall Annex on the Macon campus (Bokros_c@mercer.edu).

Dr. Bokros provides support for pre-health professions students and their advisors through information sessions, workshops, materials available on the Mercer Web site, emails, and a Facebook fanpage (“MercerPreHealth”).

Students must view the pre-pharmacy track orientation video (https://youtu.be/zDxYtqSD5Lw) and read this handbook before making an appointment. Students may make (and change) their own appointments using the Starfish program, which is accessible through MyMercer.

Career Advising. The Center for Career & Professional Development on the Macon campus offers advising for students who are investigating careers in the various health-related professions, students who are preparing for interviews with professional schools or potential employers, and students requiring alternative career advising (http://career.mercer.edu/). See also the document in Appendix C, Internet Resources for Exploring Careers in Health Care.

The Orangeprint. Students are encouraged to use Mercer’s college and career-planning guide, The Orangeprint, to help them identify their strengths, define their goals, and make a plan to achieve them: https://aas.mercer.edu/for-students/orangeprint.cfm

5. UNIVERSITY COMMUNICATION WITH PRE-HEALTH STUDENTS

Email: Students should note that official Mercer business is always conducted on Mercer University email, and so must check their MU email account regularly or forward their Mercer email to their personal email account.

Social Network: Students who subscribe to the social networking site Facebook (https://www.facebook.com/pages/MercerPreHealth/365563379357) are encouraged to become a fan of the MercerPreHealth fanpage to receive electronic reminders about events and deadlines. Note that this site is linked to Twitter, so students who subscribe to Twitter will receive this information via “tweets”.

Mercer Science & Pre-Health Google Calendar. All pre-health advising events, pre-health and science-related student organization events, and science department seminars and events are listed on the Mercer University Science & Pre-Health Google Calendar available at http://tinyurl.com/ns95vb7.

Your Online Presence. Pre-pharmacy students are cautioned to maintain a respectable online presence, being mindful that their posts and activities could have a negative impact on their acceptance to professional school and/or on their professional lives in the future. See https://students-residents.aamc.org/applying-medical-school/article/how-social-media-can-affect-your-application/ and http://thedo.osteopathic.org/2011/06/writing-on-the-wall-crude-behavior-online-can-jeopardize-a-students-future/.
6. THE PRE-HEALTH PROFESSIONS RESOURCE LIBRARIES

Two library collections are maintained on the Mercer-Macon campus for pre-health students: the Pre-Health Collection in the Tarver Library and a smaller Pre-Health Resource Library in the Academic Resource Center. The Pre-Health Collection in Tarver library contains materials about the health-related professions in general, personal statements, and professional school interviews. Also included are works of fiction and non-fiction that encourage students to consider various aspects of the practice of medicine. A content listing of this collection can be found on the Web site at http://libraries.mercer.edu/tarver/subject-guides/pre-health/pre-health.

The Pre-Health Resource Library includes materials on study skills, test-taking, and preparation for standardized tests. Students are free to use these materials any time during ARC hours, but may not remove them from the ARC.

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Academic Preparation for Pharmacy Graduate Programs

7. MINIMUM REQUIRED COURSEWORK FOR ADMISSION TO PHARMACY SCHOOL

The minimum required coursework for admission to pharmacy programs varies, but most schools in the U.S. require the completion of a minimum of 66 -90 semester hours of college coursework that includes the completion of at least a one year of general chemistry, one year of organic chemistry, at least one semester of biochemistry, one year of general biology, one year of anatomy and physiology, and one semester each of calculus, statistics, economics, public speaking, microbiology, and various coursework in the humanities and social sciences.

Pre-pharmacy students must investigate the different programs available and make themselves aware of the requirements for the programs in which they are interested (see section 11).

8. ACADEMIC MAJORS AND MINORS FOR PRE-PHARMACY STUDENTS

Pharmacy schools look for individuals who come from various backgrounds and possess a variety of skills and interests. While most pharmacy schools in the U.S. require applicants to complete a bachelor’s degree before they matriculate, they may not express a preference for any particular academic major when reviewing applications.

Pre-pharmacy students may therefore major in any academic discipline that they are interested in, as long as s/he also completes the required courses for admission to his/her preferred pharmacy programs as well. Because a successful pre-pharmacy 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.

Pre-pharmacy students who plan to earn a bachelor’s degree before they matriculate into a pharmacy graduate program 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 11 about where to find information about pharmacy programs).

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Students Enrolled in the College of Health Professions.

**B.S. in Public Health.** Students interested in the Bachelor of Science in Public Health degree offered by the College of Health Professions should take note of the Special Consideration Program described in section 13.

Students Enrolled in the College of Liberal Arts.

**B.S. in Health Sciences.** Students interested in the Bachelor of Science in Health Sciences degree offered by the College of Liberal Arts should take note of the Accelerated Special Consideration Program described in
section 13. Students who are not eligible for Special Consideration but who have earned the 90 credit hours from the CLA described in that program and who have been accepted to the MU College of Pharmacy are still eligible to pursue this degree.

The B.S. in Health Sciences will be awarded upon successful completion of one year of full-time, graduate-level work in one of the Mercer professional schools listed in the catalog. Students who have already been awarded a B.A. or a B.S. degree are not eligible for this degree (2016-17 University Bulletin, p. 131).

The B.S. in Health Sciences does not require a minor, but students may choose to earn one if they complete the required coursework in addition to the courses listed in Appendix A-1 or a-2.

Chemistry and Biology Minors: While pre-pharmacy is not an academic major or minor, those students who complete 16 credit hours in chemistry (with 6 or more hr in courses numbered 200 or higher in residence at Mercer) fulfill the Mercer University College of Liberal Arts requirements for a minor in chemistry.

Students who complete 17 credit hours in biology (with 6 or more hr in courses numbered 300 or higher in residence at Mercer: BMB 465, BIO 303) fulfill the CLA’s requirements for a minor in biology. Note that the BIO and CHM coursework required for the B.S. in Health Sciences described in the last section are PART OF THAT DEGREE, so may not be claimed as minors for that major. These minor options are available to students pursuing other majors as they work towards their bachelor’s degree (e.g., a biology major may claim the chemistry minor, a chemistry major may claim the biology minor, or a non-science major may claim both the chemistry and biology minors).

9. THE IMPORTANCE OF MATHEMATICS TO THE PRE-HEALTH TRACKS

Math Placement. To enroll in the first semester of general chemistry (CHM 111) and/or introductory physics (PHY 141), 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, AP, or CLEP) for MAT 133 or its equivalent, or through a score of 15 or higher on the math placement test.

Information about the math placement test can be found online here: http://aas.mercer.edu/for-students/placement-exams/.

CLEP Exam for Pre-calculus. A student who scores 50% or higher on the CLEP pre-calculus exam may submit his or her test official transcript to the Mercer registrar and receive MAT 133 credit. Information about the CLEP pre-calculus exam can be found here: http://clep.collegeboard.org/exam/precalculus.

10. SCHEDULING OF PRE-PHARMACY COURSEWORK

Scheduling of the core science coursework for the pre-pharmacy track is shown in Appendix A. These plans chart the minimum science coursework for students on a pre-pharmacy track over the four years that students are expected to be at Mercer University. (Remember, students must check the admission requirements of the pharmacy schools to which they are likely to apply so as not to overlook any admission requirements specific to those schools!)

A student’s actual scheduling of these courses depends on factors such as a student’s initial mathematics placement (sections 9 and 10) and the availability of required courses for the student’s academic major.

When arranging their course schedules, pre-pharmacy students are advised to plan ahead and review the published 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-pharmacy track will be offered every semester, and a one-semester delay along the pre-pharmacy track could turn into a one-year delay in starting pharmacy school due to complications involving prerequisites.

Math Placement. To enroll in chemistry and physics course 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, AP, or CLEP) for MAT 133 or its equivalent, or through a score of 15 or
higher on the math placement test. Information about the math placement test can be found online here: [http://aas.mercer.edu/for-students/placement-exams/](http://aas.mercer.edu/for-students/placement-exams/) and [http://cla.mercer.edu/math/resources/placement.cfm](http://cla.mercer.edu/math/resources/placement.cfm).

Note that to enroll in the accelerated general chemistry course, CHM 115, students must have credit for or co-enroll in calculus, MAT 191.

Students who are not ready to take calculus their first semester should consult the plans in Appendix A about how to schedule courses beginning from the algebra or pre-calculus level. Note that this situation requires summer coursework to catch up or the completion of at least one “gap year” before matriculation into professional school.

**Course Load.** The pharmacy school curriculum is quite rigorous, so admissions committees will look to an applicant’s ability to carry a full academic load as s/he completes the undergraduate studies as an indicator of how well he or she might handle the pharmacy school curriculum. Unless there are extenuating circumstances that prevent him/her from doing so (e.g., employment, family circumstances), a pre-pharmacy student is expected to take 15 to 17 hours each semester.

**Transient Coursework at Non-Mercer Institutions.** The official University policy on transient coursework can be found in the University Bulletin (“catalog”). The section from the 2016-17 University catalog is shown below.

<table>
<thead>
<tr>
<th>Transient Status for Mercer Undergraduate Students</th>
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| An undergraduate student who wishes to take academic courses elsewhere as a transient student and apply those credits toward a Mercer degree must obtain written approval in advance from the student’s advisor and the Registrar’s Office. The student must have been enrolled and attended classes at Mercer for at least one semester prior to requesting permission to study elsewhere. Transient Permission Forms are available in the Registrar’s Office. Failure to obtain written approval in advance may preclude acceptance of the transfer credit. A student normally will not be permitted to attend another institution as a transient student for more than two consecutive academic terms. No correspondence work will be accepted for credit toward a degree. Mercer University does accept courses from the Independent Study Programs of the University of Georgia for transfer credit; the maximum credit accepted is 9 semester hours.

A student must be in good academic standing to be approved to take courses as a transient student. Ordinarily, the last 32 semester hours of degree work must be earned in residence at Mercer University. At least 12 semester hours of upper division work in a major, concentration, or specialization and 6 semester hours of upper division work in a minor, if elected, must be done in residence.

Courses that are equivalent to courses offered at Mercer will transfer as long as the host institution has regional accreditation and the student earns grades of C or better in the courses. Course outlines (syllabi) and catalog information may be required before approval for transient status is granted.

Courses taken at another institution will in no way affect the Mercer cumulative grade point average; however, all transfer credit attempted will be considered when determining University honors at graduation.

Transient credit from two-year colleges is limited to 64 semester-hours (refer to section on transfer credit). If 64 hours have previously been transferred from two-year colleges, transient credit will displace previously transferred course hours that are not needed for the student’s program completion.

It is the student’s responsibility to request that a transcript from the other institution, containing final grades, be sent to the Registrar’s Office at Mercer University. No credit will be awarded until an official transcript is received from the institution attended.

“Gap” Year(s). Students who are not ready to matriculate to pharmacy school immediately after completing his or her undergraduate degree may delay application, but should continue working to strengthen their application portfolio during that time. Students who take a gap year between undergraduate studies and pharmacy school should discuss an appropriate timeline for completing their coursework, taking the PCAT, and applying to professional school with the pre-health advisor and/or an admissions counselor at one of the applicant’s preferred PA programs.

Students who are competitive applicants to pharmacy school may simply want to increase their life experience before starting their professional training (e.g., earn a non-medical graduate degree, travel, or work).

Students who are not competitive applicants for pharmacy school should use their gap year(s) to make themselves more attractive to admission committees, by taking more science coursework, obtaining more pharmacy experience, taking (or re-taking) the PCAT, or any combination of these things.
11. WHERE TO FIND INFORMATION ABOUT PHARMACY SCHOOLS

There are currently 136 accredited pharmacy schools in the United States and 4 schools with pre-accreditation status (http://www.aacp.org/about/pages/vitalstats.aspx). Directories of those schools are maintained by the American Association of Colleges of Pharmacy (http://www.aacp.org/resources/student/pharmacyforyou/admissions/admissionrequirements/Pages/PharmDSchoolInformation.aspx) and by their centralized application service, PharmCAS (http://www.pharmcas.org/school-directory/#/).

Pre-pharmacy students should consider the following information to help them decide if a particular school would be a good match for them:

- mission and focus;
- curriculum structure (i.e., curriculum delivery style);
- structure of clinical training program and availability of externships and research opportunities;
- academic and clinical resources;
- student services (e.g., academic assistance, clubs and associations, housing);
- pre-requisites;
- location;
- matriculant statistics (e.g., the mean or median GPA’s and PCAT scores of accepted students) ; and
- tuition and financial aid information.

12. EXPECTATIONS ABOUT ACADEMIC PERFORMANCE

Pharmacy schools will assess an applicant’s learning ability and work ethic by looking at his/her grade point averages (cumulative GPA and math/ science GPA). Admissions committees will also look to an applicant’s ability to carry a full academic load as s/he completes his/her undergraduate studies, as the ability of a pre-pharmacy student to handle a full course load that includes multiple science classes is a good indicator that s/he is ready for the rigors of pharmacy school.

**Calculation of Grade Point Averages.**

**Mercer University GPA’s.** Mercer University displays semester and cumulative grade point averages (GPAs) on student MyMercer accounts. The grading system used by the University is described in the University Bulletin under “Academic Information”. Mercer uses a “4 point” grading system in which quality points are assigned per academic credit unit in the following scale: A = 4.0; B+ = 3.5; B = 3.0; C+ = 2.5; C = 2.0; D = 1.0; F = 0. A student’s Mercer GPA includes only Mercer coursework. Mercer’s policy is to exclude the first grade earned if a course is repeated. Courses taken on a pass-fail basis and audited coursework are excluded from GPA calculations.

**Math-Science GPA’s.** Students should be able to calculate their math-science GPA’s. A math-science GPA calculator can be found in the “Pre-Pharmacy E-Portfolio” spreadsheet that Dr. Bokros emails to students at the start of every semester (along with this handbook).

**Professional School GPA’s.** PharmCAS calculates GPA’s using all coursework completed at all institutions using the following scale: A = 4.0; B+ = 3.3; B = 3.0; C+ = 2.3; C = 2.0; D = 1.0; F = 0 (http://www.pharmcas.org/preparing-to-apply/application-process/verification-process-and-gpas/).

**Competitive Grade Point Averages.** According to the AACP, the mean undergraduate GPA for students accepted to pharmacy schools in the U.S. this year ranged from 3.0 to 3.62, depending on the school (http://www.aacp.org/resources/student/pharmacyforyou/admissions/admissionrequirements/Documents/PSAR%2017-18%20Table%205.pdf) Pre-pharmacy students must therefore strive to balance their studies and extracurricular activities so that they may maintain a GPA over 3.3 in order to become competitive applicants.
Repeated Coursework. Pre-pharmacy students need to be aware that the centralized application service for pharmacy schools, PharmCAS (section 22), will calculate grade point averages using both grades earned of any repeated coursework (http://www.pharmcas.org/preparing-to-apply/application-instructions).

Pass/Fail, AP, CLEP, and Audit Credit. Students should consult the Web sites and admissions personnel of the individual schools they are interested for their policies regarding AP credit, CLEP credit, audited courses, and courses graded on a pass/fail basis. Some schools accept this type of credit for pre-requisite coursework, while others do not. PharmCAS and most graduate schools exclude these types of credit from the GPA calculations.

A Warning About Auditing Courses. Students should not consider auditing required pre-pharmacy coursework before actually enrolling in those courses. According to the University Bulletin, “Courses that a student audits may not later be taken by that student for credit, nor may student receive credit-by-exam for these courses.”

Course Withdrawals. Professional school admissions committees review applicants’ transcripts carefully to 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-pharmacy students should therefore withdraw from courses only on rare occasions and in extreme circumstances. Pre-pharmacy students are urged to follow the steps outlined in Appendix D of this document if they are unsure about their most prudent course of action.

Course Load. The pharmacy school curriculum is quite rigorous, so admissions committees will look to an applicant’s ability to carry a full academic load as s/he completes the undergraduate studies as an indicator of how well he or she might handle pharmacy school. Unless there are extenuating circumstances that prevent him/her from doing so (e.g., employment, family circumstances), a pre-pharmacy student is expected to take 15 to 17 hours each semester.

13. THE SPECIAL CONSIDERATION PROGRAMS FOR PHARMACY

Mercer University offers two Special Consideration Programs to high-achieving, first-time students enrolled in either the College of Liberal Arts (CLA) or the College of Health Professions (CHP):

I. The CLA’s Accelerated Special Consideration Program (ASCP). Mercer University’s College of Liberal Arts offer high-achieving, first-time students the opportunity to earn both a Bachelor of Science degree and a Doctor of Pharmacy (PharmD) degree in seven years, and gives students the security of a guaranteed interview with representatives of the pharmacy program at Mercer University’s College of Pharmacy. To earn special consideration status upon application to the MU College of Pharmacy, students must adhere to the following requirements:

Eligibility. Students should be deemed “calculus-ready” upon admission (have a math index of 950 or higher, have credit for pre-calculus through dual enrollment or CLEP credit, or achieve a score of 15 or higher on the math placement exam: https://aas.mercer.edu/for-students/placement-exams/).

Students must be first-time college students who have not attended other colleges or universities after high school graduation. Transfer students are not eligible for this program, and students may not decline transfer credit to gain eligibility.

Students must be enrolled in the College of Liberal Arts.
Declaration of Intent. Students who plan to seek special consideration status upon application to the MUCOP - and who are eligible to participate - must read the program mission and description presented on the College of Pharmacy Web site (http://pharmacy.mercer.edu/about-us/mission-and-values/) and the Technical Standards described on the MUCOP Web site http://pharmacy.mercer.edu/www/mucop/pharmacy/admissions/pharmd/prerequisites/upload/PharmD-technical-standards.pdf). Students who believe they have the abilities and attributes described therein, and are willing to work diligently to become the professional described in the profile, are invited to complete the “Declaration of Intent” found at https://goo.gl/forms/PM9JtyWd0OLheei22 before the end of the first fall semester.

Coursework and Residency Requirements. CLA students who wish to earn special consideration status upon application to Mercer’s pharmacy program must complete ALL of their coursework at the CLA (“in residence”); no transfer hours are allowed after high school graduation.

With the approval of the COP Associate Dean for Student Affairs and Admissions, dual enrollment, Advanced Placement, and International Baccalaureate credit may be used to fulfill the pre-pharmacy requirements, but cannot count toward the 90 semester hours required in residence by the program.

Physical education and military science courses also cannot be used to satisfy this requirement.

The specific coursework required for the ASC programs is listed in Appendices A-1 and B-2.

The timeline required for the ASCP is shown in Appendix B-1.

Advising. Pre-pharmacy students should maintain contact with their primary (departmental) advisors and with Dr. Bokros (see section 4).

Students participating in the Accelerated Special Consideration Program for Pharmacy are eligible for specialized advising from the representatives of the College of Pharmacy during their undergraduate years. Every fall semester, the Director of Admissions and/ or the Associate Dean of Admissions visit the Macon campus to outline the requirements and expectations of the PharmD program in a group meeting and to meet individually with undergraduates for pre-pharmacy advising (by appointment) The relationship between ASCP participants and the COP is further strengthened in the spring semester, when pre-pharmacy students have the opportunity to visit the Atlanta campus to tour the COP and meet with program representatives about their progress towards the pharmacy profession.

Declaration of Major. CLA students seeking ASCP status must officially declare their major as Biology in the fall semester of year 2, as this degree offers the best fit with the ASCP. CLA students who achieve ASC status and are accepted to the pharmacy school will not finish this degree, as they will earn the B.S. in Health Sciences after completing their first year of pharmacy school. The Biology major is used as a back-up plan only. A CLA student who is interested in a different major and/or minor to use as their back-up plan will be granted permission to declare it if a reasonable 3-year plan to complete program requirements is produced.

CLA students interested in a different major and/or minor will be granted permission to declare them if a reasonable 3-year plan to complete program requirements is produced. No minor required with the B.S. in Health Sciences, but is allowed if a student can complete the minor requirements without deviating from the ASCP guidelines.

Academic Performance. To earn special consideration status upon application to the COP, students must maintain overall grade point averages (GPA’s) of 3.0 or higher, as well as 3.0 in all pre-pharmacy math and science courses (indicated by red type on the checklists in Appendix A). For more information about the calculation of GPAs, see section 12.

Grades of “C” or above must be earned in all pre-pharmacy courses; if a course must be repeated, both grades earned will be averaged when calculating the student’s GPA’s.

Students may not elect to be graded on an “S/U” basis in those math and science courses required for the ASCP.
**PCAT Score Recommendation.** ASCP applicants must take the PCAT in July following the completion of their second year (section 25).

A PCAT score recommendation for applicants is set by the COP each year and is based on the average PCAT scores of the previous year’s general pool of applicants. While that score has been 60th percentile composite in recent years, new data suggests that the PCAT score is less important as a predictor of pharmacy school success, so the COP **now recommends a PCAT score of 50th percentile or higher for ASCP applicants.** To clarify, the requirement for a minimum PCAT score has been replaced by this recommended minimum score; scores below the recommended will still be considered and will not cause a loss of ASCP eligibility. The COP reserves the right to require an ASCP applicant who earns a very low score on the PCAT to re-test, with submission of the higher score by March 15 of year 3.

**Pharmacy Experience Requirement.** Because experience in a pharmacy setting is essential to a student’s understanding of the education and career s/he is pursuing, each ASCP applicants must provide documentation of a minimum of 200 hours of acceptable pharmacy experience when completing the supplemental application to the COP. **This means that ASCP students must complete these hours before the end of July of the summer following completion of their second year of undergraduate study.**

This experience can be paid work experience, volunteer service, or job-shadowing and may take place in one or multiple settings. Acceptable settings to gain this experience include local community pharmacies, hospital pharmacies, and/or pharmaceutical research laboratories.

Documentation of the pharmacy experience should be achieved using the “Pharmacy Experience Certification” form available in Appendix F.

**Application to the PharmD Program.**

**Primary Application.** Students seeking special consideration status are required to submit an “Early Decision” application to the College of Pharmacy (COP) no later than **August 1** after their second year. This involves submission of a completed application to the Centralized Application Service for Pharmacy, PharmCAS (**http://www.pharmcas.org/**; section 22). The PharmCAS application must include a PCAT score and two letters of recommendation (LOR’s) to be considered complete; the COP requires that one of the LOR’s be from a pharmacist.

*Note: If a student scores well below the recommended PCAT score by the time of application, the COP may advise the student to take the PCAT again and submit a satisfactory score by March 15 of the student’s third year (section 25).*

**Secondary/Supplemental Application.** A supplemental application will also be required from each applicant. The supplemental application must be submitted directly to the COP through the internet; the link to the online application will be sent to applicants in their official invitation to interview. **The supplemental application fee for SCP aspirants ($25) is waived.** [Note that the supplemental application deadline for non-SCP applicants to the COP is on or around Sept. 1st, and that the supplemental application fee for all EDP applicants will be waived.]

Documentation of the 200 hr of pharmacy experience should be supplied to the representatives of the COP at the on-campus interview in fall of year 3 (Use documentation form in Appendix F; students are advised to keep their own copies of these documents before submitting the originals to the COP).

**Interview.** Final acceptance into the pharmacy program is contingent upon a successful interview during the student’s third year. ASCP applicants are urged to prepare for their interview carefully (see section 26).
If Early Acceptance is Achieved. Students who have been accepted to the PharmD program through the ASCP must take appropriate action to matriculate into the COP PharmD program, and to complete their undergraduate degree from the CLA:

Change of Major. Students must download and complete the Major Declaration Form (available here: https://registrar.mercer.edu/macon/forms.cfm), indicating a change of program from “B.S. in Biology, minor in Chemistry” to “B.S. in Health Science” (no minor required; Chemistry and Biology are integral to the Health Sciences degree, so are not declared as minors). The completed form must be signed by Dr. Bokros and submitted to the registrar’s office before the end of the spring semester of year 3.

Inform the Registrar of Campus Change. Students must also submit a completed “Non-returning” form (available at https://registrar.mercer.edu/macon/forms.cfm) to the registrar by the end of the spring semester of year 3. Under “Reason”, students should check the “other” box, and write in “going to Mercer’s pharmacy school on the Atlanta campus”. Students who do not complete this process may have a hold placed on their accounts, which prevents registration for PharmD courses.

Apply for Graduation. To receive the B.S. in Health Science degree from the CLA in May of year 4, students must apply for May graduation with the University Registrar by the deadline of the graduation year (on or around November 1 of the fall preceding the graduation date). Information about graduation and the graduation application can be found on the Mercer Web site: https://registrar.mercer.edu/graduation-information/. Candidates should complete the “Macon and Centers Graduation Application” and apply for the Bachelor of Science in Health Science degree.

II. The CHP’s Special Consideration Program (SCP). Mercer University’s College of Health Professions offer high-achieving, first-time students the opportunity to earn both a Bachelor of Science degree and a Doctor of Pharmacy (PharmD) degree in eight years, and gives students the security of a guaranteed interview with representatives of the pharmacy program at Mercer University’s College of Pharmacy. To earn special consideration status upon application to the MU College of Pharmacy, students must adhere to the following requirements:

Eligibility. Students should be deemed “calculus-ready” upon admission (have a math index of 950 or higher, have credit for pre-calculus through dual enrollment or CLEP credit, or achieve a score of 15 or higher on the math placement exam: https://aas.mercer.edu/for-students/placement-exams/). Students must be first-time college students who have not attended other colleges or universities after high school graduation. Transfer students are not eligible for this program, and students may not decline transfer credit to gain eligibility.

Students must be enrolled in the College of Health Professions.

Declaration of Intent. Students who plan to seek special consideration status upon application to the MUCOP - and who are eligible to participate - must read the program mission and description presented on the College of Pharmacy Web site (http://pharmacy.mercer.edu/about-us/mission-and-values/) and the Technical Standards described on the MUCOP Web site http://pharmacy.mercer.edu/www/mu-pharmacy/admissions/pharmd/prerequisites/upload/PharmD-technical-standards.pdf). Students who believe they have the abilities and attributes described therein, and are willing to work diligently to become the professional described in the profile, are invited to complete the “Declaration of Intent” found at https://goo.gl/forms/PM9JtyWdOOLheet22 before the end of the first fall semester.

Coursework and Residency Requirements. CHP students who wish to earn special consideration status upon application to Mercer’s pharmacy program must complete ALL of their coursework at the CHP and the CLA (“in residence”); no transfer hours are allowed.

With the approval of the COP Associate Dean for Student Affairs and Admissions, dual enrollment, Advanced Placement, and International Baccalaureate credit may be used to fulfill the pre-pharmacy
requirements, but cannot count toward the 125 semester hours required in residence by the program. Physical education and military science courses also cannot be used to satisfy this requirement.

The specific coursework required for the ASC programs is listed in Appendices A-1 and B-2. The timeline required for the ASCP is shown in Appendix B-1.

**Advising.** Pre-pharmacy students should maintain contact with their primary (departmental) advisors and with Dr. Bokros (see section 4).

Students participating in the Accelerated Special Consideration Program for Pharmacy are eligible for specialized advising from the representatives of the College of Pharmacy during their undergraduate years. Every fall semester, the Director of Admissions and/or the Associate Dean of Admissions visit the Macon campus to outline the requirements and expectations of the PharmD program in a group meeting and to meet individually with undergraduates for pre-pharmacy advising (by appointment). The relationship between ASCP participants and the COP is further strengthened in the spring semester, when pre-pharmacy students have the opportunity to visit the Atlanta campus to tour the COP and meet with program representatives about their progress towards the pharmacy profession.

**Declaration of Major.** CHP students seeking SCP status must officially declare their major as Public Health in the fall semester of year 2.

No minor required with the B.S. in Public Health, but is allowed if a student can complete the minor requirements without deviating from the SCP guidelines.

**Academic Performance.** To earn special consideration status upon application to the COP, students must maintain overall grade point averages (GPA’s) of 3.0 or higher, as well as 3.0 in all pre-pharmacy math and science courses (indicated by red type on the checklist in Appendix A-3). For more information about the calculation of GPAs, see section 12.

Grades of “C” or above must be earned in all pre-pharmacy courses; if a course must be repeated, both grades earned will be averaged when calculating the student’s GPA’s.

Students may not elect to be graded on an “S/U” basis in those math and science courses required for the SCP.

**PCAT Score Recommendation.** CHP SCP applicants must take the PCAT in July following the completion of their third year (section 25). A PCAT score recommendation for applicants is set by the COP each year and is based on the average PCAT scores of the previous year’s general pool of applicants. While that score has been 60th percentile composite in recent years, new data suggests that the PCAT score is less important as a predictor of pharmacy school success, so the COP now recommends a PCAT score of 50th percentile or higher for SCP applicants. To clarify, the requirement for a minimum PCAT score has been replaced by this recommended minimum score; scores below the recommended will still be considered and will not cause a loss of SCP eligibility. The COP reserves the right to require an SCP applicant who earns a very low score on the PCAT to re-test, with submission of the higher score by March 15 of year 4.

**Pharmacy Experience Requirement.** Because experience in a pharmacy setting is essential to a student’s understanding of the education and career s/he is pursuing, each SCP applicants must provide documentation of a minimum of 200 hours of acceptable pharmacy experience when completing the supplemental application to the COP. This means that ASCP students must complete these hours before the end of July of the summer following completion of their third year of undergraduate study.

This experience can be paid work experience, volunteer service, or job-shadowing and may take place in one or multiple settings. Acceptable settings to gain this experience include local community pharmacies, hospital pharmacies, and/or pharmaceutical research laboratories.

Documentation of the pharmacy experience should be achieved using the “Pharmacy Experience Certification” form available in Appendix F.
Application to the PharmD Program

**Primary Application.** Students seeking special consideration status are required to submit an “Early Decision” application to the College of Pharmacy (COP) no later than August 1 after their third year. This involves submission of a completed application to the Centralized Application Service for Pharmacy, PharmCAS ([http://www.pharmcas.org/](http://www.pharmcas.org/); section 23). The PharmCAS application must include a PCAT score and two letters of recommendation (LOR’s) to be considered complete; the COP requires that one of the LOR’s be from a pharmacist.

*Note: If a student scores well below the recommended PCAT score by the time of application, the COP may advise the student to take the PCAT again and submit a satisfactory score by March 15 of the student’s fourth year (section 25).*

**Secondary/Supplemental Application.** A supplemental application will also be required from each applicant. The supplemental application must be submitted directly to the COP through the internet; the link to the online application will be sent to applicants in their official invitation to interview. **The supplemental application fee for SCP aspirants ($25) is waived.** [Note that the supplemental application deadline for non-SCP applicants to the COP is on or around Sept. 1st, and that the supplemental application fee for all EDP applicants will be waived.]

Documentation of the 200 hr of pharmacy experience should be supplied to the representatives of the COP at the on-campus interview in fall of year 4 (Use documentation form in Appendix F; students are advised to keep their own copies of these documents before submitting the originals to the COP).

**Interview.** Final acceptance into the pharmacy program is contingent upon a successful interview during the student’s fourth year. CHP SCP applicants are urged to prepare for their interview carefully (see section 26).

**If Acceptance is Achieved.** Students who have been accepted to the PharmD program through the SCP must take appropriate action to complete their undergraduate degree:

**B. S. in Public Health Degree.** Like any other undergraduate on the Mercer-Macon campus completing a degree, SCP students must apply for graduation with the University Registrar. The deadline to apply for May and August graduation is on or around November 1 every year.

Information about graduation and the graduation application can be found on the Mercer Web site: [https://registrar.mercer.edu/graduation-information/](https://registrar.mercer.edu/graduation-information/). Candidates should complete the “Macon and Centers Graduation Application” and apply for the Bachelor of Science in Public Health degree.
Extracurricular and Summer Activities for Pre-Pharmacy Students

When evaluating applicants, pharmacy schools look for candidates with integrity who are highly motivated, naturally curious, 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 is compassionate and caring;
- s/he has excellent interpersonal skills and can relate well to many different types of people;
- s/he is an effective communicator in both written and oral formats;
- s/he is an effective leader and team member; and that
- s/he has taken the appropriate steps to prepare him/herself for a career as an pharmacist.

Pre-pharmacy students should remain cognizant that a balance between extracurricular activities and academic progress must be maintained. Students should therefore participate in extracurricular activities that help them develop the aforementioned qualities, but that do not distract them from academic excellence. 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 a large number of activities.

14. PHARMACY EXPERIENCE

Working in a pharmacy or volunteering in a hospital pharmacy offers students the opportunity to gain first-hand knowledge about the profession. This type of experience gives students confidence in their career decision and gives pharmacy schools confidence that the applicants have confirmed and invested in those decisions.

Students participating in one of the Special Consideration Programs are required to obtain 200 hours of pharmacy experience by August 1st following the completion of their second year (CLA) or third year (CHP), and to document that experience using the form available in Appendix F of this Handbook. See section 13 for complete details about the Special Consideration Programs offered for Pharmacy.

Most students will obtain this experience by finding a part-time job as a pharmacy technician or volunteering in a hospital or community pharmacy. Experience as a laboratory technician in a pharmaceutical laboratory is also acceptable (e.g., a chemistry laboratory focused on drug design or discovery).

Registration with the Georgia Board of Pharmacy. Students who wish to volunteer or work as a pharmacy technician in Georgia should be aware that the state does not currently require pharmacy technicians to be certified, but does require pharmacy technicians to be registered with the Georgia Board of Pharmacy (https://gbp.georgia.gov/apply-online). Registration involves a criminal background check, submission of personal information to a state-wide data base, and a processing fee (about $100). Students are advised to read and follow the advice and guidelines supplied here: http://gbp.georgia.gov/pharmacy-technician-faqs to complete the registration process, and to contact the Georgia Board of Pharmacy directly if problems are encountered.

Students who wish to become certified as Pharmacy Technicians may investigate their options for obtaining that certification here: http://www.pharmacytechniciancertification.com/georgia/.

Students who plan to work as a pharmacy technician in another state should check that state’s regulations and requirements.

Where to Seek Experience. Students are advised to actively seek part-time employment in pharmacies in Macon or in the student’s home town. Mercer’s Office of Academic & Advising Services and the Center for Career & Professional Development.

Be sure to register as a pharmacy TECHNICIAN, not a pharmacy INTERN. (Pharmacy interns are already enrolled in pharmacy school.)
will pass along information about employment opportunities as they become aware of them, but students should not wait for such information. Rather, they should actively seek the experience required by polishing their resumes and performing an active job search. Students who need assistance with this may seek help at the Center for Career & Professional Development.

**Volunteering at a hospital pharmacy** is a great way to gain pharmacy technician experience and to be exposed to a field of pharmacy that many students are not often able to investigate until they are enrolled in pharmacy school. While hospitals usually cannot guarantee volunteer placement in their pharmacy, it is worth inquiring about. The contact information for the two main hospitals and volunteer clinic in Macon are shown below:

- The Coliseum Medical Centers. [http://coliseumhealthsystem.com/about/volunteers.dot](http://coliseumhealthsystem.com/about/volunteers.dot)
- Houston County Volunteer Medical Clinic. [https://www.hhc.org/About-Us/Houston-County-Volunteer-Medical-Clinic](https://www.hhc.org/About-Us/Houston-County-Volunteer-Medical-Clinic)
- Houston Medical Center. [https://www.hhc.org/About-Us/Volunteer-Opportunities](https://www.hhc.org/About-Us/Volunteer-Opportunities)

**Internships.** Students should know that very few **formal internships** exist for pre-pharmacy students to obtain pharmacy technician experience. Mercer is currently working on an Externship Agreement with CVS Health Care. In which Mercer pre-pharmacy students will be placed in CVS pharmacies as unpaid pharmacy technicians and earn academic credit (CED 190). Details to be announced.

**STUDENTS SHOULD BE AWARE** that pharmacy schools have formal arrangements with health care facilities for their students to obtain internship experience. This experience is integral to the pharmacy training and is arranged by the pharmacy school’s preceptor/coordinator. Such involvement is facilitated by the fact that pharmacy students receive special training before they enter the facility and are covered by the pharmacy program’s liability insurance during their time at the facility. Undergraduate institutions like the College of Liberal Arts do not have preceptors for pharmacy experience and do not carry such insurance for students. **Students who approach businesses asking for “internship” opportunities are therefore advised to clearly state their undergraduate status when communicating with facilities so that the facility does not assume graduate student status.**

**Dress and Behavior in the Pharmacy.** Students who are working in a pharmacy or observing a pharmacy professional are advised to dress and behave as professionally as possible while in the pharmacy. Students should follow the dress code in place for employees, which usually stipulates closed-toe shoes or boots and minimization of the amount of exposed skin visible. Perfume or after-shave should not be worn, and make-up & jewelry should be minimal and conservative. If observing, the observer should try to stay out of the way until or unless the supervising health care professionals give the cue to ask questions or get involved in any way. **The student observer should show respect and gratitude to everyone in the clinical setting. A note of thanks sent to the professionals and the clinic after the experience is expected.**

**Maintaining a Record of Experience.** Pre-pharmacy students should keep track of their experience hours using the form in Appendix F. Keeping a **volunteer journal** in which dates, times, contacts, and experiences are recorded is also very useful. Such a journal can be an invaluable resource when the time comes to build a professional resume, and journaling about one’s experiences allows reflection about what has been witnessed and learned.

**15. COMMUNITY SERVICE**

Pre-pharmacy students should bear in mind their status as citizens of their communities and should strive to participate in service projects regularly. Besides demonstrating a commitment to one’s community, such experience allows students the opportunities to develop their interpersonal, communication, organizational, and leadership

Mercer University culture is very focused on service. Information about campus involvement, service activities, and leadership can be found on the Web site of the Office of Student Affairs (http://studentaffairs.mercer.edu/). The Mercer Center for Community Engagement (offices in Connell Student Center) coordinates campus-wide service events at least once a month (http://studentaffairs.mercer.edu/campuslife/clv/), and they invite all students to “like” their Facebook page for notification of opportunities (https://www.facebook.com/mercerclv/?ref=aymt_homepage_panel).

Combining personal skills or hobbies with volunteerism is a great way for students to get involved. For example, a student who swam competitively in high school might help patients with multiple sclerosis learn to swim (Multiple Sclerosis Association of America’s swim program http://mymsaa.org/), or a student who speaks another language fluently might volunteer as a translator for a hospital or clinic.

Students should consult Career Consultant Stefanie Swanger in the Center for Career & Professional Development (swanger_s@mercer.edu) and the Center for Community Engagement (http://studentaffairs.mercer.edu/campuslife/clv/) for volunteer opportunities.

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 also note that projects that might take them outside of their “comfort zones” (e.g., working with the homeless, visiting the disabled or elderly, or tutoring children from disadvantaged backgrounds) offer excellent opportunities for self-reflection and personal growth.

While all service projects are worthwhile, students who limit their involvement to projects required as part of a service-learning course or to only those that involve fun, one-time activities with friends, are probably missing the

16. CAMPUS INVOLVEMENT AND LEADERSHIP

Involvement in group organizations can help students develop their organizational, communication, and leadership skills, and is also an avenue for the formation of satisfying and supportive friendships. Suitable organizations can be health-related, non-health-related special interest, religious, and/or Greek. A complete list of campus organizations at Mercer can be found on the Web page of the Mercer University Student Affairs office: http://studentaffairs.mercer.edu/campuslife/org_list.cfm.

17. INDEPENDENT RESEARCH PROJECTS

Pre-health professions students should consider participating 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 professional school application portfolio. See also “Summer Activities” below.

**Current Research Projects at Mercer-Macon.** Many of Mercer’s academic departments (e.g., Chemistry, Biology, Physics, and Psychology in the College of Liberal Arts; Basic Sciences in the School of Medicine) have ongoing research projects and faculty members who are willing to supervise undergraduate researchers. Students may visit the “Research” page of the Mercer Web site (http://research.mercer.edu/; http://medicine.mercer.edu/research/macon/) and the Web pages of individual departments for information about current research projects.

A major benefit of undergraduate research is that the student learns to think critically and scientifically. This involves the asking of appropriate questions, the design of appropriate experiments to answer them, and the compilation and analysis of data from those experiments. These skills are then extended to the appropriate sharing of the entire experimental episode in poster and/or seminar format, and the defense of their work in question-and-answer sessions with other scientists. Mercer students are encouraged to participate in “BEAR Day”, an annual campus-wide event to celebrate research, held every spring (http://bearday.mercer.edu/).
**How to Get Involved.** The student should do some background research on the projects they are interested in before approaching the supervising faculty member. For instance, reading up on the basic biology of *Trypanosoma* and the disease processes involved in malaria would be appropriate before approaching a faculty member working on the molecular aspects of that disease. The student should then make an appointment to speak with the potential research supervisor regarding suitable projects and space availability.

A student may conduct research on a volunteer basis or for academic credit. Students interested in receiving course credit for research should know that they must commit to spending 3 hours or more on the project each week (in lab or in the field) for every credit hour being earned. End-of-semester reports or presentations are also required by many supervisors. Grading policies for research credits vary with departments and supervisors. Because of the time and effort that it takes to train undergraduate researchers, most research supervisors prefer to have students commit to more than one semester of research, with some preferring more than one year of commitment.

**18. SUMMER ACTIVITIES**

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

**Independent Research.** Opportunities exist for students to engage in independent learning and research to enhance their critical thinking skills and academic backgrounds. Students interested in doing independent research can investigate the opportunities available at Mercer through the Mercer Undergraduate Biomedical Scholars program (http://mubs.mercer.edu/program-overview/; see last section) or at other institutions across the nation. For instance, students can compete to participate in the National Science Foundation’s Research Experiences for Undergraduates programs (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5517&org=NSF).

**Summer Camp Counselor.** Students may gain valuable citizenship experience by working at a summer camp. This experience is even more valuable when the camp is specifically designed for children or adults with special needs. Students may search for such opportunities online (e.g., Camp Twin Lakes for special needs children - http://www.camptwinlakes.org/; Georgia Lion’s Club Camp for the Blind - http://www.glcb.org/) or search online for other camps: http://www.mysummercamps.com/camps/georgia.html.

**Summer Jobs.** For those students who need to work over the summer, consider that many professional schools value experience working with the public. Therefore, if working in a medical setting is not possible, students are encouraged to find jobs that involve customer service of some kind.

**Summer Classes.** For those students who find it difficult to stay on schedule to complete their degree requirements and the pharmacy school admission prerequisites by the semester s/he intends to do so, summer coursework offers an opportunity to catch up or get ahead. Pre-pharmacy 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-pharmacy students should also remain cognizant of the importance of retaining the skills and concepts learned in the required pre-pharmacy courses. Since they will rely on this base of knowledge in pharmacy school, they should consider their individual learning style before deciding whether to take summer courses: summer courses cover material more quickly - and sometimes with less depth - than classes during the regular academic year, and pre-pharmacy students need to learn this material thoroughly.

**Courses to Avoid Taking Away from Mercer During the Summer.** Students are advised to avoid taking core science courses and/or courses within their majors at non-Mercer institutions. Because most pharmacy schools expect their applicants to provide at least one letter of evaluation from a science professor, it is to the student’s advantage to get to know their science professors during the first two years of their college careers. The most complete - and therefore influential - letters of evaluation are those written by faculty members who have formed good relationships with students through their classroom, laboratory, and extracurricular interactions. This is especially true for non-science majors at Mercer University, who have only limited opportunities to get to know these professors.
19. THE VALUE OF READING

The ability to communicate well in both oral and written form is valued highly by most health-related professional schools. The ability to read quickly, efficiently, and critically will help students succeed in college, in professional school, and in their professional lives. Reading increases a student’s vocabulary by exposing the reader to new words and phrasing and helps develop writing skills by exposing him or her to new patterns and arrangements of composition. Robert and Michele Root-Bernstein state in their 2011 article, Turning STEM into STREAM: Writing as an Essential Component of Science Education,

“Writing isn’t just wordsmithing. It also teaches mastery of the creative process. Whether one is writing fiction or nonfiction, creative nonfiction or poetry, the process of taking inchoate facts, trends, feelings, impressions, images, and emotions and translating them into words requires mastery of all the tools for thinking required to perform any other creative activity. Moreover, since words are our primary means of communicating, anyone who has not mastered their creative use is simply underprepared for any discipline, including STEM [science, technology, engineering and mathematics] subjects.” (bolding mine; http://www.nwp.org/cs/public/print/resource/3522)

Pre-health students should therefore make it a habit to read at least one or two unassigned books per semester. Reading in this way will help students investigate their career choice more deeply, practice their critical reading skills, explore issues outside of their major field of study, and – of course - feed their imaginations. Students are also encouraged to participate in reading or discussion groups to help them explore themes and make connections, and to invest themselves fully in all of their college writing assignments. See the reading list on the Tarver Library’s Pre-Health Professions Collection Web site for suggested titles: https://libraries.mercer.edu/research-tools-help/research-guides-tutorials/tarver-guides/pre-health.

Application to Pharmacy School

21. THE APPLICATION PROCESS

There are three basic steps to the professional school application process in the U.S.:

1. the primary application, which is usually completed through a centralized application service, or CAS;
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.

Cost. Students should plan ahead carefully for the costs of applying to professional school, which include fees for taking the PCAT (section 56), the application service (PharmCAS; section 22), fees for supplemental/secondary applications, and travel expenses for interviews. A “ballpark” estimate for budgeting purposes is $500; this amount depends on the individual student and his/her goals.

When to Apply. When a pre-pharmacy student begins preparing his/her pharmacy school application depends on his/her personal plan:

- **Students participating in the CLA’s ASCP** must begin preparing their application in May of their second year so that they will meet the program application deadline (August 1 that follows the second year). See section 13.
- **Students participating in the CHP’s SCP** must begin preparing their application in May of their third year so that they will meet the program application deadline (August 1 that follows the third year). See section 13.
- **Students who plan to earn a bachelor’s degree** as they fulfill the pharmacy school prerequisites should start preparing their applications in summer of their third year, but should follow the guidelines and requirements of their individual target pharmacy schools;
- **Students who plan to fulfill only the minimum requirements** for a specific pharmacy school before matriculation in their Pharm.D. program must follow the guidelines and requirements of their individual pharmacy schools. It is possible that some students in this category will be preparing their pharmacy school applications as early as the summer following their first year, depending on the target pharmacy school.
No matter which category a pre-pharmacy student is in, s/he must make him/herself aware of the specific application procedures followed by the pharmacy school(s) they plan to apply to, and of the supplemental materials required by the specific schools to which they are applying. PharmCAS lists the deadlines of their member schools on their Web site: http://www.pharmcas.org/school-directory/#/.

**PharmCAS.** Most pharmacy schools in the United States and Canada participate in the centralized application service offered by the Association of American Colleges of Pharmacy, PharmCAS. **PharmCAS begins accepting applications each year on or around July 1st (see section 22)** and continues accepting applications until on or around April 1st of the following year. Students must check with individual schools regarding their application deadlines in order to know which PharmCAS cycle to participate in.

**Early Decision Programs.** Some pharmacy schools offer an Early Decision Program (EDP), in which applicants apply to only that school and are obliged to accept the offer if they are admitted to that school (http://www.pharmcas.org/school-directory/#/pharmd/early-decision-participants). The EDP application deadline is on or around September 1 every year. Applicants who do not gain admission to pharmacy school through an EDP application will be notified by the third week in October so that they may apply to other pharmacy schools through the regular decision application process in the same application cycle. Note that ASCP and SCP applicants must apply to Mercer’s College of Pharmacy through the EDP.

**Rolling Admissions.** Some pharmacy schools use a “rolling admissions” system. This means that the schools admit qualified students as they receive their applications (rather than waiting until the deadline for applications, comparing all applicants at that time, and then admitting the most qualified from the whole pool of applicants). Thus, it is advantageous for a student to submit applications as early as possible in the PharmCAS cycle.

22. DECIDING WHICH PHARMACY SCHOOLS TO APPLY TO

Students should apply to schools for which there is some special attraction for the applicant. Students should investigate each pharmacy program’s location, educational mission, focus, the curriculum structure, academic services, student services, and tuition rates. These factors might translate into a viable reason for applying to a particular pharmacy school.

**Class Profile.** Matriculant statistics for a given pharmacy school 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.

23. PHARMCAS

The majority of pharmacy schools in the U.S. participate in PharmCAS, the Centralized Application Service of the Association of American Colleges of Pharmacy (AACP). PharmCAS allows students to submit a single set of application materials in order to apply to multiple pharmacy programs, and to monitor their application status online throughout the application process. Applicants will be expected to provide biographical information, information about all coursework they have completed (or plan to complete), PCAT scores, a Personal Statement (an essay in which students present themselves and their reasons for wanting to attend pharmacy school), information about their extracurricular activities (experiences related to the pharmacy profession; volunteer and community service experiences; honors, awards, and scholarships; and work and research experiences), and a list of pharmacy schools to which they plan to apply. Students also submit official transcripts from every college or university they have attended along with letters of recommendation.

**Annual Cycle.** PharmCAS accepts application submissions in an annual cycle. Each cycle opens on or around July 1 until on or around April 1st of the following year. PharmCAS opens again briefly from mid-April to late June to allow applicants to update their grades from the year.
Each school has a specific application deadline date, which is noted in the online PharmCAS application. Students should note that these dates are subject to change; each pharmacy school’s Web site should be consulted for the most up-to-date information on deadlines.

Applicants should read through the official PharmCAS instructions carefully before they begin to fill out the actual application (http://www.pharmcas.org/preparing-to-apply/application-instructions/). Applicants should refer to the instructions and use their best judgment as they complete the application, and contact the application service directly if they encounter problems or have specific questions.

**Cost.** The PharmCAS application is available at [http://www.pharmcas.org](http://www.pharmcas.org) . The current registration fee is $175 for one school, plus $55 for each additional school.

**The Coursework Section.** The coursework section requires an applicant to copy the information from his/her transcripts; the applicant should use an unofficial copy of his/her transcripts (available on MyMercer) to complete this section so that s/he may be as accurate as possible.

**Personal Statement.** The “Personal Statement” requires more thought than the other sections of the PharmCAS application, as it offers the opportunity for admission committees to get to know you on a more personal level. The applicant should provide a clear description of “why s/he selected pharmacy as a career and how the Doctor of Pharmacy degree relates to his/her immediate and long-term professional goals” (section 24).

**PCAT Scores.** All pharmacy schools in the U.S. require applicants to take the Pharmacy College Admission Test (PCAT) and submit their scores as part of the application process (section 26).

**Criminal Background Check.** Pharmacy school applicants are required to submit the results of a criminal background check. More information can be found at [http://www.aacp.org/resources/studentaffairspersonnel/admissionsguidelines/Pages/criminalbackgroundchecks.aspx](http://www.aacp.org/resources/studentaffairspersonnel/admissionsguidelines/Pages/criminalbackgroundchecks.aspx)

**Letters of Recommendation/ Evaluation.** Most pharmacy schools accept letters of recommendation through the PharmCAS application. PharmCAS allows an applicant to enter the names of 4 individuals who have agreed to provide references, and PharmCAS contacts each by email with instructions on how to submit their LOR’s.

### 24. LETTERS OF RECOMMENDATION/ EVALUATION

Letters of recommendation or reference (LOR’s) and/or letters of evaluation (LOE’s) are often required for the Letters of recommendation (LOR’s) or of evaluation (LOE’s) are often required for the pharmacy school application. Pharmacy schools vary in their requirements for letters of recommendation, so pre-pharmacy students should consult the Web sites of their target schools for the number and types of recommendation letters required by each. Students may access individual schools through the PharmCAS school directory here: [http://www.pharmcas.org/school](http://www.pharmcas.org/school).

**LOR’s Through PharmCAS.** Most pharmacy schools accept letters of recommendation through the PharmCAS system. PharmCAS allows up to four (4) evaluator names to be entered on the PharmCAS application. Once the evaluators’ names and contact information are entered onto the student application, PharmCAS sends an email directly to the evaluators requesting their evaluation. Evaluators simply follow the instructions provided to complete and submit their LOEs ([https://portal.pharmcas.org/pharmcasHelpPages/instructions-and-faq/references/](https://portal.pharmcas.org/pharmcasHelpPages/instructions-and-faq/references/)).

**Etiquette for Requesting a Letter of Recommendation.** A student should contact the potential writer 2-3 weeks before the letter’s receipt deadline. If the potential writer agrees to provide a letter of recommendation, the student should provide him/her with a current [resume and a brief statement of purpose](#) describing exactly what s/he will be applying for and, if available, a list of the applicant characteristics/attributes that are important to address. The student should also supply a [stamped, addressed envelope](#) for each letter or [instructions about how to upload an electronic document](#) and the [deadline](#) by which the letter should be submitted. It is customary for an LOR to be confidential, so a student may be asked to sign a [waiver of his/her right to see the letter](#). Waiving this right is customary and expected; this practice ensures that a candid letter of evaluation or recommendation is written. The student should send a brief note or email of gratitude to their letter-writer after the letter is submitted.
25. THE PERSONAL STATEMENT ESSAY

The personal statement essay provides the opportunity for applicants to demonstrate their written communication skills, as they explain why they wish to pursue pharmacy education and offers a way for admissions committees to get a better sense of the applicant as a person.

From the 2017-18 PharmCAS instructions: “Your Personal Essay should address why you selected pharmacy as a career and how the Doctor of Pharmacy degree relates to your immediate and long-term professional goals. Describe how your personal, educational, and professional background will help you achieve your goals. The personal essay is an important part of your application for admission and provides you with an opportunity for you to clearly and effectively express your ideas.”

That document goes on to instruct applicants to avoid personalizing the PharmCAS essay for any specific school, as many schools’ supplemental applications request a separate statement or essay that gives the applicant the chance to address why that individual school has attracted him or her.

The essay may also be the applicant’s chance to explain any extenuating circumstances that might have influenced their educational pursuits (e.g., hardships, obstacles, or challenges). Note that any such explanations should attempt to turn negative experiences into positive ones by focusing on lessons learned and/or on how these challenges have helped prepare them for their future.

A few general guidelines for writing the essay:

- Students should treat their essay as any other college-level composition: it should be written in a formal style, have a central theme to unify the different ideas, and should be crafted with an introduction, a body, and a conclusion. A title is optional but can highlight the central theme.
- Being a formal statement of an applicant’s goal to become a pharmacist, the essay should not contain slang terminology, contractions, unconventional punctuation, or acronyms. An exception can be made for an abbreviation or acronym if its use is essential for the narrative, but it must be defined fully in its first usage. Clichés, obvious exaggerations, and negativity should be avoided.
- Succinct expression of ideas is important, as space is limited: PharmCAS allows applicants to submit essays of 4,500 characters or fewer (spaces and formatting included).
- Students should take advantage of the resources offered by Mercer University:
  o Personal Statement workshops offered by Dr. Bokros
  o Writing tutors at the Academic Resource Center
  o The counselors at the Center for Career & Professional Development

When to Write the Essay. Applicants should not wait until the last minute to write their personal statement. Preparation of a first draft of the essay early in the application process (e.g., the summer before the third academic year begins) allows an applicant the time to get feedback and to make multiple revisions, and therefore submit a polished product on their pharmacy school applications.

Supplemental Essays. Some pharmacy schools require applicants to write a “supplemental essay” for their secondary applications. Students should read the prompt carefully and respond to it specifically and completely, and to do some basic background research if necessary.

Feedback on Essays. Students are advised to have multiple people read and give feedback on their personal statements before submitting it as part of the application. Dr. Bokros will give comments on essays within a week or receipt if you email it to her as a Word document. Note that she will give comments on an original draft and one revision only. The writing tutors in the ARC are also a good source of feedback, as are the counselors at the Center for Career & Professional Development.

26. THE PHARMACY COLLEGE ADMISSION TEST (PCAT)

Most pharmacy schools require applicants to take the Pharmacy College Admission Test (PCAT) and submit their test scores to PharmCAS as part of the application process. The American Association of Colleges of Pharmacy endorses the PCAT as the “official preferred admission test for entrance to pharmacy college”. The test is designed and administered by Pearson Education, Inc. and is used by pharmacy schools to help them predict student success in a Pharm. D. program.

Structure: The PCAT is a computer-based test that is divided into the following separate subtests: Writing, Biological Processes, Chemical Processes, Critical Reading, and Quantitative Reasoning. Each subtest is separate from the other sections and is timed separately; the entire test takes 3.5-4 hours to complete. Detailed information about the test can be found in the Candidate Information Booklet (CIB) and the Test Development Structure document, both of which can be downloaded from this site: http://www.pcatweb.info/About-the-PCAT.php.

Timing. Pre-pharmacy students should familiarize themselves with the test and give themselves ample time to prepare for it. ASCP/ SCP applicants should read through all of the resources at http://pcatweb.info/ in the fall of their second (CLA) or third (CHP) year, then review the core subjects and begin taking practice exams in the spring of their second (CLA) or third (CHP) year. Non-SCP pre-pharmacy students may begin later; timing depends on personal plans.

The test is administered about twenty times per year, with dates clustered in July, September, October, November, and January (PCAT dates and deadlines can also be found in the CIB: http://pcatweb.info/downloads/CIB_MNL_FNL_on-line.pdf). The test is administered at “Pearson VUE” Test Centers around the United States, and students may take the test up to 5 times (http://www.pcatweb.info/).

Cost. The PCAT registration fee is currently $210.00; this fee is subject to change (http://www.pcatweb.info/downloads/About/PCAT_Fee_Schedule.pdf). Students should register for the exam well in advance of the registration deadline, as test centers may fill up. Students must also take the test within the application time period for their preferred schools. PCAT dates and deadlines can also be found in the CIB: http://pcatweb.info/downloads/CIB_MNL_FNL_on-line.pdf.

Preparation. Pre-pharmacy students should familiarize themselves with the PCAT and give themselves ample time to prepare for it. Learn everything possible about the test as early in the undergraduate program as possible (see links above). Students should read through all of the resources at http://pcatweb.info/.

- Commit to intensive review for 4-6 months before taking it.
  - Review may be formal (e.g., participating in a commercial prep course such as that offered by Kaplan) or informal (e.g., studying alone or participating in a study group sponsored by a student organization).
  - Materials for all health professions entrance exams are available in the Pre-Health Study Skills and Exam Prep Resource Library in the Academic Resource Center and on reserve in the Tarver Library.

- Develop a test-taking strategy.
  - Students are encouraged to read about the different strategies already developed (e.g., those taught by commercial exam preparation companies like Kaplan, Princeton Review, and Examkrackers), and to put them into practice. Effective strategies invariably include time management during the test and the identification of relevant information within passages.);

- Commit to practicing multiple full-length practice exams under controlled, timed conditions.
  - The PCAT takes almost 4 hours to complete, so building stamina is an important aspect of test preparation.
  - The AACP offers a practice test on their web site: http://pcatweb.info/Practice-Test.php.

- Analyze practice exam results methodically. The most effective way to improve a test score is for the student to analyze each question that he or she missed on the practice exam to determine why it was missed. For instance, knowing that a question was missed because an important concept is not fully understood can identify which areas need further study, while knowing that a question was missed because of mis-reading the question can help the student read more carefully and analytically next time.
27. THE INTERVIEW

Professional school admissions committees will invite applicants who look promising “on paper” to visit their school for an interview. The interview offers committees the chance to judge how an applicant presents him/herself in person and how well s/he communicates and interacts with pharmacy school faculty, staff, and students.

**Scheduling.** Interviews are usually conducted on weekdays, so applicants must be able to make arrangements to miss school or work to attend interviews.

**Structure.** Professional schools differ in the structure of their interviews. Most interviews are highly structured, and involve spending a specific amount of time with one or more interviewer. Some schools conduct a series of individual interviews, others conduct group interviews, and others use a combination of these methods. “Multiple Mini Interviews” (MMIs) are gaining in popularity among medical schools as a means of collecting information about an applicant’s non-academic qualities and characteristics, and this model has been adopted by some graduate schools as well. MMIs involve applicants visiting multiple stations to perform different tasks or address different scenarios within a strict time schedule. More information about MMI’s can be found here:

http://www.studentdoctor.net/2011/01/the-multiple-mini-interview-for-medical-school-admissions/  
https://www.youtube.com/watch?v=DOVbDD9INjE  
https://www.youtube.com/watch?v=zdXKVLTt1ZQ

**Anticipating Interview Questions.** Applicants should prepare by anticipating some of the obvious questions and practicing their answers. Some examples of interview questions for pharmacy school applicants are found in Appendix E. Pharmacy school applicants should also be prepared to ask questions as well as answer them. Although an applicant should be thoroughly familiar with the pharmacy school at which they are applying, a few appropriate questions are also listed in Appendix E.

**Dress & Behavior.** Applicants have limited time with each interviewer to make an impression, so dress and behavior is very important. In general, applicants should dress and behave as professionally as possible. They should smile and be pleasant, know their own application well, know the school at which they are being interviewed, and show enthusiasm for its programs. Mercer students are encouraged to attend the Professionalism for Pre-Health Students workshop and/or the Center for Career & Professional Development’ Dress for Success presentations as part of the preparation for their professional school interviews.

**Preparation Resources.** More information about the professional school interview can be found in the various interview guides placed on reserve in the Pre-Health Professions Collection in the Tarver Library. Students may also check YouTube and the Web sites of their target pharmacy schools for general information about the interview process (e.g., https://www.youtube.com/watch?v=4qEjRDf1n8A, https://www.youtube.com/watch?v=eVvXVv09wGY). Students may also find the following resources for medical school applicants useful, as the processes for pharmacy school and medical school application are similar:

- Basic Advice from the AAMC About Interviews - https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/medical-school-interviews/  
- Information About Common Mistakes on a Pre-Med Blog Site - http://www.studentdoctor.net/2013/12/medical-school-interviews-6-common-mistakes-that-admissions-officers-hate/  
- Kaplan’s video series on interviews - https://www.youtube.com/watch?v=KOcsORgXDog&list=PLdprizTzRD9kGldw6SBwhFOJgaB0kTvnF

**Mock Interviews.** Mock interviews may be arranged with a faculty member through Dr. Bokros or with a staff member from the Center for Career & Professional Development.
Post-baccalaureate pre-pharmacy students are those students who have earned bachelor’s degrees but continue to work toward preparing successful professional school applications. These students include:

- those who have already applied to pharmacy school and were unsuccessful, and
- those who have completed bachelor’s degrees but have not yet completed the courses required for admission to pharmacy school.

**Re-Applicants.** A pre-pharmacy student who has previously applied to professional schools but has not been accepted should, ideally, seek and follow the recommendations of an admissions official from one of his/her target schools in order to learn which specific areas of his/her application portfolio need to be strengthened in order to improve his/her chances of being accepted. If that is not possible, students may seek Dr. Bokros’ advice about how to strengthen their application for reapplication.

Applicants must keep in mind that professional schools look for evidence of an applicant’s academic ability, appropriate pharmacy experience, personal characteristics, and activities related to “citizenship” (see section 2). 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 taking classes to strengthen the academic record and working in a pharmacy to increase professional experience.

**Post-Baccalaureate Programs.** Post-baccalaureate programs can be formal (a structured graduate or certificate program) or informal (enrollment as a non-degree-seeking student to take graduate or upper level undergraduate courses). Because the pre-pharmacy and pre-medical tracks are so similar, pre-pharmacy students may consult the post-baccalaureate resources offered by the Association of American Medical Colleges: https://apps.aamc.org/postbac/#/index.

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 Work at Mercer.**

*Record Enhancement Master’s Degrees at the Mercer University School of Medicine.* The Mercer University School of Medicine offers a one-year graduate program that leads to the Master of Science in Preclinical Sciences (http://medicine.mercer.edu/admissions/preclinical/) and a two-year graduate program that leads to the Master of Science in Biomedical Sciences (http://medicine.mercer.edu/admissions/biomed/). These programs are suitable for students who have already completed the basic sciences but want to enhance their academic records and/or research experience.

*Completion of Prerequisite Coursework at the College of Liberal Arts.* Students who have not completed the basic science courses for admission to pharmacy school may enroll in the College of Liberal Arts as non-degree-seeking students to complete those classes, but should be aware of the following:

- The CLA does not offer a formal, or structured, post-baccalaureate program.
- Financial aid is usually not as easy to obtain for non-degree-seeking students as aid for degree-seeking students.

Completion of the pre-pharmacy coursework requires a minimum of 5 semesters of sequenced coursework. Refer to the schedule on the next page for the most expedient schedule of coursework and application completion. Note that this plan assumes that a student has already taken mathematics through the pre-calculus level or higher.
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>General Chemistry I (CHM 111)</td>
<td>General Chemistry II (CHM 112)</td>
<td>Organic Chem I (CHM 221)</td>
</tr>
<tr>
<td></td>
<td>Physics I (PHY 141)</td>
<td>Intro. Biology I (BIO 211)</td>
<td>Organic Chem II (CHM 222)</td>
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<tr>
<td></td>
<td>Human Anatomy &amp; Physiology I (BIO 202)</td>
<td>Human Anatomy &amp; Physiology II (BIO 203)</td>
<td>Take the PCAT*</td>
</tr>
<tr>
<td>2</td>
<td>Intro. Biology II (BIO 212)</td>
<td>Biochemistry (BMB 465)</td>
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<td></td>
<td>Calculus (MAT 191)</td>
<td>Microbiology (BIO 303)</td>
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<td></td>
<td>Statistics (STA 126)</td>
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<tr>
<td></td>
<td>* Take the PCAT*</td>
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<tr>
<td></td>
<td>* Submit Applications*</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>Work / pharmacy school matriculation?*</td>
<td></td>
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</tbody>
</table>

* Depends on specific target school pre-requisites and deadlines
**APPENDIX A-1: CLA ASCP-Pharmacy (INT Option)**

<table>
<thead>
<tr>
<th>Course Abbreviation and Title</th>
<th>Requirements</th>
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<tbody>
<tr>
<td><strong>Integrative Studies Courses &amp; Writing Instruction</strong> (12 semester hours)</td>
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<tr>
<td>INT 101: Understanding Self &amp; Others</td>
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<tr>
<td>WRT 120: Disciplinary Writing Instruction (course must be linked to a course in another area)</td>
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<tr>
<td>INT 201: Building Community</td>
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<tr>
<td>INT 301: Engaging the World</td>
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<tr>
<td><strong>First-Year Student Requirement</strong> (1 semester hour)</td>
<td>UNV 101</td>
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<tr>
<td><strong>Foreign Language Competency</strong> (0-8 semester hours)</td>
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<tr>
<td>FRE, GER, GRK, LAT, CHN, or SPN 111</td>
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<tr>
<td>FRED, GER, GRK, LAT, CHN, or SPN 112 or Earn an acceptable score on the appropriate foreign language exam to place into FRED, GER, GRK, LAT, CHN, or SPN 251 or above, or provide evidence of comparable competency in a language that is not taught at Mercer</td>
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<tr>
<td><strong>Creative Expression</strong> (3 semester hours) (See the College of Liberal Arts General Education Requirements for a list of classes that fulfill this requirement)</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Religious Heritage</strong> (3 semester hours) (See the College of Liberal Arts General Education Requirements for a list of classes that fulfill this requirement)</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Western Heritage</strong> (3 semester hours) See the College of Liberal Arts General Education Requirements for a list of classes that fulfill this requirement) NOTE! that the following courses can be counted as both a Western Heritage class and as a second social science for the following sections: REL 210, 270; HIS 105, 165; HIS/PHI/POL 176</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Human and Behavioral Sciences</strong> (6 semester hours) (see the College of Liberal Arts General Education Requirements for a list of classes that fulfill this requirement)</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td>One of the WH block classes listed above may fulfill one of these electives</td>
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<tr>
<td><strong>Economics</strong> (3 semester hours)</td>
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<tr>
<td>ECN 150: Principles of Microeconomics or ECN 151: Principles of Macroeconomics</td>
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<tr>
<td><strong>Communications</strong> (3 semester hours)</td>
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<tr>
<td>COM 210: Public Speaking, COM 220: Group Communication; COM 230: Intercultural Communication; or COM 250: Interpersonal Communication</td>
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<tr>
<td><strong>Mathematical Reasoning</strong> (7 semester hours)</td>
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<tr>
<td>STA 126: Elementary Statistical Methods</td>
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<td>MAT 191: Calculus for the Life Sciences</td>
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<tr>
<td><strong>Biology</strong> (25 semester hours, all with labs except for BIO/CHM 465 which may be taken without the lab)</td>
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<tr>
<td>BIO 211: Introduction to Biology I</td>
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<td>BIO 212: Introduction to Biology II</td>
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<td>BIO 303: Microbiology</td>
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<td>BMB 465: Biochemistry I</td>
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<tr>
<td>Anatomy &amp; Physiology I*</td>
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<tr>
<td>Anatomy &amp; Physiology II *</td>
<td></td>
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<tr>
<td>*This requirement is fulfilled by one of these two series: BIO 301: Vertebrate Zoology and BIO 325: Comparative Animal Physiology or BIO 202 and 203: Human Anatomy &amp; Physiology I and II. Mixing and matching is not allowed. Students should be aware that only 3 hr of the 8 hr total of the BIO 202-203 series may count towards the BIO major; this is important only if the student does not achieve SCP status and remains at Mercer-Macon to complete the BIO major.</td>
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<tr>
<td><strong>Chemistry</strong> (16 semester hours, all with labs)</td>
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<tr>
<td>CHM 111: General Chemistry I</td>
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<tr>
<td>CHM 112: General Chemistry II</td>
<td>Note that CHM 115 and CHM 241 can substitute for CHM 111 and 112</td>
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<tr>
<td>CHM 221: Organic Chemistry I</td>
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<tr>
<td>CHM 222: Organic Chemistry II</td>
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<tr>
<td><strong>Physics</strong> (4 semester hours)</td>
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<tr>
<td>PHY 141: Intro. Physics I – Mechanics &amp; Heat (with lab) or PHY 161: Gen. Physics I - Mechanics &amp; Thermodyn. (with lab)</td>
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<tr>
<td><strong>Additional Courses to Meet the Minimum of 90 Credit Hours</strong></td>
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</table>

Students seeking special consideration status who use dual enrollment and/or AP credits to satisfy some of the pre-pharmacy and/or general education requirements must take additional courses in order to complete 90 credit hours in-residence at Mercer’s College of Liberal Arts. Physical education and military science courses may NOT be used to satisfy the requirement for 90 hours in residence.

Coursed listed in red are those used to calculate the math-science GPA.

This list includes all general education requirements for a CLA degree (except the EXP requirement) and the admission requirements for the COP’s PharmD program. Students who do not gain admission after 3 years at Mercer-Macon may complete the BS in Biology with a minor in Chemistry in year 4 by fulfilling the EXP requirement (see University Bulletin for options) and successfully completing the following courses: BIO 370, BIO 310, BIO 300/100/2, and a 400-level lab class.
### Course Abbreviation and Title

**Great Books Courses** (21 semester hours)
- GBK 101: Understanding Self and Others: Among Gods and Heroes
- GBK 202: Classical Cultures
- GBK 203: The Hebrew and Christian Traditions
- GBK 304: Order and Ingenuity
- GBK 305: The Modern Worldview
- GBK 306: Reason and Revolution

**First-Year Student Requirement** (1 semester hour)
- UNV 101

**Foreign Language Competency** (0-8 semester hours)
- FRE, GER, GRK, LAT, CHN, or SPN 111
- FRE, GER, GRK, LAT, CHN, or SPN 112
- or
- Earn an acceptable score on the appropriate foreign language exam to place into FRE, GER, GRK, LAT, CHN, or SPN 251 or above, or provide evidence of comparable competency in a language that is not taught at Mercer

**Human and Behavioral Sciences** (3 semester hours) (see the College of Liberal Arts General Education Requirements for a list of classes that fulfill this requirement)
- Elective

**Economics** (3 semester hours)
- ECN 150: Principles of Microeconomics or ECN 151: Principles of Macroeconomics

**Communications** (3 semester hours)
- COM 210: Public Speaking, COM 220: Group Communication; COM 230: Intercultural Communication; or COM 250: Interpersonal Communication

**Mathematical Reasoning** (7 semester hours)
- STA 126: Elementary Statistical Methods
- MAT 191: Calculus for the Life Sciences

**Biology** (25 semester hours, all with labs except for BMB 465 which may be taken without the lab)
- BIO 211: Introduction to Biology I
- BIO 212: Introduction to Biology II
- BIO 303: Microbiology
- BMB 465: Biochemistry I
- Anatomy & Physiology I
- Anatomy & Physiology II
- Anatomy & Physiology II
- *This requirement is fulfilled by one of these two series: BIO 301: Vertebrate Zoology and BIO 325: Comparative Animal Physiology or BIO 202 and 203: Human Anatomy & Physiology I and II. Mixing and matching is not allowed. Students should be aware that only 3 hr of the 8 hr total of the BIO 202-203 series may count towards the BIO major; this is important only if the student does not achieve SCP status and remains at Mercer-Macon to complete the BIO major.

**Chemistry** (16 semester hours, all with labs)
- CHM 111: General Chemistry I
- CHM 112: General Chemistry II
- CHM 221: Organic Chemistry I
- CHM 222: Organic Chemistry II
- Note that CHM 115 and CHM 241 can substitute for CHM 111 and 112

**Physics** (4 semester hours)
- PHY 141: Intro. Physics I – Mechanics & Heat (with lab) or PHY 161: Gen. Physics I - Mechanics & Thermodyn. (with lab)

### Additional Courses to Meet the Minimum of 90 Credit Hours
- 

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*Students seeking special consideration status who use dual enrollment and/or AP credits to satisfy some of the pre-pharmacy and/or general education requirements must take additional courses in order to complete 90 credit hours in-residence at Mercer’s College of Liberal Arts. Physical education and military science courses may NOT be used to satisfy the requirement for 90 hours in residence.*

*Courses listed in red are those used to calculate the science GPA.*

*This list includes almost all general education requirements for a CLA degree (except for what is listed below) and the admission requirements for the PharmD program. Students who do not gain admission after 3 years at Mercer-Macon may complete the BS in Biology with a minor in Chemistry in year 4 by fulfilling the EXP requirement (see University Bulletin for options) and successfully completing the following courses: GBK 407, BIO 370, BIO 310, BIO 300/01/02, and a 400-level lab class.*
# APPENDIX A-3: CHP SCP-Pharmacy/ B.S. in Public Health

<table>
<thead>
<tr>
<th>Course Abbreviation and Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong> (12 semester hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INT 101: Understanding Self &amp; Others</td>
</tr>
<tr>
<td></td>
<td>WRT 120: Disciplinary Writing Instruction (must be linked to a course in another area)</td>
</tr>
<tr>
<td></td>
<td>INT 201: Building Community</td>
</tr>
<tr>
<td></td>
<td>INT 301: Engaging the World</td>
</tr>
<tr>
<td><strong>First-Year Student Requirement</strong> (1 semester hour)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UNV 101</td>
</tr>
<tr>
<td><strong>Religious Heritage</strong> (3 semester hours) (See the College of Health Professions General Education Requirements for a list of classes that fulfill this requirement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Humanities/ Fine Arts</strong> (6 semester hours) (See the College of Health Professions General Education Requirements for a list of classes that fulfill this requirement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Human and Behavioral Sciences</strong> (9 semester hours) (See the College of Health Professions General Education Requirements for a list of classes that fulfill this requirement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning</strong> (3-7 semester hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 126: Elementary Statistical Methods</td>
</tr>
<tr>
<td></td>
<td>MAT 133: Pre-calculus (if necessary)</td>
</tr>
<tr>
<td></td>
<td>MAT 191: Calculus for the Life Sciences</td>
</tr>
<tr>
<td><strong>Biology</strong> (25 semester hours; labs required for all but BMB 465)</td>
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</tr>
<tr>
<td></td>
<td>BIO 211: Introduction to Biology I</td>
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<tr>
<td></td>
<td>BIO 212: Introduction to Biology II</td>
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<tr>
<td></td>
<td>BIO 303: Microbiology</td>
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<tr>
<td></td>
<td>BMB 465: Biochemistry I</td>
</tr>
<tr>
<td></td>
<td>BIO 202: Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td></td>
<td>BIO 203: Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td><strong>Chemistry</strong> (16 semester hours, all with labs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHM 111: General Chemistry I</td>
</tr>
<tr>
<td></td>
<td>CHM 112: General Chemistry II</td>
</tr>
<tr>
<td></td>
<td>CHM 221: Organic Chemistry I</td>
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<tr>
<td></td>
<td>CHM 222: Organic Chemistry II</td>
</tr>
<tr>
<td><strong>Public Health</strong> (39 semester hours)</td>
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<tr>
<td></td>
<td>PBH 101</td>
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<td></td>
<td>PBH 105</td>
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<td>PBH 200</td>
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<td>PBH 202</td>
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<td>PBH 301</td>
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<td></td>
<td>PBH 307</td>
</tr>
<tr>
<td></td>
<td>2 PBH electives</td>
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<td><strong>Additional Courses to Meet the Minimum of 125 Credit Hours</strong></td>
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</table>

*Physical education and military science courses may NOT be used to satisfy the requirement for 125 hours in residence.*

*Courses listed in red are those used to calculate the math-science GPA.*
## APPENDIX B: Suggested Scheduling of Core Science Coursework for Pre-Pharmacy

### APPENDIX B-1: CLA Students on the Pre-Pharmacy Track (Including CLA’s ASCP)

### Calculus-Ready (ASCP)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>CHM 111</td>
<td>CHM 112, BIO 211</td>
<td>Pharmacy experience or Independent research</td>
</tr>
<tr>
<td></td>
<td>Eligible students interested in participating in the CLA-ASCP must submit Statement of Intent by end of fall semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>CHM 221</td>
<td>CHM 222, BIO 303</td>
<td>Pharmacy experience or Independent research; Take PCAT, Submit applications</td>
</tr>
<tr>
<td></td>
<td>BIO 212, Declare major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>BMB 465? BIO 202</td>
<td>BMB 465?, BIO 203</td>
<td>Pharmacy experience or Independent research experience; Take PCAT?* Submit applications?*</td>
</tr>
<tr>
<td></td>
<td>Pharmacy experience or Independent research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>Finish degree requirements? Submit applications?* Apply for May graduation</td>
<td>Finish degree requirements Graduate with Bachelor’s degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graduate with B.S in Health Sciences</td>
</tr>
</tbody>
</table>

* Depends on target schools  
Blue font = ASCP route

### Not Ready for Calculus

#### Plan 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>MAT 095 or MAT 133, BIO 202*</td>
<td>MAT 133 or STA 126, BIO 203*</td>
<td>Pharmacy experience or Independent research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>CHM 111</td>
<td>CHM 112, BIO 211</td>
<td>Pharmacy experience or Independent research</td>
</tr>
<tr>
<td></td>
<td>PHY 141, Declare major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>BIO 212, CHM 221</td>
<td>CHM 222, BIO 303</td>
<td>Pharmacy experience or Independent research; Take PCAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>BMB 465? Finish degree requirements Apply for May graduation Submit applications</td>
<td>BMB 465? Finish degree requirements Graduate with Bachelor’s degree</td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

* If BIO 202 is full in fall of first year, may take BIO 202 and 203 during a summer or in year 3 or 4

#### Plan 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>MAT 095 or MAT 133, BIO 202*</td>
<td>MAT 133 or STA 126, BIO 203*</td>
<td>CHM 111 CHM 112 Pharmacy experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>CHM 221, Declare major</td>
<td>CHM 222, BIO 211</td>
<td>Pharmacy experience or Independent research</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>BIO 212</td>
<td>BIO 303, BMB 465</td>
<td>Pharmacy experience or Independent research; Take PCAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>Finish degree requirements Apply for May graduation Submit applications</td>
<td>Finish degree requirements Graduate with Bachelor’s degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* If BIO 202 is full in fall of first year, may take BIO 202 and 203 during a summer or in year 3 or 4
## Calculus-Ready

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>CHM 111</td>
<td>CHM 112</td>
<td>Pharmacy experience or Independent research</td>
</tr>
<tr>
<td></td>
<td>STA 126</td>
<td>BIO 211</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eligible students interested in participating in the SCP must submit Statement of Intent by end of fall semester</td>
<td></td>
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</tr>
<tr>
<td>Second</td>
<td>CHM 221</td>
<td>CHM 222</td>
<td>Pharmacy experience or Independent research</td>
</tr>
<tr>
<td></td>
<td>BIO 212</td>
<td>MAT 191 or BIO 303</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Declare major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>BIO 202</td>
<td>BIO 203</td>
<td>Pharmacy experience or Independent research; Take PCAT</td>
</tr>
<tr>
<td></td>
<td>MAT 191 or BIO 303</td>
<td>PHY 141?</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>BMB 465?</td>
<td>BMB 465?</td>
<td>Graduate with BS in Public Health</td>
</tr>
<tr>
<td></td>
<td>PHY 141?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply for May graduation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courses in bold are only offered during the semester shown

Note that only core science courses are shown in this plan. Students must work closely with a Public Health advisor to remain on track with the Public Health coursework.
APPENDIX C: Internet Resources for Exploring Careers in Health Care

Mercer’s Pre-Professional Web site
- http://aas.mercer.edu/pre-professional-tracks/ and http://cla.mercer.edu/pre-professional/
  Contain information for students interested in applying to health-related professional schools.

Mercer’s the Center for Career & Professional Development Web site
- http://career.mercer.edu/ Information about TypeFocus, SuccessTrak, Career Day, and other services for students

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

For More Information About Careers in Healthcare
- http://www.explorehealthcareers.org/
- http://www.sowega-ahec.org (see health careers manual on web site; includes career videos)

Links for Health-Related Professional Organizations
- American Academy of Anesthesiologist Assistants: www.anesthetist.org
- American Academy of Nurse Practitioners: http://www.aanp.org/
- American Academy of Physician Assistants: http://www.aapa.org/
- American Dental Education Association: http://www.adea.org/
- American Association of Colleges of Pharmacy: http://www.aacp.org
- American Association of Colleges of Podiatric Medicine: http://www.aacpm.org/
- American Association of Pathologists’ Assistants: http://www.pathassist.org/
- American Chiropractic Association: http://www.acatoday.org/
- 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/
- American Occupational Therapy Association: http://www.aota.org
- American Optometric Association: http://www.aoa.org/
- American Pharmacists Association: http://www.pharmacist.com/
- 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 Schools and Colleges of Optometry: http://www.opted.org
- Association of Schools of Allied Health Professions: www.asahp.org
- Association of Schools and Programs of Public Health: http://www.aspph.org/
- Georgia Academy of Anesthesiologist Assistants: http://www.georgiaaaa.org/
- Georgia Dental Association: http://www.gadental.org/
- Georgia Public Health Association: http://www.gapha.org/
- Georgia Association of Physician Assistants: http://www.gapa.net/
- Middle Georgia Medical Society, Inc.: http://www.ngmsnet.org/
- National Accrediting Agency for Clinical Laboratory Sciences: http://www.naacs.org/

Links for Information About Scholarships and Aid for Pharmacy School
- American Association of Colleges of Pharmacy’s Financial Aid Information: http://www.aacp.org/resources/student/financialaid/Pages/default.aspx
- Mercer University Office of Student Financial Planning: http://financialaid.mercer.edu/macon-campus/
APPENDIX D: Course Withdrawals

Steps to Take in the Decision-Making Process

1. Get the Facts
   Calculate your projected grade in the class using the formula given in your syllabus for your course grade. Do the calculations using the grades you have earned so far, then project what grades you might earn for the rest of the semester and plug them into the formula. Do this to create a “worst case scenario” in which you earn poor grades for the remaining exams, and a “best case scenario” in which you earn improved but reasonable grades (e.g., 75-85%). The results will give you a realistic range of possible grades for the rest of the semester. **Keep in mind that having a firm grasp of the course’s foundational concepts is often required for success.** Increasing your grades to the 80% range after scoring in the 30-50% range requires backtracking to learn the concepts that you didn’t learn well the first time.

   If your calculations reveal that there is no way you can pass the class with a C or higher, then withdrawing is recommended. If your calculations reveal that there is a way that you can still earn a solid C* or higher in the class, then proceed to step 2.

2. Talk with Your Instructor
   If your calculations reveal that there is a way that you can still earn a solid C or higher in the class, then the next step is to meet with your instructor. Talk honestly about how you are studying and how much time you are spending on the material, and get an idea from the instructor about his/her impression of whether you are likely to fall on the low side of your grading scale or on the high side.

   [FYI: Claiming that there is a “disconnect” between your learning style and the professor’s teaching style is a dangerous way to go… it can sound like an excuse. **Pre-health students must find a way to be flexible in their learning styles.** The staff of the Academic Resource Center can help students identify their best learning style and offer suggestions about how to adapt to multiple teaching styles. (Students with learning disabilities are urged to seek supportive assistance from the office of ACCESS and Accommodation: http://studentaffairs.mercer.edu/disabilityservices/.)]

3. Be Honest With Yourself
   Ask yourself how willing you are to fight to earn a passing grade in order to continue moving forward on the pre-pharmacy track. This will be a true test of your determination. **If you are still hypothetically able to earn at least a C, and you are willing to either double the amount of time you are spending on the class or to change the way you spend time on the class, then it is worth your while to stay in the class.**

   If you have already “moved on” mentally and won’t or can’t put forth more effort to conquer the class, then it is best to withdraw and make alternative plans to continue progressing. **Note:** If you are not willing to do what it takes academically to make yourself into a competitive professional school applicant, then you should re-examine your professional goals.

4. Consider the Consequences BEFORE Withdrawing
   A. Make a revised 3- or 4-year plan in which you have withdrawn from the class and – **for SCP/ASCP students consider how withdrawing will affect your eligibility.** Does making that class up at a later date affect your ability to make progress on that track? Will withdrawal force you to take summer classes? Are you **able to take summer classes (time-wise and financially)?**
   B. Check with **financial planning** to make sure that withdrawing will not impact your financial aid or scholarship or loan status.

5. The Withdrawal Process
   Complete a withdrawal form. Have your instructor sign it and your primary advisor sign it. Submit the signed form to the registrar’s office by the published withdrawal deadline.
Sample Interview Questions for Pharmacy School Applicants

- How are you today?
- Tell me about yourself. Tell me about your family.
- Why pharmacy? Why not medical school?
- If pharmacy didn’t exist, what would you do instead?
- What have you done to test your interest in becoming a pharmacist?
- What DON’T you like about the field of pharmacy?
- When did you decide on becoming a pharmacist?
- How do your personal values and morals fit with the field of pharmacy?
- Do you want to specialize? In what?
- What problems face the field of health care today?
- How did you study for the PCAT? Organic chemistry? Biology?
- How would you be a good fit for our school?
- What other schools have you applied to and why?
- What makes you different from/ better than our other applicants?
- What will you do if you aren’t accepted?
- If you were the interviewer, what question would you ask next?
- What are your thoughts about affirmative action? About race relations in the US in general?
- How do you feel about the ACA? About the proposed replacements for it so far?
- What types of people do you have trouble working with?
- What do you think of what is happening in the Middle East? (or another area of the world)
- What is the biggest challenge you have faced in your life?
- What are your hobbies? What do you do for fun?
- Describe your leadership experiences.
- How do you think the people who wrote your letters of recommendation described you?
- Tell us about a time when your morals were questioned. How did you handle it?
- Where do you see yourself in ten years? Twenty years?
- Name three books that you read this year. What impact did each have on you?
- Situational questions (e.g., What would you do if a patient came to you with a prescription that you suspected was forged?)
- Describe yourself in four words.
- If you were a part on a bicycle, which part would you be and why?
- Name three people that you admire and tell me why you admire each.
- Name five people you would like to have dinner with, and why.
- What is your life’s “calling”?
- What were the strongest aspects of Mercer University?
- What are the major deficiencies in your undergraduate training?
- If your house was burning, what three objects would you save? Why?
- Teach me something not related to pharmacy.
- What is your favorite class? Least favorite? Why?

Possible Questions for Professional School Applicants to ASK:

- Where are your most of your graduates distributed?
- What subspecialties do most of your graduates go into?
- How do your students score on the NAPLEX exam?
- Tell me more about your specialty program in XXX.
- What types of clinical sites does the school use (only if this information is readily available on the school Web site)?
- Is there administrative training as part of your program? Legal training? Bioethics training?
- How has health care reform affected this school?
- What kind of mentor/ advisor system is used?
- Tell me about the call rooms, cafeteria, library, parking, and computers.
- What support staff is available?
- What is the patient population in the training clinic?
APPENDIX F: Pharmacy Experience Certification

1. Complete a separate form for each clinic or setting.
2. Save a copy of each completed form for your records and submit the originals to the COP when you submit your supplemental application.

Student Affairs and Admissions Office
Mercer University College of Pharmacy
3001 Mercer University Dr., PAC-121
Atlanta, GA 30341

Student Name: __________________________ MUID: ___________________ Seeking ASCP/ SCP Status?  Y  N

**Supervising Pharmacist** (to be completed by student’s supervisor)

<table>
<thead>
<tr>
<th>Pharmacist Name:</th>
<th>State of Licensure:</th>
<th>License Number:</th>
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<table>
<thead>
<tr>
<th>Pharmacy Name:</th>
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<th>Pharmacist’s E-Mail Address:</th>
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**Experience Log** (to be completed by student)

<table>
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Total Time (Hr) at this Site:
Describe the pharmacy experience completed during these hours (include examples of problems, interactions, etc.):

To be completed by Pharmacist:

I certify that the above mentioned student has worked the days and hours listed under my personal supervision.

____________________________________________                      _____________________
Signature of Supervising Pharmacist                      Date

To be completed by Student:

I certify that the days and hours listed on this form are an accurate record of the actual hours spent in a pharmacy. I further state and understand that any falsification of any portion of this report will incur disciplinary action including the revocation of my automatic acceptance into Mercer’s College of Pharmacy and any future possibility of being accepted into the PharmD program.

__________________________________________                   ___________________
Signature of Student                   Date